

Miami-Dade County Public Schools

Georgia Jones Ayers Middle School



2022-23 Schoolwide Improvement Plan

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Georgia Jones Ayers Middle School

1331 NW 46TH ST, Miami, FL 33142

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

Demographics

Principal: Carol Sampson R

Start Date for this Principal: 7/15/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: C (45%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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1331 NW 46TH ST, Miami, FL 33142

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

School Demographics

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

School Grades History

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

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Georgia Jones-Ayers Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, staff, and community members actively involved in our student's learning.

Provide the school's vision statement.

To provide a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work, and life.

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
Sampson, Carol	Principal	Maintains school site operations. Those tasks include: enforcing school policies and rules, maintaining a safe learning environment, coordinating activities, communicating/overseeing faculty and staff, assessing instructional practices, and monitoring student academic achievement. Also, promotes a positive school culture by encouraging staff, parental, and community engagement.
Hughes, JaBari	Assistant Principal	An instructional leader overseeing curriculum that also assists the principal in planning, coordinating, and directing cultural and academic programs. Promotes student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals. In addition, manages student activities, services and helps enforce guidelines for the learning community.
Steed, Gollar	Instructional Coach	Serves as an instructional coach for literacy. Works with literacy teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the literacy department and makes recommendations about potential next steps to address areas of need within the department.
Harris, Gina	Instructional Coach	Serves as an instructional coach for mathematics. Works with mathematics teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the mathematics department and makes recommendations about potential next steps to address areas of need within the department.
Christian, Xiomara	Assistant Principal	An instructional leader overseeing curriculum that also assists the principal in planning, coordinating, and directing cultural and academic programs. Promotes student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals. In addition, manages student activities, services and helps enforce guidelines for the learning community.
Hicks, Ariel	Instructional Coach	Serves as an instructional coach for literacy. Works with literacy teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the literacy department and makes recommendations about potential next steps to address areas of need within the department.

Demographic Information

Principal start date

Saturday 7/15/2017, Carol Sampson R

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

0

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

22

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

526

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

12

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

8

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	205	174	165	0	0	0	0	544
Attendance below 90 percent	0	0	0	0	0	0	56	102	66	0	0	0	0	224
One or more suspensions	0	0	0	0	0	0	38	68	52	0	0	0	0	158
Course failure in ELA	0	0	0	0	0	0	53	12	6	0	0	0	0	71
Course failure in Math	0	0	0	0	0	0	65	15	8	0	0	0	0	88
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	109	121	114	0	0	0	0	344
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	113	101	76	0	0	0	0	290
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1370	112	102	0	0	0	0	1584

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	128	134	114	0	0	0	0	376

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	3	3	4	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	9	13	8	0	0	0	0	30

Date this data was collected or last updated

Monday 9/5/2022

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	189	139	188	0	0	0	0	516
Attendance below 90 percent	0	0	0	0	0	0	95	99	129	0	0	0	0	323
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	72	37	25	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	75	13	11	0	0	0	0	99
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	49	57	87	0	0	0	0	193
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	45	73	0	0	0	0	165
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	140	97	140	0	0	0	377
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	107	79	104	0	0	0	0	290

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	18	6	10	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	10	9	7	0	0	0	0	26

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	189	139	188	0	0	0	0	516
Attendance below 90 percent	0	0	0	0	0	0	95	99	129	0	0	0	0	323
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	72	37	25	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	75	13	11	0	0	0	0	99
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	49	57	87	0	0	0	0	193
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	45	73	0	0	0	0	165
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	140	97	140	0	0	0	377
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	107	79	104	0	0	0	0	290

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	18	6	10	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	10	9	7	0	0	0	0	26

