

Miami-Dade County Public Schools

Lake Stevens Middle School



2022-23 Schoolwide Improvement Plan

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Lake Stevens Middle School

18484 NW 48TH PL, Miami Gardens, FL 33055

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

Demographics

Principal: Lizette Estevez M

Start Date for this Principal: 6/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: C (43%) 2017-18: C (45%)
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	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	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	98%

School Grades History

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

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To develop a learning community that provides a safe and supportive environment for independent and focused individuals who are seeking a purpose-filled education.

Provide the school's vision statement.

It is our belief at Lakes Stevens Middle School that in preparing our students for the 21st Century, our ultimate goal of education is to maximize the physical, mental, social, and emotional development which is vital to becoming lifelong learners and productive citizens in our society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Estevez, Lizette	Principal	Lead and guide students and staff to achieve academic success in all areas.
Castellanos, Joel	Assistant Principal	Oversee all departments and progress in reading and mathematics to ensure instructional delivery is effective and engaged.
Rambo, Tangular	Teacher, K-12	Oversee the ELA department and monitor interventions to ensure that students are receiving the proper interventions and delivery of instruction.
Olive, Henriette	Teacher, K-12	Oversee the math department and monitor interventions to ensure that students are receiving the proper interventions and delivery of instruction.
Ramirez, Heliana	Instructional Technology	Oversee all technological equipment and needs of the students with their iPads and technological needs.

Demographic Information

Principal start date

Wednesday 6/22/2022, Lizette Estevez M

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

0

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

7

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

433

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.

2

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	152	140	141	0	0	0	0	433
Attendance below 90 percent	0	0	0	0	0	0	28	27	46	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	10	2	34	0	0	0	0	46
Course failure in ELA	0	0	0	0	0	0	26	14	19	0	0	0	0	59
Course failure in Math	0	0	0	0	0	0	41	18	32	0	0	0	0	91
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	56	45	59	0	0	0	0	160
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	59	44	48	0	0	0	0	151
Number of students with a substantial reading deficiency	0	0	0	0	0	0	67	75	81	0	0	0	0	223

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	66	42	65	0	0	0	0	173

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	14	3	6	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	14	3	8	0	0	0	0	25

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	130	137	124	0	0	0	0	391
Attendance below 90 percent	0	0	0	0	0	0	40	51	62	0	0	0	0	153
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	25	31	36	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	26	12	44	0	0	0	0	82
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	27	33	0	0	0	0	90
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	19	29	32	0	0	0	0	80
Number of students with a substantial reading deficiency	0	0	0	0	0	0	64	91	79	0	0	0	0	234

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	39	43	60	0	0	0	0	142

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	6	10	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	5	5	6	0	0	0	0	16

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	120	149	116	0	0	0	0	385
Attendance below 90 percent	0	0	0	0	0	0	43	48	42	0	0	0	0	133
One or more suspensions	0	0	0	0	0	0	22	32	20	0	0	0	0	74
Course failure in ELA	0	0	0	0	0	0	27	14	6	0	0	0	0	47
Course failure in Math	0	0	0	0	0	0	45	33	29	0	0	0	0	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	61	66	59	0	0	0	0	186
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	46	60	38	0	0	0	0	144
Number of students with a substantial reading deficiency	0	0	0	0	0	0	77	91	75	0	0	0	0	243

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	62	72	56	0	0	0	0	190

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	26	7	2	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	18	6	6	0	0	0	0	30

