

Miami-Dade County Public Schools

Ernest R. Graham K 8 Academy



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Ernest R. Graham K 8 Academy

7330 W 32ND AVE, Hialeah, FL 33018

<http://erg.dadeschools.net>**Demographics****Principal: Mayra Alfaro**

Start Date for this Principal: 7/1/2004

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (65%) 2017-18: A (64%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Ernest R. Graham K 8 Academy

7330 W 32ND AVE, Hialeah, FL 33018

<http://erg.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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

At Ernest R Graham K-8 Academy, we provide high quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement.

We, the faculty and staff at Ernest R Graham K-8 Academy, are committed to provide educational excellence for all students.

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
Alfaro, Mayra	Principal	Principal of Ernest R Graham K-8 Academy, who oversees all operations within our school. She creates a safe learning environment, sets performance goals both for students and teachers, and oversees the implementation of programs and the monitoring of academic progress.
Gutierrez, Tania	Assistant Principal	Assistant Principal of Ernest R Graham K-8 Academy, who oversees all operations within our school. She creates a safe learning environment, sets performance goals both for students and teachers, and oversees the implementation of programs and the monitoring of academic progress.
Valdes, Mildred	Instructional Coach	Instructional Reading Coach of Ernest R Graham K-8 Academy, she oversees the implementation of reading programs and the monitoring of academic progress in the intermediate level. She provides professional development presenting the latest evidenced based instructional practice and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.
Reyes, Marlene	ELL Compliance Specialist	ELL Compliance Specialist of Ernest R Graham K-8 Academy, she oversees the implementation of ELL programs and the monitoring of academic progress. She provides best practices and supports teachers with the goal of increasing student achievement and building teacher capacity.
Mckenzie, Andrew	Instructional Coach	Instructional Math Coach of Ernest R Graham K-8 Academy, he oversees the implementation of Math and Science programs and the monitoring of academic progress. He provides professional development presenting current evidence-based Math instructional practices and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.
Sanchez, Rosa	Instructional Coach	Instructional Reading Coach of Ernest R Graham K-8 Academy, she oversees the implementation of Reading programs and the monitoring of academic progress in the primary level. She provides professional development presenting the latest evidence-based instructional practices and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.

Demographic Information

Principal start date

Thursday 7/1/2004, Mayra Alfaro

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.*

23

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.*

50

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

862

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

1

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

0

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	70	75	98	88	111	112	112	88	126	0	0	0	0	880
Attendance below 90 percent	0	5	7	7	3	4	10	15	11	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	8	14	0	0	0	0	22
Course failure in ELA	0	0	6	11	7	0	3	2	0	0	0	0	0	29
Course failure in Math	0	1	3	5	5	2	3	1	0	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	18	18	23	28	28	0	0	0	0	121
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	21	20	22	21	20	0	0	0	0	107
Number of students with a substantial reading deficiency	0	2	12	18	26	18	32	36	51	0	0	0	0	195

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	3	6	22	17	21	31	12	24	0	0	0	0	136

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	3	3	2	9	0	0	0	2	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 7/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	73	73	117	104	140	91	135	132	0	0	0	0	915
Attendance below 90 percent	1	9	3	6	3	10	5	19	13	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	2	3	1	1	4	0	0	0	0	14
Course failure in Math	0	0	0	3	2	4	1	1	1	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	13	26	41	0	0	0	0	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	18	27	40	0	0	0	0	88
Number of students with a substantial reading deficiency	0	7	19	54	21	27	36	64	69	0	0	0	0	297

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	5	1	5	11	20	28	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	13	0	0	0	0	1	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	65	89	75	107	105	139	100	131	135	0	0	0	0	946
Attendance below 90 percent	6	7	8	3	4	11	17	13	8	0	0	0	0	77
One or more suspensions	0	0	0	0	0	2	10	14	10	0	0	0	0	36
Course failure in ELA	0	4	8	11	0	2	2	0	1	0	0	0	0	28
Course failure in Math	0	2	4	9	2	0	1	0	1	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	19	27	32	30	43	0	0	0	0	171
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	22	26	25	20	22	0	0	0	0	138
Number of students with a substantial reading deficiency	0	11	13	28	20	32	40	54	46	0	0	0	0	244