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	21%	55%	50%				18%	58%	54%
ELA Learning Gains	43%						44%	58%	54%
ELA Lowest 25th Percentile	32%						45%	52%	47%
Math Achievement	29%	43%	36%				25%	58%	58%
Math Learning Gains	59%						48%	56%	57%
Math Lowest 25th Percentile	71%						53%	54%	51%
Science Achievement	19%	54%	53%				23%	52%	51%
Social Studies Achievement	71%	64%	58%				62%	74%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	15%	58%	-43%	54%	-39%
Cohort Comparison						
07	2022					
	2019	16%	56%	-40%	52%	-36%
Cohort Comparison		-15%				
08	2022					
	2019	20%	60%	-40%	56%	-36%
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	17%	58%	-41%	55%	-38%
Cohort Comparison						
07	2022					
	2019	22%	53%	-31%	54%	-32%
Cohort Comparison		-17%				
08	2022					
	2019	23%	40%	-17%	46%	-23%
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	20%	43%	-23%	48%	-28%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	73%	-14%	71%	-12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	63%	20%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	13	40	38	15	58	73	11	46			
ELL	17	42	29	20	56	64	16	52			
BLK	24	42	44	35	60	75	25	81	92		
HSP	20	44	28	25	60	69	16	63	77		
FRL	21	43	33	29	60	71	19	71	83		
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	6	22	37	5	20	33	14	23			
ELL	11	32	34	11	24	41	18	32	36		
BLK	25	35	38	17	25	43	18	49	40		
HSP	13	31	30	12	22	41	20	36	25		
FRL	17	32	34	13	23	42	16	40	30		

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	9	39	39	9	45	52	5	43			
ELL	12	47	43	17	49	61	12	53			
BLK	19	42	48	28	45	48	24	66	80		
HSP	17	46	43	23	51	58	22	60			
FRL	17	44	46	25	48	52	23	60	83		

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)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
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	45
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	48
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?

Across grade levels, 49 percent of students achieved level 1 in ELA and 44% in math. Student attendance shows that during 2021-2022 21 percent of students missed 31 plus days of school, compared to T1W/T2/T3 schools where only 15 percentage points of students missed 31plus days of school.

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

The area that demonstrates the greatest need for improvement is science, on the 2022 Florida assessment 8th-grade students demonstrated 19 percent proficiency. For the 2023 school year, we expect to meet our goal and increase proficiency in both Comprehensive Science and Biology EOC.

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 fact that 21 percent of students missed 31+ instructional days indicates the need to address student attendance. Future attendance initiatives and extracurricular programs will be adopted to increase attendance rates, as well as improve students' perspectives on the value of academic and social related activities conducted in school.

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

Our rising 8th-grade students showed the greatest area of improvement. In the Spring Reading FSA 2022, 7th-grade students achieved 38% proficiency as compared to the same cohort's 6th-grade achievement of 17% proficiency in Spring 2021. This is an increase of 21 percentage points. This cohort also outperformed their peers, 71% of the students passed their civics EOC. Another highlight in the data was the 6 percentage-point improvement from the Fall to Winter IReady Math Assessment, rising from 16% to 22% proficient

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

Factors contributing to these increases were the implementation of better cognitive strategies across the literacy department, the use of data to provide students with explicit instruction, and collaborative planning to provide consistent instruction across all grade levels.

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

In addition to continue implementing explicit instruction in all grade levels, the school will implement differentiated instruction, data-driven intervention groups and standard-based collaborative planning to accelerate learning to increase ELA, Math and Science student proficiency.

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 activities to promote student achievement and accelerate learning will focus on Student-Centered Learning strategies. These strategies will include a wide variety of instructional

strategies such as mindfulness and restorative justice practices that intend to address distinct learner needs. The implementation of literacy and ESOL strategies across departments will increase student proficiency in all subject areas.

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

To sustain student achievement during this school year and beyond, the school will implement various intervention structures during and outside instructional hours for literacy, math and science courses. In addition, the school will provide in-house opportunities that will focus on teacher sustainability.

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 Standards-aligned Instruction**Area of Focus**

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

Based on the data review, 21% of students at Georgia Jones-Ayers Middle School are achieving level 3 or more in ELA and 29% in Math. While there is evidence of growth based on the FSA data in both ELA and Math proficiency, with an increase of 3 percentage points in ELA and 15 percentage points in math, our focus will be on using standards-aligned instruction to close the proficiency gap between students at Georgia Jones-Ayers Middle School and the district average. As we are transitioning to the B.E.S.T Standards, alignment will be a very important focus this year. This will ensure that students are exposed to the academic expectations as outlined by the state prior to sitting for the assessment in 2023.

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

At Georgia Jones-Ayers Middle School students will demonstrate a 5 percentage point increase in proficiency in Reading and Mathematics from F.A.S.T Progress Monitoring 1 to F.A.S.T Progress Monitoring 3.

