

Miami-Dade County Public Schools

Arvida Middle School



2022-23 Schoolwide Improvement Plan

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Arvida Middle School

10900 SW 127TH AVE, Miami, FL 33186

<http://arvida.dade.k12.fl.us/>

Demographics

Principal: Angela Holbrook M

Start Date for this Principal: 7/19/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
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 (71%) 2018-19: A (69%) 2017-18: A (67%)
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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Arvida Middle School

10900 SW 127TH AVE, Miami, FL 33186

<http://arvida.dade.k12.fl.us/>

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	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Arvida Middle School exemplifies a progressive commitment to recapturing traditional excellence and incorporating innovative approaches into the educational process. We believe in meeting the students where they are and assisting them in reaching their potential while encouraging them to reach for higher goals.

Provide the school's vision statement.

Arvida Middle School is committed to providing educational excellence for all.

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
Holbrook, Angie	Principal	The principal's role is to oversee that all aspects and components are being carried out with fidelity.
Lherisson, Ronald	Assistant Principal	The assistant principal's role is to ensure all processes are being carried out with fidelity. The assistant principal also reviews data with the school leadership team, counselor and classroom teachers to determine which students need more intensive services.
Paolella, Angela	Teacher, K-12	Represents the ELA grade levels and acts as a liaison between the classroom teachers and the leadership team.
Kekich, Nicole	Teacher, K-12	Represents the math grade levels and acts as a liaison between the classroom teachers and the leadership team.
Justiniano, Grace	Teacher, K-12	Represents the Social Studies grade levels and acts as a liaison between the classroom teachers and the leadership team.

Demographic Information

Principal start date

Tuesday 7/19/2022, Angela Holbrook 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.*

3

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.*

21

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

1,048

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

11

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	0	0	0	0	0	0	275	339	434	0	0	0	0	1048
Attendance below 90 percent	0	0	0	0	0	0	11	17	31	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	2	12	20	0	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	1	9	5	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	13	16	3	0	0	0	0	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	19	28	55	0	0	0	0	102
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	24	44	55	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	27	69	91	0	0	0	0	187

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	18	39	45	0	0	0	0	102

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

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
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	340	425	440	0	0	0	0	1205
Attendance below 90 percent	0	0	0	0	0	0	15	30	30	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	18	14	28	0	0	0	0	60
Course failure in ELA	0	0	0	0	0	0	11	10	2	0	0	0	0	23
Course failure in Math	0	0	0	0	0	0	15	4	8	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	47	49	0	0	0	0	124
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	41	49	71	0	0	0	0	161
Number of students with a substantial reading deficiency	0	0	0	0	0	0	73	87	73	0	0	0	0	233

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	37	38	49	0	0	0	0	124

The number of students identified as retainees:

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

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	75%	55%	50%				77%	58%	54%
ELA Learning Gains	64%						64%	58%	54%
ELA Lowest 25th Percentile	53%						58%	52%	47%
Math Achievement	76%	43%	36%				81%	58%	58%
Math Learning Gains	78%						65%	56%	57%
Math Lowest 25th Percentile	66%						54%	54%	51%
Science Achievement	62%	54%	53%				63%	52%	51%
Social Studies Achievement	91%	64%	58%				87%	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	75%	58%	17%	54%	21%
Cohort Comparison						
07	2022					
	2019	78%	56%	22%	52%	26%
Cohort Comparison		-75%				
08	2022					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	81%	58%	23%	55%	26%
Cohort Comparison						
07	2022					
	2019	73%	53%	20%	54%	19%
Cohort Comparison		-81%				
08	2022					
	2019	62%	40%	22%	46%	16%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	44%	43%	1%	48%	-4%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	68%	29%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	73%	13%	71%	15%
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	99%	63%	36%	61%	38%
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	39	52	43	40	53	47	19	71			
ELL	57	60	54	62	71	65	28	83	63		
ASN	77	62		92	92						
BLK	52	44	43	48	75	70	44	71			
HSP	76	64	56	76	78	66	62	92	71		
WHT	80	68	39	82	85	57	70	100	87		
FRL	72	63	52	72	76	65	57	89	67		
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	32	28	17	28	22	17	22	69	47		
ELL	55	47	43	53	28	27	17	77	46		
ASN	76	43		80	36		70		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
BLK	47	30	7	40	19	18	33	69	40		
HSP	71	54	41	66	34	30	58	85	64		
MUL	90	70									
WHT	74	56	35	73	44	35	63	97	72		
FRL	66	49	35	61	31	29	50	81	58		
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	38	48	42	49	47	41	29	67	31		
ELL	62	61	56	70	58	48	31	72	35		
ASN	86	77		89	71		69	100	82		
BLK	55	49	34	59	50	27	41	79	56		
HSP	78	65	62	81	65	54	63	87	71		
MUL	71	36		86	57						
WHT	79	58	47	87	76	74	79	88	79		
FRL	72	61	54	77	61	52	52	85	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)	N/A
OVERALL Federal Index – All Students	71
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	75
Total Points Earned for the Federal Index	713
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	62