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	5	1	5	11	20	28	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		0	0	0	13	0	0	0	0	1	0	0	0	14
Students retained two or more times		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	59%	62%	55%				63%	63%	61%
ELA Learning Gains	68%						66%	61%	59%
ELA Lowest 25th Percentile	62%						63%	57%	54%
Math Achievement	64%	51%	42%				67%	67%	62%
Math Learning Gains	85%						65%	63%	59%
Math Lowest 25th Percentile	81%						53%	56%	52%
Science Achievement	54%	60%	54%				56%	56%	56%
Social Studies Achievement	86%	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	60%	60%	0%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-60%				
05	2022					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-60%				
06	2022					
	2019	48%	58%	-10%	54%	-6%
Cohort Comparison		-63%				
07	2022					
	2019	66%	56%	10%	52%	14%
Cohort Comparison		-48%				
08	2022					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-66%				

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	70%	67%	3%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-70%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-61%				
06	2022					
	2019	76%	58%	18%	55%	21%
Cohort Comparison		-58%				
07	2022					
	2019	60%	53%	7%	54%	6%
Cohort Comparison		-76%				
08	2022					
	2019	43%	40%	3%	46%	-3%
Cohort Comparison		-60%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	73%	7%	71%	9%
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	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	26	63	69	39	79	70	18	78			
ELL	51	67	61	58	83	84	45	85	90		
HSP	60	68	62	64	85	81	53	86	90		
FRL	59	68	61	63	86	83	53	86	87		
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	17	31	31	16	20	24	13	22			
ELL	46	51	49	36	27	28	24	47	21		
HSP	54	52	44	40	28	28	36	54	33		
FRL	52	52	44	39	28	30	35	54	32		
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	32	55	58	45	63	64	33	57			
ELL	55	63	61	63	66	55	52	72	55		
HSP	63	66	63	67	66	54	57	81	78		
FRL	61	65	63	65	65	52	55	78	72		

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

ESSA Federal Index	
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	715
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
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	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
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?

2022 data findings:

Data comparison shows an increase in achievement from 3rd to 8th grade in ELA, Math, Science, and Social Sciences. ELA percentage of students reaching proficiency levels 3-5 increased from 51 to 59 percent, an increase of 8 points from 2021 to 2022. The math percentage of students reaching proficiency levels 3-5 increased from 37 percent to 64 percent, an increase of 27 points from 2021 to 2022. Algebra percentage of students reaching proficiency levels 3-5 increased from 59 percent to 98 percent, an increase of 39 points from 2021 to 2022. Fifth Grade Science percentage of students reaching proficiency levels 3-5 increased from 36 to 54 percent, an increase of 18 points from 2021 to 2022. 8th Grade Science percentage of students reaching proficiency levels 3-5 increased from 34 percent to 48, an increase of 14 points from 2021 to 2022. 7th Grade Civics percentage of students reaching proficiency levels 3-5 increased from 53 to 86, an increase of 23 points from 2021-2022.

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

2022 data findings:

6th grade ELA proficiency decreased by 16 percentage points, showing the greatest need for improvement.

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

A contributing factor to this need for improvement was a required change of instructional personnel in the 6th grade language arts class which interrupted the consistency of instructional practice in conjunction with a trend of low academic performance.

We will closely monitor the implementation of the ELA program in 6th grade to ensure successful implementation and fidelity of programs. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards-based instruction and standards-based resources provided by the district. The intermediate instructional coach will be working closely with the ELA and Reading teachers and students by providing tutoring, data chats, modeling lessons utilizing research-based strategies, and providing additional resources.

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

i-Ready progress monitoring AP2 mathematics data indicates that 56 percent of students in grades 3-8 were projected to score proficiently (levels 3-5) in the state assessment. 2022 state assessment data shows that 64 percent of our students in grades 3-8 performed proficiently. In addition, 85 percent of our students made learning gains in mathematics. As we focus on mathematics, 81 percent of the lowest 25 percentile made learning gains.

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

In comparing the data from 2021 to 2022 the significant contributing factor to our mathematics improvement was that 100 percent of our students were fully face to face. We implemented bi-weekly collaborative planning, monthly Learning Acceleration Meetings, on-going data chats, and differentiated instruction to ensure student engagement and increase academic achievement, extended learning opportunities, tutoring, Saturday academy, fidelity of intervention, and review camps.

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

Differentiated Instruction, Data-driven Instruction, Standards-Based Collaborative Planning, Intervention-RTI, Gradual Release Model, Extended Learning Opportunities, Social Emotional Learning, Intensive Acceleration, professional development dependent on teacher/student needs, and implementation of District Digital Resources.

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 data to drive instruction, aligning resources to small group instruction, desegregating Ongoing Progress Monitoring data, making instructional adjustments to groups as data becomes available and continuous data chats with individualized feedback and monitoring (on-going). Professional Development days (August 15 and November 8) will allow teachers to engage in district/school sponsored trainings with an emphasis on

targeted needs. In addition, coaching cycles will be implemented individually with teachers to support specific needs (ongoing).