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

The leadership team will participate in collaborative planning on a weekly basis to help build a foundation in lesson planning for the B.E.S.T standards. After assessments, administrators will conduct data chats by the department to analyze which standards need remediation with standards-aligned intervention materials. Grade-level team meetings will include monitoring student academic progress and identifying students' academic needs. Progress reports will be used to notify students and stakeholders of academic standing, and report cards will be used for measurement of progress towards student and school-wide goals. Additionally, departments will disaggregate student data obtained from ongoing progress monitoring systems.

Person responsible for monitoring outcome:

JaBari Hughes (jhughes1@dadeschools.net)

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

Within the targeted element of standards-aligned instruction, our school will focus on the evidence-based strategy of Standards-Aligned Instruction. This strategy will be implemented in collaborative planning and job-embedded PD led by instructional coaches and ETO CSS support.

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

Aligning the standards will assist with mitigating learning loss by providing instruction aligned to the standards. With the B.E.S.T standards being introduced this school year, it will be essential to emphasize the importance of standards alignment in common planning and professional development.

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.

9/16 - Coaches and teachers will meet via department meeting to engage in strategic planning that will ensure that effective lesson plans incorporate standard aligned instruction, B.E.S.T Standards, and assessments, that will reinforce one another. This will include teachers having an open dialogue on student progress with standards and unified high-yield instructional strategies. This action step will result in the alignment of lesson plans to B.E.S.T standards across each department.

Person**Responsible**

Gollar Steed (gsteed@dadeschools.net)

9/12-10/14 Coaches and teachers will meet weekly during collaborative planning to unpack standards and develop standard-aligned activities and assessments with tools such as item specifications, planning cards, and formative assessments aligned with focus standards and scaffolding questions that assist with student growth. During collaborative planning sessions, the focus will turn to the execution of standards-aligned lessons, resulting in high-quality teacher implementation of the new standards.

Person**Responsible**

Gina Harris (gharris1@dadeschools.net)

10/7-10/14 - Coaches will meet with administration to debrief on the successes and limitations of the current implementation of standards-aligned lesson execution practice. As a result of the findings, administration and coaches will plan future coaching cycles and support, including which teachers are highest need and how support will be offered.

Person**Responsible**

Ariel Hicks (ahicks13@dadeschools.net)

10/7-10/14 - After conducting in-class support, Transformation Coaches will engage in the debriefing process with the administration to discuss the implementation of identified high-yield strategies and student results from formative assessments like exit tickets.

Person**Responsible**

Xiomara Christian (xchristian@dadeschools.net)

10/31-12/16 - During collaborative planning, coaches and ETO CSS will model best practices in providing standard aligned feedback during whole group and teacher-led stations. Coaches will continue to support teachers to use planning tools such as the item specifications and F.A.S.T sample online test to develop exit tickets that mimic what the students will be tested on.

Person Responsible Ariel Hicks (ahicks13@dadeschools.net)

10/31-12/16- During collaborative planning, teachers will develop lesson plans as end products for upcoming lessons, targeting checks for understanding and graded work.

Person Responsible Gina Harris (gharris1@dadeschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

Based on the 2022-2023 ESSA Subgroup Information, English Language Learners and Students with Disabilities fall below the 41 percentage point threshold. On the 2021 FSA 5% of our SWD population was proficient in Reading and 6% were proficient in Mathematics, as compared to 13% and 15% proficiency respectively on the 2022 FSA. On the 2021 FSA, 11% of our ELL students were proficient in both Reading and Mathematics. On the 2022 FSA we saw an increase in both subject areas, whereas we now have 17% of our ELL students scoring proficient in Reading and 20% attaining proficiency in Mathematics. However, this subgroup continues to be an area of concern at Georgia Jones-Ayers Middle School. Therefore, in focusing on the English Language Learners subgroup, which makes up 36% of our school-wide population, our students will experience more academic success.

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

By the end of the 2022-2023 school year, English Language Learners will demonstrate an improvement on the new F.A.S.T assessment in both Reading and Math when comparing FAST Progress Monitoring 1 to FAST Progress Monitoring 3 in the Spring of 2023. The goal is for 20% of our ELL students to demonstrate proficiency on Progress Monitoring 3.

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

During the scheduled F.A.S.T progress monitoring assessments, instructional coaches and administration will monitor our ELL subgroup. Additionally, the Instructional Coach will create an instructional group on the iReady platform to progress monitor our ELL students throughout the year. The Instructional Coach will also oversee the implementation of Imagine Learning and Achieve 3000 in their ESOL Language Arts and Developmental classes.

