

Miami-Dade County Public Schools

# John I. Smith K 8 Center



2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# John I. Smith K 8 Center

10415 NW 52ND ST, Doral, FL 33178

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

## Demographics

**Principal: Maribel Rivera**

Start Date for this Principal: 4/22/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (65%) 2018-19: A (66%) 2017-18: I (%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# John I. Smith K 8 Center

10415 NW 52ND ST, Doral, FL 33178

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	No	49%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

## School Grades History

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

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## SIP Authority

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

We, at John I. Smith K-8 Center, pledge to create an environment where everyone feels safe, valued, and accepted. We commit to implementing technology to improve, enhance, engage, and stimulate learning for students of all cultures. We strive to prepare productive citizens for tomorrow by being productive citizens today.

#### **Provide the school's vision statement.**

At John I. Smith K-8 Center, teachers and students work collaboratively in a safe and positive learning environment where respect, unity, and a love for learning are nurtured.

### 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
Rivera, Maribel	Principal	<p>Overview that all parts of the SIP are being worked on with fidelity. They lead the way in helping teachers provide rigorous standards-based instruction to ensure that students achieve the intended outcomes while meeting their individual needs. Our administrative team is committed to providing teachers quality feedback Framework of Effective Instruction. During pre and post observation conferences, the administrative team is looking for a student-centered classroom where students are challenged to think in cognitively complex ways.</p>
Pastora, Claudia	Other	<p>Our leadership team serve in resource roles to support student learning. This team member is the the PLST Lead Mentor and ELA Liaison. As a team we meet monthly to address school safety, academic needs, and other concerns. The lead mentor's responsibility is to ensure that all beginning teachers are receiving the proper PDs and mentoring.</p>
Arencibia, Ines	Administrative Support	<p>Our leadership team serve in resource roles to support student learning. This team member is the the PLST Technology innovation member. As a team we meet monthly to address school safety, academic needs, and other concerns.</p>
Piloto, Isis	Assistant Principal	<p>They lead the way in helping teachers provide rigorous standards-based instruction to ensure that students achieve the intended outcomes while meeting their individual needs. Our administrative team is committed to providing teachers quality feedback Framework of Effective Instruction. During pre and post observation conferences, the administrative team is looking for a student-centered classroom where students are challenged to think in cognitively complex ways.</p>
Loureiro, Magda	Other	<p>Our leadership team serve in resource roles to support student learning. This team member is the the Math liaison. As a team we meet monthly to address school safety, academic needs, and other concerns.</p>
Nolan, Elizabeth	School Counselor	<p>Our guidance counselor is devoted to meeting the social and emotional needs of our students and their families. She ensures students feel safe and are ready to learn.</p>

### Demographic Information

**Principal start date**

Thursday 4/22/2021, Maribel Rivera

**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.*

63



**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.*

17

**Total number of teacher positions allocated to the school**

69

**Total number of students enrolled at the school**

982

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

23

**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	58	81	88	141	113	132	129	94	147	0	0	0	0	983
Attendance below 90 percent	0	8	10	10	4	9	17	11	19	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	6	14	0	0	0	0	0	20
Course failure in ELA	0	2	4	9	3	2	6	0	1	0	0	0	0	27
Course failure in Math	0	1	0	16	6	10	14	9	2	0	0	0	0	58
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	22	23	48	38	57	0	0	0	0	200
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	26	14	41	35	63	0	0	0	0	191
Number of students with a substantial reading deficiency	0	3	10	40	29	28	48	46	74	0	0	0	0	278

**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	2	2	16	16	16	42	30	55	0	0	0	0	179

**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	2	2	13	0	0	1	0	0	0	0	0	0	18
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	56	74	110	113	118	156	112	119	145	0	0	0	0	1003
Attendance below 90 percent	5	4	9	6	11	14	14	19	16	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	6	0	11	6	1	2	0	0	0	0	28
Course failure in Math	0	1	2	2	7	17	7	6	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	13	28	46	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	20	24	34	0	0	0	0	85
Number of students with a substantial reading deficiency	0	9	48	49	32	42	51	55	78	0	0	0	0	364