English Language Learners	
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	81
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	56
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	72
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	74
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	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Based on the analysis of the 2021 and 2022 FSA data, the scores revealed an upward trend in all subject areas.

In 2021 the proficiency rate in ELA was 70% and the 2022 ELA proficiency rate is 75%. This reflects an increase of 5 percentage points. Furthermore, the 2021 ELA learning gains were 53% and the 2022 ELA learning gains are 64%. This reflects an increase of 9 percentage points.

The 2021 proficiency rate in math was 66% and the 2022 proficiency rate is 76%. This reflects an increase of 10 percentage points. Furthermore, the 2021 math learning gains results were 35%, and the 2022 math learning gains are 78%. This reflects an increase of 43 percentage points.

For Arvida's lowest 25% population, in 2021, 37% were proficient in ELA compared to 53% in 2022, reflecting an increase of 16 points. For math, this population in 2021 had a proficiency rate of 29% and in 2022 a proficiency rate of 66%. This reflects an increase of 37 percentage points.

The 2021 Science results were 58% proficient in 2021, and 62% in 2022. This reflects an increase of 4 percentage points.

The 2021 Social Studies results were 86% proficient in 2021, 91% in 2022. This reflects an increase of 5 percentage point.

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

According to progress monitoring and 2022 state assessments, 8th grade Science demonstrated the greatest need for improvement. Compared to other content areas, they had the least number of passing students at 62%.

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 Physical Science curriculum does not align with the 8th grade science FSA. Physical Science teachers will incorporate 8th grade science benchmarks throughout the school year that align with the assessment.

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

The 6th grade math students showed a significant achievement increase of 14%.

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

The contributing factors to this improvement were teachers planning and working collaboratively to use data to drive standards-based instruction. In addition, all teachers used the pacing guides and district assessments with fidelity.

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

We will increase the use of collaborative planning and differentiated instruction.

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.

To accelerate learning, there will be in-house collaboration within departments and utilization of PLCs to increase student achievement.

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 in the next year and beyond, we will plan and monitor collaborative meetings in order to develop PLCs based on teacher/departmental needs.

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.

Sixth grade ELA learning gains, at 3 percentage points, were the lowest compared to all other subjects and grade levels.

Measurable Outcome:

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

If teachers implement data driven instruction with fidelity, then 6th grade ELA learning gains will increase by 5 percentage points on the 2023 FAST assessment.

Monitoring:

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

Data driven instruction will be monitored by teachers administering standard based assessments throughout the year. Data chats with administration will also help to ensure that teachers are receiving the support they need to see learning gains with their students.

Person responsible for monitoring outcome:

Angela Paolella (apaolella503@dadeschools.net)

Evidence-based Strategy:

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

Data-Driven Instruction is the teacher's use of student performance data to guide instructional planning and delivery. Through assessment, analysis, and actions teachers can meet students' needs.

Rationale for Evidence-based Strategy:

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

Data-Driven Instruction strategy was selected because it calls for teachers to periodically analyze data and use it to guide instruction. By using this strategy, teachers will be made aware of targeted instructional areas in need by individual learners.

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.

By September 6, 2022, all ELA teachers will collaborate on Data-Driven Instruction and the B.E.S.T. Standards. Teachers will be given the tools to successfully incorporate standard-aligned instruction. As a result, students will demonstrate mastery of the standards.

