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# Palm Springs Middle School

1025 W 56TH ST, Hialeah, FL 33012

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

## Demographics

**Principal: Heriberto Sanchez**

Start Date for this Principal: 8/13/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<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* Black/African American Students* Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (54%) 2018-19: B (54%) 2017-18: C (51%)
<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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# Palm Springs Middle School

1025 W 56TH ST, Hialeah, FL 33012

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>99%</p>

## School Grades History

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The faculty at Palm Springs Middle School, in cooperation with parents and community, is committed to assisting all students in reaching their maximum potential through the development of individual responsibility, self-esteem, and integrity.

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

Every student will receive a quality education that meets his or her individual needs through a positive learning environment that encourages them to become life long learners and productive citizens.

### 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
Pineda, Arlene	Assistant Principal	Assistant Principal – Assists Principal in planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student’s growth potential.
Sanchez, Heriberto	Principal	Principal – is responsible for the vision, planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student’s growth potential.
Solano, Yvette	Reading Coach	Reading Coach - Assist ELA teachers and students to enhance classroom learning by helping to develop curriculum-based lesson plans, conducting lesson demonstrations and evaluations, and analyzing and sharing student literacy and achievement data.
Cuba, Rosalyn	Teacher, K-12	Teacher Leader – plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Perez, Oria	Teacher, K-12	Teacher Leader – plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.

### Demographic Information

**Principal start date**

Friday 8/13/2021, Heriberto Sanchez

**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.*

25

**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.*

34

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

50

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

746

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

10

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

5

**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	245	272	224	0	0	0	0	741
Attendance below 90 percent	0	0	0	0	0	0	54	50	48	0	0	0	0	152
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	21	2	9	0	0	0	0	32
Course failure in Math	0	0	0	0	0	0	38	2	5	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	64	82	79	0	0	0	0	225
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	85	105	82	0	0	0	272
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	69	82	73	0	0	0	224
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	69	82	73	0	0	0	0	224

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	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	3	5	0	0	0	0	10

Date this data was collected or last updated

Thursday 7/7/2022

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	300	236	239	0	0	0	0	775
Attendance below 90 percent	0	0	0	0	0	0	50	33	37	0	0	0	0	120
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	37	1	2	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	41	1	37	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	39	47	64	0	0	0	0	0	150
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	39	50	57	0	0	0	0	146
Number of students with a substantial reading deficiency	0	0	0	0	0	0	132	142	133	0	0	0	0	407

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	55	43	61	0	0	0	0	0	159

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	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	4	3	0	0	0	0	0	7

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	294	240	248	0	0	0	0	782
Attendance below 90 percent	0	0	0	0	0	0	51	50	55	0	0	0	0	156
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	2	7	2	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	1	3	3	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	84	79	85	0	0	0	0	248
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	110	85	97	0	0	0	0	292
Number of students with a substantial reading deficiency	0	0	0	0	0	0	132	142	133	0	0	0	0	407

**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	87	71	84	0	0	0	0	242

**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	12	4	4	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	4	4	1	0	0	0	0	9

**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	47%	55%	50%				47%	58%	54%
ELA Learning Gains	51%						54%	58%	54%
ELA Lowest 25th Percentile	35%						39%	52%	47%
Math Achievement	40%	43%	36%				47%	58%	58%
Math Learning Gains	58%						52%	56%	57%
Math Lowest 25th Percentile	66%						47%	54%	51%
Science Achievement	44%	54%	53%				44%	52%	51%
Social Studies Achievement	66%	64%	58%				75%	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.**

<b>ELA</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>
06	2022					
	2019	38%	58%	-20%	54%	-16%
Cohort Comparison						
07	2022					
	2019	40%	56%	-16%	52%	-12%
Cohort Comparison		-38%				
08	2022					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-40%				

<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>
06	2022					
	2019	37%	58%	-21%	55%	-18%
Cohort Comparison						
07	2022					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-37%				
08	2022					
	2019	30%	40%	-10%	46%	-16%
Cohort Comparison		-35%				

<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>
06	2022					
	2019					
Cohort Comparison						
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	100%	68%	32%	67%	33%
<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	69%	73%	-4%	71%	-2%
<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					
2019					
<b>ALGEBRA 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	84%	63%	21%	61%	23%
<b>GEOMETRY 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	97%	54%	43%	57%	40%