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	30%	55%	50%				31%	58%	54%
ELA Learning Gains	44%						44%	58%	54%
ELA Lowest 25th Percentile	45%						40%	52%	47%
Math Achievement	44%	43%	36%				38%	58%	58%
Math Learning Gains	64%						43%	56%	57%
Math Lowest 25th Percentile	69%						53%	54%	51%
Science Achievement	32%	54%	53%				23%	52%	51%
Social Studies Achievement	57%	64%	58%				57%	74%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	36%	58%	-22%	54%	-18%
Cohort Comparison						
07	2022					
	2019	25%	56%	-31%	52%	-27%
Cohort Comparison		-36%				
08	2022					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	39%	58%	-19%	55%	-16%
Cohort Comparison						
07	2022					
	2019	36%	53%	-17%	54%	-18%
Cohort Comparison		-39%				
08	2022					
	2019	18%	40%	-22%	46%	-28%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	23%	43%	-20%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	73%	-16%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	63%	10%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	54%	28%	57%	25%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	14	30	34	24	43	50	5	38			
ELL	20	39	41	36	64	70	17	54			
BLK	34	43	50	44	64	68	31	55	95		
HSP	28	44	43	44	64	71	28	59	87		
FRL	30	44	45	44	64	68	32	56	89		
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	8	37	48	10	25	30	9	33			
ELL	23	40	45	28	31	27	4	38	17		
BLK	28	31	42	23	20	28	23	53	40		
HSP	29	38	40	32	30	20	23	46	52		
FRL	28	32	39	27	25	23	24	53	43		

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	8	31	37	9	29	33	6	23			
ELL	25	42	36	29	46	54	21	47	42		
BLK	28	39	41	40	41	53	19	58	70		
HSP	35	49	41	36	47	56	28	55	49		
MUL	15	46		38	46						
WHT	42	42		42	25						
FRL	32	45	42	39	43	53	24	57	62		

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)	TSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	530
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	44
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	54
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
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?

There has been an increase in proficiency throughout all grade levels and content area curriculums. SWD students demonstrated a 14% proficiency and ELL students demonstrated a 20% proficiency in ELA. SWD students demonstrated a 24% proficiency and ELL students demonstrated a 30% proficiency in Math. Both demonstrating an increase from the 2021 proficiency data in ELA and Math.

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

In relation to ELA Proficiency our school was at 29% in 2022 year 27% for 2021, and 30% in 2019. This shows that for the last three years the average has remained stagnate, with just minimal growth from previous years.

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

Based on the 2022 ELA data making mininial progress from the previous year, some contributing factors include limited interventions provided throughout the year as well as not having a reading coach for the entire year to assist with interventions. New actions include targeting students for intervention and utilizing the reading coach for professional development throughout the year.

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

Based on the 2022 FSA state assessment, Math showed the most improvement with increases from 22% to 34% proficiency. Additionally math learning gains increased from 26% to 64%.

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

Support was provided to struggling and bubble student continuously based on progress monitoring results. Groups were updated continuously based on ongoing needs assessments. Programs such as i-Ready and IXL were used to address specific student needs.

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

Vocabulary development across the subject areas will accelerate learning and comprehension. Incentivizing reading proficiency through i-Ready will increase overall student reading skills.

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.

Professional developments will include targeted vocabulary reading strategies to implement in the classrooms. The coach will be sharing best practices in vocabulary lessons and peer classroom visits will encourage the instructor to build new learning experiences. These professional developments and sharing of best practices will be held monthly through department meetings.

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

A reading coach will be utilized to support the ELA teachers. Monthly data chats will be conducted to assess student progress and areas of need.

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.

Based on the FSA English Language Arts data, our students tested at 29% proficiency. Based on the 2021-2022 i-Ready data, our students did not meet grade-level achievement in vocabulary, comprehension in literature, and comprehension in informational text.

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

The goal would be to increase ELA proficiency from 29% to 35% proficiency.

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

This area will be monitored by i-Ready. Students will be tested at the beginning of the year and mid-year to see their progress in meeting grade level proficiency. We will also use progress monitoring to monitor our students.

Person responsible for monitoring outcome:

Tangular Rambo (221931@dadeschools.net)

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

To increase our students' ELA proficiency, we will be using the strategy Academic Vocabulary Instruction. Academic Vocabulary Instruction will provide students with skills to be able to comprehend text on their grade level.

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

Vocabulary skills is a required skill before meeting comprehension. Providing our teachers with Vocabulary strategies will increase our students' vocabulary school-wide and as a result increase reading comprehension.