**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	1	1	1	2	18	17	20	27	0	0	0	0	87

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	56	74	110	113	118	156	112	119	145	0	0	0	0	1003
Attendance below 90 percent	5	4	9	6	11	14	14	19	16	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	6	0	11	6	1	2	0	0	0	0	28
Course failure in Math	0	1	2	2	7	17	7	6	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	13	28	46	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	20	24	34	0	0	0	0	85
Number of students with a substantial reading deficiency	0	9	48	49	32	42	51	55	78	0	0	0	0	364

**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	1	1	1	2	18	17	20	27	0	0	0	0	87

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		0	1	0	0	0	0	0	0	0	0	0	0	1
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	63%	62%	55%				65%	63%	61%
ELA Learning Gains	67%						65%	61%	59%
ELA Lowest 25th Percentile	53%						56%	57%	54%
Math Achievement	60%	51%	42%				70%	67%	62%
Math Learning Gains	67%						69%	63%	59%
Math Lowest 25th Percentile	62%						59%	56%	52%
Science Achievement	54%	60%	54%				51%	56%	56%
Social Studies Achievement	82%	68%	59%				65%	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	51%	60%	-9%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-51%				
05	2022					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-62%				
06	2022					
	2019	50%	58%	-8%	54%	-4%
Cohort Comparison		-55%				
07	2022					
	2019	54%	56%	-2%	52%	2%
Cohort Comparison		-50%				
08	2022					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-54%				

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	61%	67%	-6%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	71%	69%	2%	64%	7%
Cohort Comparison		-61%				
05	2022					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-71%				
06	2022					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison		-63%				
07	2022					
	2019	50%	53%	-3%	54%	-4%
Cohort Comparison		-56%				
08	2022					
	2019	14%	40%	-26%	46%	-32%
Cohort Comparison		-50%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	45%	53%	-8%	53%	-8%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-45%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	33%	43%	-10%	48%	-15%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	56%	73%	-17%	71%	-15%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
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	97%	63%	34%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

**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	31	54	55	25	53	62	29	57			
ELL	54	64	50	56	67	65	46	77	84		
HSP	61	66	51	59	66	61	53	82	81		
WHT	83	86		79	71		80				
FRL	60	67	55	55	64	56	53	82	74		
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	39	44	55	32	34	40	24	37	40		
ELL	58	68	70	57	50	58	40	58	83		
ASN	69	64		60	30						
BLK	85			69							
HSP	63	67	70	59	51	56	47	64	86		
WHT	77	64		77	58						
FRL	59	63	70	52	48	56	38	57	84		
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	35	45	47	41	58	56	24	41			
ELL	56	62	54	65	66	61	44	49	91		
ASN	77	82		90	86		76				
BLK	90			70							
HSP	64	64	55	68	67	59	49	65	92		
WHT	77	77		87	94		69	70			
FRL	58	60	55	63	66	54	46	55	91		

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	657
Total Components for the Federal Index	10
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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
<b>English Language Learners</b>	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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	65
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	80
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	63
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?

At John I Smith K-8 Center we observed the following trends from 2019 to 2022: With the exception of 7th grade, our pre-pandemic scores of all student maintained or showed achievement for the FSA in ELA. The number of students in the lower 25 percentile the were not making gains decreased from 70% to 53% in ELA. In math, there was a decrease in all grades except for 4th and 5th grade. Students in the fourth grade showing proficient has increased 10%. and students in fifth grade increased 8%. Based on the our FSA scores in 2022, our school increased in Math, Science, and EOCs. Our math achievement scores are 60%, science 54%, civics 82%.

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



The greatest need for improvement is found in the lowest 25% subgroup. When comparing the 2018, 2019 and 2021 data they decreased 17% in learning gains. All scores, except for 4th and 5th grade, in FSA Math demonstrated an incline trend through 2019-2022.