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
SWD	40	49	31	40	56	58	39	55	85		
ELL	34	44	27	31	52	60	28	60	69		
BLK	28	53		22	60						
HSP	47	51	34	40	57	66	44	68	82		
FRL	46	50	36	39	57	66	42	65	82		
<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	39	45	32	40	36	27	47	47	41		
ELL	37	45	32	30	23	29	38	53	45		
BLK	38	33		23	25						
HSP	42	45	34	33	25	28	43	59	46		
WHT	18			10							

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
FRL	39	42	32	30	24	27	38	57	45		

  

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	43	53	35	48	60	46	35	65			
ELL	38	52	41	40	53	48	28	69	69		
BLK	42	35		42	46	60	40				
HSP	47	54	39	47	52	46	43	75	81		
WHT	46	62		54	62						
FRL	45	53	40	47	52	47	42	75	80		

**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	55
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	59
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	10
Percent Tested	99%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	50
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	46
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	
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	41
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	55
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	54
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?**

Our score comparisons when reviewing 2022 Science indicated no change in percentage points as compared to 2021 FSA results. 2021 FSA ELA scores showed minimal growth across all three subgroup areas. Our score comparisons when reviewing 2022 FSA Mathematics and Acceleration points indicated an increase, 8 and 41 percentage points respectively.

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

Overall ELA scores including learning gains and the lowest 25% subgroup did not show expected growth as indicated by ongoing progress monitoring. Compared to the 2021 school year, overall ELA scores increased 5 percentage points, the learning gains subgroup increased by 7 percentage points, and the lowest 25% increased by 3 percentage points.

#### **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 main contributing factor to this deficit can be attributed to the newly district-adopted Reading and ELA series. To remediate this deficiency we plan to focus on professional development sessions addressing student and/or staff knowledge acquisition of the new Reading and ELA series, as well as active collaboration in bi-weekly department meetings.

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

Middle School Acceleration increased 41 percentage points as compared to the 2021 school year.

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

Some of the regularly consistent factors to this improvement include appropriate placement and scheduling of students, as well as academic advisement sessions by our student service department.

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

Standards-based data analysis, collaborative planning, blended learning, intervention within the classroom setting and tutorial programs, Universal Design for Learning (UDL), meaningful data analysis and technology integration, Differentiated Instruction, and academic advisement session with the student services department are all strategies that we will use to accelerate learning.

#### **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.**

Based on our needs for 2022-2023 school year, we are offering a voluntary summer Professional Development opportunity for teachers to infuse Discovery Education in the classroom. This PD will give teachers the availability to include meaningful academic technology. On August 15th, our first

Professional Development day, we will present "Using Power BI to Drive Instruction," which will be the catalyst for our data analysis and standards-based collaborative planning sessions (that will be ongoing throughout the school year). Our November 8th Professional development day session will focus on STEAM integration while revisiting data for instruction-based planning.

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

Collaborative planning will be implemented bi-weekly in department meetings. Faculty meetings will analyze regularly collected data and share research-based strategies that have been implemented in the classroom instruction. Extended learning opportunities will be provided with before and after school tutoring and pull-out interventions. Additional collaboration between content areas teachers and academy teachers will provide students with supplementary standard-based opportunities.

**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 B.E.S.T. Standards****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 our data findings comparing three-year FSA proficiency trend data, overall ELA proficiency showed minimal change in proficient levels when comparing the 2021 and 2022 results. Based on the comparison of Florida School Accountability Scores findings, our Science proficiency showed no difference in percentage points when comparing the 2021 and 2022 results. Our school will implement the Targeted Element of B.E.S.T. Standards. Based on the data, faculty will focus on the B.E.S.T Standards framework which emphasize spiraling and vertical learning. As a result, teachers will align instructional materials and methods to better prepare students for statewide assessments.

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

With the implementation of the B.E.S.T. Standards, an additional 10% of our school population will score at grade level or above in the area of Science, and an additional 10% in the area of ELA in the 2022-2023 state assessment.

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

The Leadership Team will attend collaborative planning and conduct walkthroughs to provide feedback on the effectiveness of lessons. Administration will review lesson plans during collaborative planning for evidence of B.E.S.T. standards alignment within lesson plan components.

**Person responsible for monitoring outcome:**

Yvette Solano (ycolome@dadeschools.net)

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

Within the Targeted Element of B.E.S.T. Standards (including an emphasis on spiral and vertical learning), our school will focus on Standards Aligned Instruction. Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensuring that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

**Rationale for Evidence-based**

Standards-Aligned Instruction will ensure that teachers strategically implement their lesson plans and student work products to focus on the B.E.S.T. Standards. Teachers will develop standard-aligned quality lessons which address spiral and vertical learning



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

skills. This approach will increase instructional effectiveness, and, as a result, optimize student achievement.