Action Steps to Implement

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

8/22-10/14-Teachers will be provided an onsite professional development related to vocabulary to integrate with their classroom. Professional development would be provided on a designated teacher planning day where our teachers from every discipline will participate in. As a result, vocabulary will be the focus this school year across all curriculum groups.

Person Responsible

Henriette Olive (olivemath@dadeschools.net)

8/22-10/14-In each faculty meeting, the Language Arts department will share its best practices in reading and ELA. As a result, all staff members will be able to implement reading strategies across all curriculum groups.

Person Responsible

Tangular Rambo (221931@dadeschools.net)

8/22-10/14-Each week targeted vocabulary will be given schoolwide for instruction throughout all curriculum groups. As a result, there will be an increase in vocabulary awareness and understanding.

Person Responsible

Heliana Ramirez (200912@dadeschools.net)

8/22-10/14-Vocabulary activities and PD for non core subjects will be provided to assist in the schoolwide vocabulary initiative. As a result, all student's vocabulary awareness will increase demonstrated in an increase in PM2.

Person Responsible Tangular Rambo (221931@dadeschools.net)

Hold a schoolwide Spelling Bee across all grade levels.

Person Responsible Tangular Rambo (221931@dadeschools.net)

Using the word of the week create a word wall in each class to include electives.

Person Responsible [no one identified]

#2. Positive Culture and Environment specifically relating to student teacher relationships**Area of Focus****Description and****Rationale:**

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

The Student Culture Survey showed only 27% of students felt their teachers were interested in how they do in the future. An area of focus is to practice providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions.

Measurable**Outcome:**

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

The goal is to increase students' belief that teachers are interested in their future by 23% raising it to 50% of the student body.

Monitoring:

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

This area of focus will be monitored by school climate surveys by the administration team.

Person responsible for monitoring outcome:

Lizette Estevez (lestevez@dadeschools.net)

Evidence-based**Strategy:**

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

Building staff-student connections through Restorative Justice Practices can help increase students' sense of belonging at school. These practices will provide opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. To increase student-staff connections activities such as, but limited to, homeroom check-ins, mentorship programs, and monthly team-building activities will build these relationships.

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

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

By implementing these strategies with fidelity and including weekly RJP Check to Connects, students will build trust with school staff and increase a positive student learning environment.

Action Steps to Implement

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

8/22-10/14-Staff members will be assigned selected students for academic and SEL mentoring. As a result, students will be more motivated to do well in school and demonstrate academic success.

Person Responsible Veronica Ezewike (vezewike@dadeschools.net)

8/22-10/14-Homeroom will use SEL curriculum and RJP practices (ex: MAWI) as social-emotional check-ins as a proactive monitoring of the school climate. As a results, students will be more mindful of their feelings and actions and demonstrate a stronger sense of being.

Person Responsible Veronica Ezewike (vezewike@dadeschools.net)

8/22-10/14-Support staff and counseling services will provide monthly team-building activities to strengthen student to student, staff to staff, and student to staff connections. As a results, student teacher relationships will demonstrate a postive increase.

Person Responsible Heliana Ramirez (200912@dadeschools.net)

8/22-10/14-Provide more incentive based activties to motivate students to come to school and be on time.As a result, students will want to come to school and be on time each day.

Person Responsible Lizette Estevez (lestevez@dadeschools.net)

Monthly team building activities during faculty meetings.

Person Responsible Heliana Ramirez (200912@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development**Area of Focus
Description and
Rationale:**

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

Based on the school climate survey only 24% of teachers felt their ideas were listened to and considered compared to the previous year of 53%.

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

The measurable outcome would be to increase how teachers felt about their ideas being listened to and considered to 50%.

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

Monthly meetings with staff members will provide opportunities for suggestions and problem solving throughout the year. This will be monitored with a suggestion box available to teachers and an exit ticket at leadership team meetings.