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

During the pandemic students did not have access to in-person learning, therefore, math instruction was difficult to teach without the hands on materials. Small group instruction was limited to the use of distance learning tools and learning curve for students and teachers. Our new actions is the need to improve differentiated instruction, manipulatives, and interventions for the lower 25%. Some contributing factors that were identified are the lack of consistent instructional support, the difficulty to conduct data chats and tracking of student progress under strenuous circumstances, as well as the inconsistency in adapting to student needs and strategies. Data driven differentiated instruction and ongoing student monitoring of progress monitoring tool will address the needs of students and lead to improvements in proficiency.

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

Based on the our FSA scores in 2022, our school increased in Math, Science, and EOCs. Our math achievement scores are 60%, science 54%, civics 82%. Our students in fourth and fifth grade ELA and Math made significant learning gains. The achievement scores showed the most improvement with an increase in civics by 17%, fourth grade ELA 5% and math 10%, and fifth grade increased 6% in ELA and 8% in math.

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

The contributing factors to this improvement in 4th, 5th grade, and civics is our continuous data chats administration with teacher and teacher with students. Teachers conducting their daily small group differentiated instruction during reading and math classes. In the 2021-2022 school year, teachers conducted their own interventions during school time and additional tutoring support before and after school in reading and math. The students struggling or bubble students received additional civics instruction during the Speech and Debate elective class.

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

In order to accelerate learning, our teachers will collaborate with other teachers in vertical planning to address the needs of each grade level's expectations. In addition, our teachers will continue to conduct data chats with their students after every progress monitoring and iReady diagnosis. Administration will continue to conduct data chats individually with teachers throughout the school year. In addition, the teachers in need of assistance will take part in learning walk identifying observable IPEG Standards.

**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 development opportunities that will be provided at the school to support teachers and leaders will include iReady reading and math intervention, how to conduct small group DI, and IPEGs training.

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

Additional services that will be implemented are strategies to involve parents in our school improvement. To address concerns for behavior management, our school will implement a schoolwide student success plan. The members of the PLST will facilitate PDs throughout the school year to address the needs of the teachers.

**Areas of Focus**

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

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**#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 the 2022 FSA score, the trending decrease in math for all grades except 4th and 5th grade. In ELA, 3rd grade decreased from 67% to 50%; 6th decreased from 60% to 42%; 7th grade 45% to 43%; 8th grade 57% to 46%.  
 According to the 2022 FSA ELA proficiency data, 50% of third grade are proficient ELA; 67% fourth grade are proficient in ELA; 61% of fifth grade are proficient in ELA; 42% of sixth grade are proficient in ELA; 43% of seventh grade are proficient in ELA; and 46% of eight grade are proficient in ELA.  
 According to the 2022 FSA Math proficiency data, 49% of third grade are proficient ELA; 74% fourth grade are proficient in ELA; 55% of fifth grade are proficient in ELA; 38% of sixth grade are proficient in ELA; 32% of seventh grade are proficient in ELA; and 30% of eight grade are proficient in ELA. Based on the data, differentiation has been proven to be effective in grades 4 and 5. We will focus on differentiation in middle school and 3rd grade 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 in ELA, we will increase in proficiency for students in grades 3 and 7 by 10%, 20% for 6th graders, and 15% of the 8th grade population as measured by the 2023 state assessment in June 2023.

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

The leadership team will conduct quarterly data chats by grade levels and/or departments and adjust differentiated instruction groups based on current data, and provide additional intervention services as needed. Teachers will guide data chats with students to discuss their progress based on teacher observations and assessments.

**Person responsible for monitoring outcome:**

Maribel Rivera (pr5101@dadeschools.net)

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

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**

Data-Driven Differentiated instruction will assist in developing lesson that will engage the student in better understanding the concepts and help bridge the gaps for students to be independent learners who are accountable for their instructional needs.