Person Responsible

Angela Paolella (apaolella503@dadeschools.net)

By September 23, 2022, iReady ELA AP1 results will be available to guide Data-Driven Instruction. Teachers will analyze the data to identify the lowest performing standard in their classes. As a result, the teachers will re-evaluate how instruction is provided for that standard and create a list of strategies based on best practices to address the concern.

Person Responsible

Angela Paolella (apaolella503@dadeschools.net)

By October 4, 2022, ELA teachers will meet and share best practices on how they are addressing the lowest performing standards in their classes. As a result, the teachers will be able to discuss strategies and ensure that they are using best practices to address the lowest performing standards.

Person Responsible

Angela Paolella (apaolella503@dadeschools.net)

By October 21, 2022, the administration team will have data chats with teachers that include continuous monitoring focused on standards based instruction and assessment. As a result, the teachers will receive support from administration in order to ensure the fidelity of standards based instruction.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

Administration will provide data from the F.A.S.T. PM1 assessment as per current rosters. Teachers will meet by between October 31st and December 16th.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

The ELA department will create a group on Schoology to share best practices and current B.E.S.T. standards and objectives between October 31st and December 16th.

Person Responsible Angela Paoella (apaoella503@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.

Eighth grade science 2022 FSA Results showed only 43% of the students passed. This was the lowest passing rate percentage compared to other subject areas and grade levels.

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

If teachers implement standards-aligned instruction in their classrooms, the 8th grade science assessment will increase by 3-5 percentage points.

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

Standards-aligned instruction will be monitored by teacher created lesson plans that address the standards that are being assessed.

Person responsible for monitoring outcome:

Ronald Lherisson (288745@dadeschools.net)

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

Standards-Aligned Instruction refers to teachers utilizing the standards to guide instruction in the classroom. When teachers are aware of the assessed material, they will create lessons that will generate student success.

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

With Standards-Aligned Instruction, teachers will create assessments directly linked to standards. This will help teachers to gauge whether students are learning the necessary materials that will lead to their success.

Action Steps to Implement

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

By August 31, 2022, all Science teachers will collaborate on standard-aligned Instruction. Teachers will be given the tools to successfully incorporate standard-aligned instruction. As a result, the students will demonstrate mastery of the standards.

Person Responsible

Ronald Lherisson (288745@dadeschools.net)

By September 9, 2022, Science Baseline results will be available to guide standard-aligned Instruction. Teachers will analyze the data to identify the lowest performing standard in their classes. As a result, the teachers will use this data to drive instruction.

Person Responsible

Ronald Lherisson (288745@dadeschools.net)

By October 4, 2022, Science teachers will meet and share best practices on how they are addressing the lowest performing standards in their classes. As a result, the teachers will be able to discuss strategies and provide support.

Person Responsible

Ronald Lherisson (288745@dadeschools.net)

By October 21, 2022, the administration team will have data chats with teachers that include continuous monitoring focused on standards based instruction and assessment. As a result, the administrative team will provide support based on best practices.

Person Responsible

Ronald Lherisson (288745@dadeschools.net)

The science department will be provided computer carts for use in completing science technology programs such as Edgenuity, Generation Genius, and the FACT Coach books between October 31st and December 16th.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

The science department data chats will be completed with administration between between October 31st and December 16th.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

#3. Positive Culture and Environment specifically relating to teacher morale.

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

According to the 2021-2022 School Climate Survey, 18% of teachers indicated they liked working at their school as compared to the 2020-2021 school year where 76% stated that they were satisfied. In addition, only 29% of teachers feel that staff morale is high which is a decrease from the previous year of 33% .This data indicates there is a need to improve staff morale.

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

If we successfully implement collaboration, our staff morale will increase by 10 percentage points on the 2022-2023 climate survey.

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

Committees will create and implement activities designed to rebuild rapport . One staff meeting per month will focus on creating opportunities for teachers to connect with colleagues across departments. The leadership team will survey teachers to get input on activities and incentives that will increase teacher involvement and staff morale. Administrators will increase opportunities for teachers to be recognized based on their strengths and achievements.

Person responsible for monitoring outcome:

Nicole Kekich (nkekich@dadeschools.net)

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

Committees will be created by teachers to develop activities and events that will encourage interdepartmental collaboration.