**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.

8/12- Provide school-wide Professional Development for teachers on effectively using PowerBI to drive instruction. The collection and analysis of data will inform teachers about the specific needs of their students a result, teachers will develop vital skills for using the data available to foster a more adaptable learning environment and thus increase academic learning.

**Person Responsible** Heriberto Sanchez (181421@dadeschools.net)

8/12-9/13 Teachers will have opportunities to review and discuss the B.E.S.T. Standards and clarifications, as well as, use analyzed data collection from the 2021-2022 school year to collaborate with one another in department meetings. The objective will be to share instructional strategies that align with both spotlight and supporting benchmarks.

**Person Responsible** Rosalyn Cuba (170272@dadeschools.net)

8/12-9/13 Based on data (and patterns of skill set deficiencies) shared within department meetings, teacher leaders will develop instructional calendars to target selected benchmarks/skills sets.

**Person Responsible** Arlene Pineda (arlenepineda@dadeschools.net)

9/16-9/23 Using data collected from the first FAST assessment as well as specific data collected from the first i-Ready Diagnostic Assessment, teachers will become more familiar with the construct of the adaptive PMI as well as the newly developed i-Ready format. The gathering of information will help them adjust their lessons accordingly.

**Person Responsible** Yvette Solano (ycolome@dadeschools.net)

**#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**

**Area of Focus**

**Description and**

**Rationale:**

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

The climate survey indicated that 44% of faculty members felt a keen sense of need to increase the ability to interact with administration in regards to lesson planning and instruction. We selected specific teacher feedback and walkthroughs because this will promote more teacher collaboration as it related to school decision making and professional growth.

**Measurable Outcome:**

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

If we successfully implement Specific Teacher Feedback/Walkthroughs, our teachers will be provided with the guidance needed to adapt instruction to meet the needs of diverse learners as indicated in a 22% increase in climate survey results.

**Monitoring:**

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

Administration will participate in collaborative planning sessions in order to foresee the intended lesson plan delivery. Administration and department chairs will use leadership meeting to discuss trends in feedback and collaborate on recommendations for Professional Developments.

**Person responsible for monitoring outcome:**

Heriberto Sanchez (181421@dadeschools.net)

**Evidence-based**

**Strategy:**

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

Within the target element of Specific Teacher feedback, our school will focus on the evidence-based strategy of: Consistent, Developmental Feedback.

Consistent, developmental feedback involves providing a clear expectation, making progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.

**Rationale for Evidence-based**

**Strategy:**

**Explain the rationale for selecting this specific strategy.**

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

Having teachers receive immediate constructive feedback will empower them to ensure best practices when delivering lessons and using data to drive their instruction.

**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 - 9/9- Upon completion of informal walkthrough, constructive feedback and possible recommendations will be provided via verbal face-to-face meeting or email.

**Person Responsible**

Heriberto Sanchez (181421@dadeschools.net)

9/12-9/30 Secondary walkthrough will focus on individualized feedback provided during first walkthrough, focusing on recommendations and adjustments made.

**Person Responsible**

Arlene Pineda (arlenepineda@dadeschools.net)

9/30-10/15 - Teachers will be provided with recommended Professional Development sessions on their areas of need based on previous walkthrough feedback.

**Person Responsible** Heriberto Sanchez (181421@dadeschools.net)

10/3-10/14 - Upon completion of Professional development, teachers will debrief with administration and/or department chairs to share what information or skills were acquired and what will be implemented as a result of the Professional Development.

**Person Responsible** Arlene Pineda (arlenepineda@dadeschools.net)

**#3. 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.**

Based on data findings, Science proficiency scores remained consistent at 44 percentage points when comparing the 2022 and 2021 FSA scores. Based on these findings, our school will focus on Science Instruction, lesson delivery, and student standards-based academic growth.

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

With our core focus on Science, our proficiency for the 2022-2023 school year should increase by 10%.

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

The leadership team will oversee that collaborative planning takes place regularly as scheduled. Science faculty will meet twice monthly to discuss data results from the baseline, as well as strategies to strengthen deficiencies in skill sets through instruction. The administration will be in attendance as the science department uses that time to plan effective standards-based lessons. In addition, administration will provide feedback on lesson delivery after walkthroughs are conducted.