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

**Action Steps to Implement**

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

8/31-10/14 After the administration of baseline/diagnostic assessments, administration will facilitate data discussions in grade level meetings to analyze reading data results. Core instructors will administer baseline assessments to identify students' academic needs.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 After the administration of baseline/diagnostic assessments, administration will facilitate data discussions in grade level meetings to analyze reading data results. As a result, teachers will be able to create their groups for differentiated instruction.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 Reading data results will be used by teachers to plan for classroom instruction that focuses on addressing students' reading needs and providing remediation activities to improve reading outcomes.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 Using reading data, teachers will use student groupings according to mastery levels by domains to plan for personalized reading instruction activities.

**Person Responsible** Isis Piloto (ipiloto@dadeschools.net)

10/31- 12/12 Teachers will receive PD, on November 8th, in the areas of reading and math. The teachers will be given an array of information on how to use resource online through Schoology for DI. As a result, teachers will be able to understand the use of Schoology and know where to find resource for DI.

**Person Responsible** Isis Piloto (ipiloto@dadeschools.net)

10/31- 12/12 Administration will organize vertical Learning Walks for teachers from one grade level to observe the teachers from a higher grade level. For example, 3rd grade reading teachers will conduct a walkthrough into 4th grade teachers classrooms. After each vertical Learning Walk, the teachers will debrief and analyze observations. As a result, teachers will be able to implement these strategies shared in their classrooms.

**Person Responsible** Isis Piloto (ipiloto@dadeschools.net)

**#2. Instructional Practice specifically relating to Small Group Instruction**

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

After reviewing our 2022 assessment results for students in the lower 25 percentile in ELA, 53% were proficient. Based on this data, we will provide with fidelity small group instruction with interventions to the students in the lower 25 percentile. To enhance learning of our students in the lowest 25 percentile, our teachers will implement interventions to work more closely with each student. Interventions will allow our teachers the opportunity to check for understanding, reinforce skills presented in whole group instruction, and/or change the pacing of a lesson. Teachers will have the opportunity to monitor closely and provide frequent and individualized feedback. Small group will allow for students to feel more comfortable in asking questions and seeking a more personal learning approach.

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

If we successfully implement Small Group Instruction during intervention, proficiency for students in the lower 25% will increase by 10% (for a total of 43%) points as evidenced by the 2022-2023 the ELA state assessment.

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

Instructional groups will be created utilizing iReady Diagnostic Reports, On-going Progress Monitoring will take place throughout the school year, and data reports such as: Performance Matters, Math Topic Assessments, Science Topic Assessments, and Reading Assessment will be monitored by teachers. In addition, administration will conduct classroom walkthroughs, monitor assessment data results, and conduct data chats.

**Person responsible for monitoring outcome:**

Isis Piloto (ipiloto@dadeschools.net)

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

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

**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.**

Ongoing Progress Monitoring (OPM) through the implementation of small group instruction will allow teachers to identify students' understanding and responsive to instruction. It will allow for immediate feedback and self-corrective strategies.

### **Action Steps to Implement**

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

8/31-10/14 The PLST will provide professional development sessions in the areas of data analysis, data-driven instruction, and planning for small group instruction. If we provide our teachers with PD in the areas listed above, then teachers will be able to effectively plan and execute interventions in their classrooms.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 During PLST walkthroughs, department based leadership team will model interventions lessons for teachers in need of further support to ensure teachers are meeting the needs of students.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 Administration will conduct walkthroughs to identify lessons and assessments used for interventions to ensure student needs are being addressed based on state and progress monitoring data.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 The Administration and PLST members will meet with teachers during grade level planning to address strategies that have shown improvement in student learning. As a result, teachers will be able to implement these strategies shared in their classrooms.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

10/31- 12/12 The teachers will be part of a PD for reading and math that will discuss how to use data in their lesson planning for small group instruction. As a result, teachers will be able to implement the knowledge gained from this PD to create lesson plans for their small group instruction.

**Person Responsible** Isis Piloto (ipiloto@dadeschools.net)

10/31- 12/12 Administration will organize a walkthrough for teachers to observe small group instruction in other classroom. At the end of the walkthrough, the teachers will discuss their observations and what they can use in their own classroom. As a result, teachers will be able to implement effective strategies learned from other classes in their own classroom.