Person responsible for monitoring outcome:

Gollar Steed (gsteed@dadeschools.net)

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

Within the Targeted Element of ESSA Subgroups, our school will focus on the evidence-based strategy of small group instruction. Small group instruction provides teachers the opportunity to meet specific needs of students with strategic focus in a way they might not be able to address throughout their primary lessons. Our instructional staff will strive to provide targeted support for students in these subgroups during small group instruction as evidenced by daily frameworks and monthly focus calendars.

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.

Research shows that small group instruction is an effective way to remediate and meet the needs of students, ensuring that students are receiving strategic small group instruction in their core area classes will result in an increase in student outcomes.

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.

9/6 - Instructional coaches and administrators will meet with district Curriculum Support Specialists from the Education Transformation Office to discuss and plan professional development needs. As a result, the CSS will be able to provide targeted support.

Person Responsible Gollar Steed (gsteed@dadeschools.net)

10/12 - ETO CSS will provide professional development for all teachers on ESOL "Can Do Statements" and turnkey strategies to use in the class. As a result, teachers will be observed implementing the strategies provided during instruction.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

10/12-10/14 - Instructional coaches will meet with teachers and provide support in implementing the strategies from the professional development. As a result, the administration will be able to observe these practices in place across content areas.

Person Responsible JaBari Hughes (jhughes1@dadeschools.net)

10/14 - The administration will conduct walkthroughs in the classes with a high volume of ELL students in order to observe the impact of the strategies that have been put in place. As a result, ELL students will demonstrate improvement and mastery as evidenced by their grades on the Q1 report cards in their content area classes.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

10/31-12/16-During collaborative planning sessions, the literacy department will focus on differentiated instruction. They will alternate between whole and small group planning sessions. During collaborative sessions, the team will also revisit end product reviews for whole and small group student work to ensure alignment to focus benchmarks.

Person Responsible Gollar Steed (gsteed@dadeschools.net)

10/31-12/16-The Math coach will schedule collaborative planning sessions that will be in the format of small groups. This will serve as a model of what Differentiated Instruction rotations should resemble while using data to plan for Differentiated Instruction.

Person Responsible Gina Harris (gharris1@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Attendance**Area of Focus**

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

The area of student attendance has historically been a concern at Georgia Jones-Ayers Middle School. In the 2021-2022 school year only 33% of students at Georgia Jones-Ayers Middle School had 10 or fewer absences compared to the district average of 56%. While there was a decrease in the number of students missing 31 or more days, 21% in the 2021-2022 school year compared to 48% in the 2020-2021 school year, it is still 6 percentage points higher than the Tier 1 Watch and Education Transformation Office Schools average of 15% of students with 31 plus absences. Research shows that students must be present in order to achieve academically and therefore our focus will be on attendance initiatives and engaging our stakeholders and families. Specifically, we will provide wrap-around services for families and students with excessive absences.

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

If we successfully implement family engagement, students missing 31+ days will decrease to 16 percentage points in the 2022-2023 school year.

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

By following district programs and recommendations, and continuing to recognize and incentivize student attendance, we will establish and train all stakeholders when it comes to attendance routines and monitor with fidelity. Monitoring will take place daily with the attendance bulletin and weekly as a grade-level team. Administration and student services will track targeted students of concern.

Person responsible for monitoring outcome:

Xiomara Christian (xchristian@dadeschools.net)

Evidence-based

Strategy: Describe the evidence-based strategy being

Within the targeted element of student attendance, our school will focus on the following evidence-based strategy: family engagement. We will communicate strategically with families and enhance our collaboration with outside agencies to provide wrap-around services to students and parents.

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.

Family Engagement studies show that parent involvement is a major factor in student attendance. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. As a result, we will provide various opportunities for parental engagement in addition to parent workshops.

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.

9/16-10/14 - The school leadership team will meet on a weekly basis to review student attendance and identify students with excessive absences (10+). Staff will receive daily emails with the attendance bulletin and will discuss it at their weekly grade-level team meetings.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

9/23-10/14 - Once students have been identified Student Services will make phone calls home. The CIS and counselor will provide families information for wrap-around services. Focusing on the whole child will ensure that stakeholders feel supported and that students have increased attendance at school.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

9/30-10/14 - The administration will recognize and provide incentives for students and families monthly, starting with the grade-level dress-down competition and recognition. As a result, attendance will increase and students will feel a sense of excitement to be at school.