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

Our school will provide targeted and structured extended learning opportunities based on data results. Extended learning opportunities will be provided including Before and After School tutoring, Intervention, Saturday Academies, Title III Tutoring, Review Camps and Content Based Clubs. In addition, ongoing collaborative planning will be scheduled bi-weekly to ensure fidelity of programs and provide guidance as to what additional services will be needed to ensure sustainability for teachers and students. The school leadership team will utilize progress monitoring tools to provide Tier 2 and Tier 3 intervention and support services that are above and beyond Tier 1 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 Differentiation**Area of Focus****Description and Rationale:**

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

According to the 2022 FSA ELA proficiency data, 40% of the 6th grade students are proficient, and 57% of the 7th grade students are proficient, and 51% of the 8th grade students are proficient. Based on the successful implementation of differentiation in the elementary grades, we will focus on differentiation in the middle school language arts to address this critical need.

Measurable**Outcome:**

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

With the implementation of differentiation, the middle school population will increase proficiency in language arts by 3 percentage points from an average of 49.3% to an average of 52.3% as measured by the 2022-2023 FAST ELA state assessment.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators conducting walkthroughs and reviewing lesson plans to ensure targeted/differentiated instruction is taking place. Interventionist, and time of intervention to facilitate effective monitoring of the intervention program.

This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on Ongoing Progress Monitoring.

Person responsible for monitoring outcome:

Mayra Alfaro (pr5051@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy:

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

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

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

Action steps that will be taken as part of this strategy to address Differentiation in ELA is weekly walkthroughs by administration. (8/22-10/14) As a result of the weekly walkthroughs by administrators, informal evidence of standard-based instruction and desired student outcomes will be gathered in order to provide the needed support to teachers allowing an increase in the effectiveness of Differentiated Instruction in ELA.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiation is bi-weekly grade level meetings conducted by grade level/department chairs. (8/22-10/14) As a result of bi-weekly grade level meetings, teachers will be able to analyze data and plan instruction to increase student achievement.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiation is monthly Learning Acceleration meetings conducted by Instructional Coaches. (8/22-10/14) As a result of monthly Learning Acceleration meetings, instructional coaches and teachers will be able to align researched-based practices, state adopted standards and district resources that will maximize student achievement.

Person Responsible Mildred Valdes (mildredvaldes@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiation is quarterly data chats between teachers and administrators. (8/22-10/14). As a result of quarterly data chats between administrators and teachers, data will be analyzed in order to adjust instruction and improve student performance.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiated Instruction in ELA is weekly pullout tutoring. (10/31-12/16) As a result of monthly data chats between administrators and teachers, data will be analyzed in order to adjust pullout groups and improve student academic performance.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiated instruction in ELA is weekly Coach Teacher Data Chats. (10/31-12/16) As a result of the data chats between Instructional coaches and teachers, instruction and tutoring groups will be adjusted to accommodate individual student needs.

Person Responsible Rosa Sanchez (rfluty@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Attendance Initiatives**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 from students, 63% of our student population feel that they will not be ready for high school after middle school as compared to 23% for the 2020-2021 school year. This represents a -40 percent difference from the previous school year. Our 2021-2022 Power BI attendance data demonstrates that 33% of students have 10 or more absences thus feeling unprepared for high school. We believe that attendance is indicative of academic progress and student achievement. If attendance is improved academic achievement will increase.

Measurable**Outcome:**

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

If we successfully implement our attendance initiatives, our student attendance will increase therefore the number of students that feel they will not be ready for high school after middle school will decrease by 5 percentage points from 63% to 58% of the students in the student climate survey.

With the implementation of attendance initiatives, language arts achievement will increase by 3 percentage points from an average of 49.3% to an average of 52.3% as measured by 2022-2023 FAST ELA state assessment.

Monitoring:

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

The Attendance Review Committee will monitor attendance daily by utilizing the attendance bulletin to identify and refer students with excessive absences to the CIS and school counselors.

Person responsible for monitoring outcome:

Tania Gutierrez (243655@dadeschools.net)

Evidence-based**Strategy:**

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

Strategic attendance initiatives involve close monitoring and reporting of student absences, notifying parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

Explain the rationale for selecting this specific strategy.

Our goal is to improve attendance in an effort to increase academic achievement. The daily attendance bulletin and bi-weekly attendance reports will determine the resources utilized to improve the outcome. The attendance review committee will implement schoolwide strategies such as home visits, parent-teacher conferences, and school messenger to remind parents of the importance of attendance for student achievement.

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.