**Person Responsible** Isis Piloto (ipiloto@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Schoolwide Student Success Plan****Area of Focus**

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

After a focused review of the 2022 School climate survey, only 37 percent of students agree that students in school follow rules. About 62 percent of the students are neutral or disagree that students usually follow the rules in school. It is concerning to find that there is no follow through with following rules in school. Our school will implement Targeted Element of Positive Behavior Intervention and Supports to create a positive school/learning environment to increase fidelity. We recognize the need to expand our PBIS (Positive Behavioral Interventions and Supports) plan of action to maximize their learning potential while managing their behavioral and emotional state and providing a positive and safe learning environment.

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

If we successfully implement the Targeted Element of Positive Behavior Support, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our students will feel that teachers, administration, and staff is being equally just with implementing the school rules. Our end of school year climate survey should have increase 10% in students agreeing with the statement that students follow the school rules.

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

Our school counselors will work to connect with families who struggle with their student's behavior at school and identify the root cause for the unwanted behavior and create a plan of action to ensure students are able to be behave in school daily. Counselors and teachers will mentor individual students who have consistent disciplinary issues and connect with them daily to reward or encourage their efforts. The Leadership Team will plan regular student incentives to promote consistent student positive behavior. Teachers will monitor their daily behavior and submit that data to administrative team. The Leadership Team will identify opportunities for students who show improvement will then get incentivized, such as Falcon of the Month recognition. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

**Person responsible for monitoring outcome:**

Isis Piloto (ipiloto@dadeschools.net)

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

Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance



**being implemented for this Area of Focus.**

the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

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

Positive Behavior Support Initiatives will assist in decreasing the number of student disciplinary incidences. The initiatives will provide the Leadership Team with a systematic approach to identify discipline issues, remediation, and rewards. It will also allow students to feel that they are treated equally in respects to following the school rules.

**Action Steps to Implement**

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

8/31-10/14 By completing a survey, teachers will identify their class behavior management plan with reinforcements for desired behaviors and consequences undesired behaviors. As a result, teachers will be able to have a way to monitor students progress.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 In accordance with MDCPS MTSS procedures, teachers will be provided professional development on the Tiers of behavioral interventions. As a result, teachers will be able to place the students in the proper tier of behavior intervention and monitor progress.

**Person Responsible** Isis Piloto (ipiloto@dadeschools.net)

8/31-10/14 Leadership Team to collaborate with stakeholders regarding PBIS school wide program goals, activities and strategies for implementation with students. As a result, a criteria will be established for weekly, biweekly, or monthly incentives.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 Falcon of the Month activities will continue to promote positive school manners and engage students in improving their conduct. As a result, there is a schoolwide level of recognition for positive reinforcement.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

10/31- 12/12 Additional follow up PD to address further needs in MTSS procedures, teachers will be provided professional development on the Tiers of behavioral interventions and progress monitoring. As a result, teachers will be able to follow up with requesting for assistance for students in tier 3.

**Person Responsible** Ines Arencibia (274647@dadeschools.net)

10/31- 12/12 The "Falcon Success Plan" will be shared with the staff by administration. As a result, teachers will be able to implement the "Falcon Success Plan" as a school initiative to eliminate student behavior issues and avoid disruptions to the learning environment.

**Person Responsible** Maribel Rivera (pr5101@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 qualitative data from the SIP survey, 19 percent of our staff stated, they do not know their PLST members or their expertise to help them develop their knowledge and skills. This school year we want to use the Targeted Element of Walkthroughs. Teachers in the building didn't feel that they were getting developmental feedback, therefore we want to provide regularly positive and constructive feedback to faculty and staff on specific practices/strategies and provide specific advice for tackling challenging assignments or task to ensure appropriate support for staff. This school-wide initiative will allow the opportunity for staff growth and student success.

**Measurable****Outcome:****State the****specific****measurable****outcome the school plans****to achieve.**

**This should be a data based, objective outcome.**

If we successfully implement the Targeted Element of Walkthroughs, our teachers will be provided the opportunity to strengthen specific practices/strategies and access professional development and support as needed. This will be realized through administration immediate feedback and PLST support on practices/strategies observed during walkthroughs. As a results, the 2022-2023 school climate survey will show an 81% increase of teachers understanding the roles of PLST members.