**Person responsible for monitoring outcome:**

Arlene Pineda (arlenepineda@dadeschools.net)

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

Within the Targeted Element of Science, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities, and assessments that evaluate students on the aligned standards-based content. Collaborative

**implemented for this Area of Focus.**

Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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

Standards-Based Collaborative Planning will ensure all teachers are designing, implementing, and critiquing high-quality lessons that will have the most effective impact on student learning and academic growth in the area of Science.

**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.

8/16- Department chair will host first collaborative planning session to develop a Standards-Based Collaborative Planning protocol to make effective use of time and make objectives and goals for meetings clear.

**Person Responsible** Arlene Pineda (arlenepineda@dadeschools.net)

8/12- 9/23- The department chair will meet with administration on a monthly basis to share data from the department. Administration will provide feedback which will be shared with stakeholders.

**Person Responsible** Heriberto Sanchez (hsanchez@dadeschools.net)

8/12/ 9/16 - Physical Science seventh graders will complete a Baseline Science exam. Eighth grade Biology students will complete a baseline exam.

**Person Responsible** Phyllis Morris (dpabc@dadeschools.net)

9/16- 9/23 - Science teachers will administer, score, and analyze data from interim/mini Science assessments. Upon reflection, teachers will collaborate in the presence of administration. The objective is to discuss patterns of deficiencies and work together to create standards-aligned lessons.

**Person Responsible** Arlene Pineda (arlenepineda@dadeschools.net)

**#4. Positive Culture and Environment specifically relating to Parental Involvement**

**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 EESAC meeting parent attendance and various other school events, parent attendance is nominal. Based on the EESAC roster, of the six parent members listed only two parent members are in attendance at regular meetings.

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

If we successfully implement Parental Involvement, our regular attendance in school-wide events and EESAC meetings will increase by 20% as indicated in attendance rosters.

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

Our Community Involvement Specialist (CIS), will actively monitor parent involvement by overseeing parent attendance. They will build the school's and parent's capacity for engagement by offering a flexible number of meetings and workshops.

**Person responsible for monitoring outcome:**

Georgette Morales (georgettem@dadeschools.net)

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

Within the Area of Focus of Parental Involvement, our school will focus on the evidence-based strategy: Family Engagement. Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating

**implemented for this Area of Focus.** genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their student's academic growth.

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

Family Engagement is proven to be a key factor in success. Research shows that there is a direct correlation between family involvement and the likelihood that students will improve their grades, have better attendance, graduate and go to college.

**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.

8/6-10/14 New student orientation is held to welcome new students. Becoming familiar with our campus, meeting our teachers and staff, and learning about extracurricular activities lessens the anxiety and stress that starting a new school can have on both students and parents alike.

**Person Responsible** Georgette Morales (georgettem@dadeschools.net)

8/12 - 10/14 Develop on-going communication with stakeholders using various forms of media.

**Person Responsible** Heriberto Sanchez (181421@dadeschools.net)

8/12 - 10/14 Provide opportunities for stakeholders to access school tools/resources available on various platforms.

**Person Responsible** Oriag Perez (oriagperez@dadeschools.net)

9/6- 9/29 - Parent workshops will be provided to explore topics of concern within the community.

**Person Responsible** Georgette Morales (georgettem@dadeschools.net)

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

Our strengths within school culture are in inclusivity of all members of our school and our community and rewarding hard work and accomplishments. We have excelled in shared communication across multiple means of communication and have fine tuned the process of delivering information to all stakeholders. We offer a myriad of platforms such as our website, social media, letters home, email, text, Remind, and Schoology. Throughout the school year, students and staff are rewarded for accomplishments in attendance, academics and other behavioral and mental health related actions that validate and celebrate their hard work.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, Counselors, Department Chairs, and BMT. The Principal's role is to model behavior and support activities that promote positive school culture and build on ideas presented by stakeholders that look to celebrate student growth and build on a positive school environment. The Principal should listen to suggestions, decide if they fit with the ideals and vision and assist them in facilitating their ideals to promote a positive school culture. The Assistant Principal will monitor and oversee all school initiatives and create committees to oversee planning and logistics that aligned with morale boosting activities. Teacher Leaders, Counselors, and Department chairs will assist in eliciting ideas from stakeholders. All stakeholders are responsible for sharing our success and making connections to build positive relationships with students, parents, families, and community members.