Person Responsible JaBari Hughes (jhughes1@dadeschools.net)

9/30-10/14 - Team leaders will continue to monitor attendance and academic progress of students identified on target list. As outlined in the attendance plan this will include student services personnel and community involvement specialist will conduct student and parent conferences for the students who have missed 5 or more days in the first quarter. By engaging with these families they will be able to identify ways to support them holistically in a way that will positively impact attendance.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

9/30-10/14 - GJAMS will hire and train a new Community Involvement Specialist.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

10/31-12/16- Student services team will continue to monitor attendance and academic progress of students on target list. As outlined in the attendance plan, this will include student services personnel and

community involvement specialist, who will conduct student and parent conferences for the students who have missed 5 or more days. By engaging with these families, they will be able to identify ways to support them holistically in a way that will positively impact attendance.

Person Responsible JaBari Hughes (jhughes1@dadeschools.net)

10/31-12/16-Team leaders and student services will plan events for parents to attend. This will lead to parents being able to see what is happening in the school. Not only will they want their kids to be present and involved, but they as parents will want to be involved as well.

Person Responsible JaBari Hughes (jhughes1@dadeschools.net)

#4. 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 2021-2022 School Improvement Plan Survey results on PowerBi indicated that only 41% of the staff believed that the administration provides daily/weekly feedback to improve student outcomes, which was the same as the 2020-2021 SIP Survey. Despite the focus on this area last year teachers continue to express that they would like to receive additional feedback from the administration. Providing explicit feedback and recognition to staff will increase their ability to provide high-quality instruction to students.

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

On the 2022-2023 SIP Survey teacher who indicate that they receive weekly feedback will increase by 17 percentage points to a total of 58% of teachers satisfied with the amount of feedback they are receiving from administration.

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

An increase of staff feedback will be evidenced by the administration walkthrough logs and documentation, as well as an increase in opportunities for faculty to debrief directly with their respective administrator. Additionally, this data will be monitored through a monthly anonymous teacher survey using the same SIP Survey question.

Person responsible for monitoring outcome:

Carol Sampson (pr6011@dadeschools.net)

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

Within the targeted element of specific teacher feedback, our school will focus on the evidence-based strategy of: Consistent developmental feedback.

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

Implementing quality consistent developmental feedback where staff is regularly debriefed after observations and provided with next steps and areas of support will result in an increase of teacher recognition and improvement of culture. This will lead to an overall increase in 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.

9/16 - Administrators will meet to create the internal walkthrough monitoring system that measures the type of feedback provided and frequency of the feedback given to teachers. As a result, the administrative team will have a clear and consistent protocol for measuring and documenting how feedback is provided.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

9/23 - During a faculty meeting, the administration will provide teachers with the details of the feedback tool and explain how they are to hold administrators accountable. As a result, teachers will be aware and have clear expectations of how feedback will be provided.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

9/23- 10/14 - The administration will conduct walkthroughs and document when and how feedback is provided to teachers. As a result, the administration will follow through with delivering feedback consistently to teachers after walkthroughs, and teachers will be able to turnkey and implement suggestions provided by their respective administrators.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

10/14 - Administration will elicit anonymous feedback from teachers by sending them an anonymous google survey that asks them the SIP survey question. This will measure the effectiveness of the new system.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

10/31-12/16- After common planning sessions, the administration will conduct walkthroughs and document when and how feedback is provided to teachers. Feedback can be provided at upcoming planning sessions, department meetings, and faculty meetings. Administration can also provide feedback to teachers independently. As a result, the administration will follow through with delivering feedback consistently to teachers after walkthroughs, and teachers will be able to turnkey and implement suggestions provided by their respective administrators.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

10/31-12/16-During leadership meetings, the administration will meet with instructional leaders (coaches, department chairs, and team leaders) to disseminate feedback. The instructional leaders can present feedback to their team members during common planning sessions, department meetings, and team meetings.

Person Responsible Carol Sampson (pr6011@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.

At Georgia Jones-Ayers building positive school culture and environment involves celebrating the success of students and staff by emphasizing accomplishments and collaboration along with ensuring that addressing the social-emotional wellness of students is a school priority.

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

The stakeholders involved in promoting a positive culture and environment and culture at the school are the school leadership team, the counselor, as well as, partnering agencies and strategies (City Year, Girl Power, Restorative Justice, and Brain Power Wellness).