**Monitoring:**

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

Administration and the Leadership Team will create a rotating schedule to conduct walkthroughs and offer immediate feedback to teachers that will assist in improving practices and strategies to ensure student success. To ensure we are on the right track, teachers will share highlighted best practices during common planning and faculty meeting.

**Person**

**responsible for monitoring outcome:**

Maribel Rivera (pr5101@dadeschools.net)

**Evidence-****based****Strategy:**

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

Within the element walkthroughs, we will focus on the evidence-based strategy of Creating Mentorship and Partnerships between Teachers. Strategic teacher teaming through mentorship and partnership requires teacher collaboration to share responsibilities for students' learning resulting in improved instruction. To promote strategic teacher teaming, empower the teams by supporting a safe space for teachers to come together to share information, resources, ideas, and expertise so that learning becomes more accessible and effective for students.

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

**Explain the**

After providing walk thought and provide teachers on going feedback, it will establish open relationships that will promote professional growth and success. This process will allow for all stakeholders to carry on the vision, the mission and focus on goals for student achievement. This will help make a connection between the PLST members and teachers.

**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.

8/31-10/14 Introduce PLST staff during the first faculty meeting on 9/7/22. In addition, place posters with names and responsibilities for each PLST member around the school. As a result, this will inform the teachers and staff on who is responsible to provide resources and information to assist them.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 Leadership Team will create a schedule to conduct walkthroughs on a weekly basis. Focusing evidence-based strategy of: Relationships. As a result, honest communication and feedback that promotes teacher development and growth will be given in a timely matter.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 PLST will conduct a needs assessment from teachers based on the need for guidance and feedback. As a result, the PLST members will be able to address the needs of teachers by conducting walkthroughs, making observations, and providing constructive feedback.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

8/31-10/14 PLST members will provide the JIS weekly newsletter. This newsletter will be emailed to staff highlighting school events and activities, interventions, and instructional goals. As a result, teachers will be provided feedback and have updated information weekly.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

10/31- 12/12 PLST will continue to conduct a needs assessment from teachers to determine additional in-services needed. The "Soaring Teacher Academy" will take place once a month after dismissal on Wednesday. As a result, teachers will be informed and trained on the use of performance matters, MTSS procedures, writing resources, integrated technology, science Lab, and more.

**Person Responsible** Maribel Rivera (pr5101@dadeschools.net)

10/31- 12/12 The Leadership Team will implement "Shout Out of the Month" in which administration will provide incentives for adequate progress on I-Ready usage and passing rate. As a result, students will be motivated to put forth more effort if data points or establish greater goals if data points have been met.

**Person Responsible** Maribel Rivera (pr5101@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.**

A positive school environment is promoted and maintained by establishing consistent protocols that nurture health and well-being. Our school develops a positive school culture by focusing on mastery and competence during faculty meetings which empower teachers and faculty to address school needs, goals, and steps for purposeful action. Teacher collaboration during weekly grade level meetings enable stakeholders to make appropriate decisions for a safe learning environment for all students. Regular stimulation such as monthly Values Matter character education encourages and rewards students for being notable role models to their peers by following school rules.

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

The schools leadership team comprising of Maribel Rivera, Principal; Isis Piloto-Garcia, Assistant Principal; Ines Arencibia-Rodriguez, Testing Chairperson; and Claudia Pastora, Lead Mentor; Magda Louriero, Reading Coach. The Leadership team alongside the School Counselors and Department Chairpersons work together to promote a positive school culture. The school PTSA works closely with the school culture team to engage all school stakeholders in cultivating a positive school culture and environment. The Principal's role is to monitor and oversee all the school's daily operations and respond to concerns with improving our school culture and academic daily activities. The Assistant Principal will monitor the fidelity of small group instruction, daily instruction routines, and differentiated instruction. The Lead Mentor will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and counselors 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