Action steps that will be taken as part of this strategy to address the attendance initiative plan. (8/22-10/14) Schoolwide attendance incentive plans will be implemented in an effort to increase attendance percentages throughout the grade levels. Classrooms will be recognized during morning announcements for perfect attendance.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address the attendance initiative plan. (8/22-10/14)

Teachers will recognize individual student's perfect attendance quarterly by creating a classroom incentive plan that may include any of the following: classroom celebrations, appreciation passes, attendance picnics and certificates.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address the attendance initiative plan. (8/22-10/14)

Photographs of homerooms with one hundred percent monthly attendance will be displayed using the main entrance bulletin board.

Person Responsible Andrew Mckenzie (amckenzie@dadeschools.net)

Action steps that will be taken as part of this strategy to address the attendance initiative plan. (8/22-10/14) Grade levels will utilize the school mascot (stuffed toy) to travel from class to class making monthly visits to the homeroom with perfect attendance for the grade level.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Attendance Incentives is to continue promoting the classes with perfect attendance via school social media, flyers, and school messenger by administration. (10/31-12/16) As a result of promoting Attendance Incentives, parents will be able to acquire a greater understanding of the importance of perfect attendance and student achievement.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Attendance Incentives is to offer a free homework pass for students with perfect attendance for 10 days straight. (10/31-12/16) Receiving a free homework pass will boost students' morale and they would want to attend school.

Person Responsible Mildred Valdes (mildredvaldes@dadeschools.net)

#3. 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 the 2022 FSA ELA proficiency data, 40% of the 6th grade students are proficient, and 51% of the 8th grade students are proficient. Based on the data, standards-aligned instruction has been proven to be effective in the elementary grades. We will focus on Standards-aligned Instruction in the middle school language arts and reading classes to address this critical need.

Measurable Outcome:

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

If we successfully implement Standards-aligned Instruction, then our 6th and 8th-grade students will increase ELA proficiency percentage by 3 percentage points from an average of 45.5% to 48.5% as evidenced by the 2023 FAST Assessment.

Monitoring:

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

The area of focus will be monitored by: The Leadership Team conducting monthly data debriefing meetings to analyze intervention rosters and data in order to adjust/align instruction that individualizes/differentiates instruction. Administrators will conduct walkthroughs and review lesson plans to ensure that targeted standard based instruction is taking place. Instructional Coaches will monitor the effectiveness of the intervention program in order to monitor progress.

Person responsible for monitoring outcome:

Tania Gutierrez (243655@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Standards-Aligned instruction, our school will focus on the evidence-based strategy of: Standards-aligned Instruction. Standards-Aligned Instruction will ensure that students will acquire the essential knowledge and skills for mastery of grade level standards.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Standards-aligned instruction will ensure that teachers are using grade specific standards to conduct their lessons. Weekly collaborative planning will ensure that program objectives and resources are implemented with fidelity

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.

Action steps that will be taken as part of this strategy to address Standards-Aligned instruction is weekly walkthroughs by administration. (8/22-10/14) As a result of the weekly walkthroughs by administrators, informal evidence of standard-based instruction and desired student outcomes will be gathered in order to provide the needed support to teachers allowing an increase in the effectiveness of Differentiated Instruction in ELA.

Person Responsible

Mildred Valdes (mildredvaldes@dadeschools.net)

Action steps that will be taken as part of this strategy to address Standards-Aligned Instruction is bi-weekly grade level collaborative planning conducted by grade level/department chairs. (8/22-10/14) As a result of bi-weekly grade level collaborative planning, teachers will be able to analyze data and adjust instruction to increase student achievement.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Standards-Aligned Instruction is monthly Learning Acceleration meetings conducted by Instructional Coaches. (8/22-10/14) As a result of monthly Learning Acceleration meetings, instructional coaches and teachers will be able to align researched-based practices, state adopted standards and district resources that will maximize student achievement.

Person Responsible Mildred Valdes (mildredvaldes@dadeschools.net)

Action steps that will be taken as part of this strategy to address Standards-Aligned Instruction is monthly data chats between teachers and administrators. (8/22-10/14) As a result of monthly data chats between administrators and teachers, data will be analyzed in order to adjust instruction and improve student performance.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Standards- aligned Instruction is to continue to attend district ICADS and share the information presented during grade/department level meetings. (10/31-12/16). As a result of attending district ICAD meetings, teachers will implement strategies and resources shared at the ICADS with a direct impact on instructional delivery and academic achievement.