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

Through collaborating activities, teachers will be able to connect with teachers and administrators to help them feel like an integral part of the school. By empowering teachers and staff to be leaders and innovators, then they are given the space to utilize their strengths in a way that will help them feel valuable and with equitable voice. Lastly, celebrating successes will allow teachers' accomplishments to be highlighted, which will lead them to feel recognized by staff and students alike. When teachers feel their voice is being heard and their talents appreciated, staff morale improves.

**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.

By August 22, 2022, teachers will meet with their committees and develop at least one activity for the department. As a result, teachers will begin to collaborate and build relationships.

Person Responsible Grace Justiniano (gjustiniano@dadeschools.net)

By September 13, 2022, committee leaders will present their plan to the staff at the faculty meeting. As a result, faculty and staff will see that the committees are dedicated to building morale which will increase buy-in.

Person Responsible Grace Justiniano (gjustiniano@dadeschools.net)

By September 26, 2022, the social committee will host a breakfast for faculty and staff to collaborate. As a result, faculty and staff will discuss ideas and opportunities to build rapport and staff morale.

Person Responsible Grace Justiniano (gjustiniano@dadeschools.net)

By October 4th, 2022 the social committee will implement a morning coffee gathering on Mondays and Fridays, before school, in the teachers' lounge. As a result, morale would increase because the faculty and staff will have a regular opportunity to connect and share ideas.

Person Responsible Grace Justiniano (gjustiniano@dadeschools.net)

In order to increase of teacher morale, the faculty lounge will be updated to feel more welcoming to staff between October 31st and December 16th.

Person Responsible Angie Holbrook (pr6021@dadeschools.net)

The SIP team will develop a team building activity for faculty and staff between October 31st and December 16th.

Person Responsible Grace Justiniano (gjustiniano@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 2021-2022 school climate survey, 8% strongly agreed that school personnel work together as a team. In the 2020-2021 school year, 19% strongly agreed. This illustrates a decrease of 11%.

Measurable Outcome:

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

If we successfully increase school committee participation, our personnel will engage and work together throughout the school year. Personnel team work will increase by 5 percentage points, as evidenced in the School Climate Survey.

Monitoring:

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

Committee participation will be monitored by the school administration.

Person responsible for monitoring outcome:

Grace Justiniano (gjustiniano@dadeschools.net)

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

School committees that are aligned with staff interests will assist the personnel in working together. Establishing committees will also provide the opportunity for personnel to contribute in making decisions and collaborating with each other during the school year.

Rationale for Evidence-based Strategy:

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

By increasing committee involvement, personnel will feel motivated to work together and contribute to the overall school environment. Committees will allow faculty to participate and feel connected to the school. Lastly, through committees, staff will be more inclined to participate in activities that will ultimately increase teacher retention.

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.

By August 22, 2022, administration will survey staff in reference to committee formation. As a result, committees will be formed that are aligned with staff member goals and interests.

Person Responsible

Ronald Lherisson (288745@dadeschools.net)

By September 13, 2022, staff will meet and discuss solutions pertaining to each committee. As a result, various solutions will be created with direct faculty input.

Person Responsible

Ronald Lherisson (288745@dadeschools.net)

By September 26, 2022, ideas and solutions will be shared with faculty members during the faculty meeting. As a result, committee involvement will increase and ideas will be implemented in the school.

Person Responsible

Ronald Lherisson (288745@dadeschools.net)

By October 4th, 2022 committees will meet again to reflect on the outcomes and make revisions when needed. As a result, teacher retention will increase.

Person Responsible

Ronald Lherisson (288745@dadeschools.net)

Between October 31st to December 16th, stakeholders will be sought out for donations to go towards teacher recognition band appreciation.

Person Responsible Angie Holbrook (pr6021@dadeschools.net)

Between December 31st to December 16th, committees will meet 1-2 times to help build a stronger school climate, which will increase teacher retention.

Person Responsible Angie Holbrook (pr6021@dadeschools.net)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one
identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

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

No action steps were entered for this area of focus

#6. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one
identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

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

No action steps were entered for this area of focus

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.

Teachers are actively involved in committees that provide a positive environment for faculty, students, and staff. These activities include magnet integration, social activities, and student recognition. Students have the opportunity to participate in after school enrichment; which includes athletics and student clubs.

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

PTSA, along with administration, will plan events that welcome parents to become involved in the overall climate of the school. Some of these events are parent academy meetings and PTSA hosted events that incorporate the community.