Person responsible for monitoring outcome:

Lizette Estevez (lestevez@dadeschools.net)

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

Team building activities will be able to demonstrate progress in developing Shared Leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

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

This strategy was selected to increase shared leadership among teachers and build capacity in teachers to be part of the problem solving process throughout the school year. This will enable them to feel comfortable sharing and have their ideas heard and considered.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

8/22-10/14-Provide opportunities during the monthly team/staff meetings were suggestions and ideas can be shared to solve school related problems. As a result, teachers will feel heard and a part of the team.

Person Responsible Lizette Estevez (lestevez@dadeschools.net)

8/22-10/14-Invite others interested to leadership team meetings to provide input and idea sharing related to school issues and problems. As a results, all teachers will have a voice impacting ulture and shared leadership.

Person Responsible Lizette Estevez (lestevez@dadeschools.net)

8/22-10/14-Provide mini PD at faculty meetings on IPEGS so each teacher is aware of the IPEGS expectations for annual review. As a result, teachers will know what they are expected to do and have clear expectations.

Person Responsible Lizette Estevez (lestevez@dadeschools.net)

8/22-10/14-Provide an ongoing open door policy where students can come and share their suggestions and opinions to enhance student learning and success. As a result, teachers will feel as if they have a voice and can share any concerns.

Person Responsible Lizette Estevez (lestevez@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**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 state 2022 SWD proficiency results, students performed at 34% proficiency which identifies a need for interventions.

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

SWD students will increase their proficiency levels from 34% proficiency 39%, indicating a 5% increase among the students.

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

Each administration of the FAST testing will provide a monitoring tool for SWD students throughout the year.

Person responsible for monitoring outcome:

Tangular Rambo (221931@dadeschools.net)

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

With the implementation of DI, the coach will provide strategies from FAST data, weekly iReady and being provided progress monitoring through Read 180. Differentiated instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of; acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively; regardless of differences in ability.

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

This strategy will contribute to the overall school improvement by increasing student proficiency levels. DI will be able to target student's deficiencies to help increase student achievement with the use of iReady toolbox and resources through the Read 180 program. The expected outcome is a 5% increase in ELA proficiency from last year.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

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

8/22-10/14-Teachers will identify all SWD students and their data levels. As a results, teachers will be able to be aware and monitor the progress of these students.

Person Responsible Tangular Rambo (221931@dadeschools.net)

8/22-10/14-Teachers will be provided professional development on the proper use of resources for DI planning and instruction. As a result, teachers will be able to provide effective DI to students.

Person Responsible Tangular Rambo (221931@dadeschools.net)

8/22-10/14-Provide common planning time focusing on DI planning and implementation in the classroom. As a result, teachers will be able to plan and share best practices in the planning of DI for instruction.

Person Responsible Joel Castellanos (jcastellanos@dadeschools.net)

8/22-10/14-Conduct ongoing data chats with teachers about the progress of these SWD students and discuss the needs. As a result, the monitoring of all SWD will be taking place to ensure progress is being made.

Person Responsible Lizette Estevez (lestevez@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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.

Based on the data reviewed, our school will expand the current PBS (Positive Behavior Support) program and implement the Multi-Tiered Systems of Support (MTSS). Through our data we noticed that approximately 50% of the students felt that other students do not follow the rules, teachers are disinterested in students' futures, and need more attention from counselors. Approximately 60-70% of the students do not meet expected proficiency. We recognize that we need to provide development for instructors on PBS and MTSS. If we successfully implement the two programs, our students will receive quality instruction that will contribute to improving student outcomes. With consistent use of these programs, we project an increase of 10% in student proficiency in these areas.

The Leadership team will work to train, model, and implement programs to increase student voice and

sense of belonging in a nurturing environment. This will be accomplished by sharing PBS best practices during faculty meetings lead by the leadership team. Teachers, counselors, and the Dean of Discipline will collaborate using MTSS during grade-level team meetings. Students will benefit from incentives while improving their behavior and the overall school climate. In turn, this will increase positive student relationships with teachers, counselors, and fellow students.

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

The stakeholders involved in building positive school culture and environment are the Instructional Leadership Team. This team will monitor the MTSS process, oversee all school initiatives, and respond to identified issues, in order to plan student and staff team-building activities, while providing incentive opportunities.