Person Responsible Rosa Sanchez (rfluty@dadeschools.net)

Action steps that will be taken as part of this strategy to address Standards-aligned Instruction is to continue the monthly Learning Acceleration Meetings conducted by instructional coaches. (10/31-12/16) As a result of Learning Acceleration meetings, instructional coaches and teachers will continue to analyze current data to align instruction to meet individual student needs and grade level expectations with the goal to improve student achievement.

Person Responsible Rosa Sanchez (rfluty@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the qualitative data from the Staff School Climate survey, we want to use the Targeted Element of Transformational Leadership. The data reveals that 53% of staff in the building feel that students are deficient in basic academic skills, therefore the schoolwide initiative of learning acceleration meetings led by teacher leaders to analyze and disaggregate data will engage teachers of multiple grade levels to planning sessions, thus positively impacting student success.

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

With the implementation of leadership development, an additional 3% of the staff will agree that students will not be as deficient in basic academic skills. Creating leadership team sessions will facilitate standards alignment planning allowing Teacher Leaders to collaborate with colleagues and deepen skills with the goal of closing the achievement gap and ensuring students are ready for the next grade level.

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

If we successfully implement the Targeted Element of Transformational Leadership, the percentage of students with deficiencies in basic academic skills will decrease by 3 percentage points from 53% to 50% as noted from the 2022-2023 Staff School Climate survey. Monthly data debriefing meetings held with the leadership team will be used to determine if students' basic skills and performance are improving as per our measurable goal.

Person responsible for monitoring outcome:

Mayra Alfaro (pr5051@dadeschools.net)

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

Within the targeted element of Transformational Leadership, our school will focus on the evidence-based the strategy of shared leadership. By involving staff in the decisions made schoolwide, we hope to increase the feeling of shared leadership. In addition, when teacher feedback is taken into consideration in the decision-making process, teachers will feel supported and buy into school-wide initiatives. Experts will provide a summary of support to the leadership team on a monthly basis to ensure we are on target to meet the outcome above.

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

Involving staff in multiple grade levels planning sessions will allow Teacher Leaders to consult with colleagues and deepen skills with the goal of closing the achievement gap and ensuring students are ready for the next grade level.

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.

Action steps that will be taken as part of this strategy to address Transformational Leadership is promoting the monthly District ICADS and providing time planning to share information during multiple grade levels

planning sessions. (8/22-10/14) As a result of attending the monthly ICADS, teacher's knowledge will deepen and implementation of newly acquired skills will lead to the improvement of student achievement.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Transformational Leadership is establishing on-going Mentoring Programs to foster leadership roles for teachers by administration. (8/22-10/14) As a result of establishing on-going Mentoring program, the school will be able to cultivate a staff of competent teachers and build capacity for teacher leadership.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Transformational Leadership is quarterly Leadership Forums conducted by administrators. (8/22-10/14) As a result of quarterly Leadership Forums, the school will be able to promote an environment that fosters leadership roles and build capacity of the school's leadership team.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Transformational Leadership is providing time during monthly Learning Acceleration meetings to give teachers the opportunity to share data and research-based strategies among grade and department levels. (8/22-10/14) As a result of the monthly Learning Acceleration meetings, teachers will be able to look at systematic ways to improve student outcomes within the school.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Instructional Leadership Team is to continue promoting the District ICADS and continue to provide time during horizontal planning to share Best Practices with other colleagues. (10/31-12/16) As a result of attending the district ICADS, teachers will conduct meetings and share the newly acquired skills and strategies that will lead to an increase in student achievement.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Instructional Leadership Team is to continue encouraging teachers to participate in leadership roles through presentations of BEST Practices during Learning Acceleration Meetings and Faculty meetings (10/31-12/16). As a result of encouraging leadership, teachers will provide other teachers with strategies to support content area planning. This process will allow teachers to learn from each other and optimize student achievement.

Person Responsible Mayra Alfaro (pr5051@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 Relationships, Physical and Emotional Safety and Support, Care, and Connections. We facilitate opportunities for both staff and students to provide on-going feedback and suggestions to school leaders, and we schedule informal conferences with staff and students to discuss information about their educational/professional experience at our school. Our school maintains a clean, orderly, and appealing environment so students can excel and achieve academic success. Instructional staff promotes high expectations by utilizing a growth mindset. Staff are provided opportunities in team building activities where we come together to share celebrations of success during informal meet-ups. Students receive emotional support, using available resources, to cope with their emotional challenges. We continue to encourage family and community connections and engagement within the school to foster a positive school culture and environment.

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

Stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building activities to engage staff and students in the care of the physical environment and develop an emphasis on the benefits of learning. The Assistant Principals will monitor that the school leadership team is providing ongoing family and community engagement for the development of a safe and supportive school environment. Teacher leaders and instructional coaches 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.