

Miami-Dade County Public Schools

Ada Merritt K 8 Center



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Ada Merritt K 8 Center

660 SW 3RD ST, Miami, FL 33130

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

Demographics

Principal: Carmen Garcia M

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (82%) 2018-19: A (83%) 2017-18: A (85%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Ada Merritt K 8 Center

660 SW 3RD ST, Miami, FL 33130

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Ada Merritt K-8 Center provides and supports a rigorous dual-language International Education Program that values and promotes the acquisition of a second language and embraces international perspectives and attitudes, through a unique and high-quality education for our unique and diverse community of learners.

Provide the school's vision statement.

Ada Merritt K-8 Center, a place where children always come first. Where high expectations and standards are the norms. A place where all staff members know we are here to serve children and serve each other.

Ada Merritt K-8 Center, a place where parents and other support systems are valued as we know we cannot do it all alone. A place where the study of languages and international perspectives are embraced and promoted. Ada Merritt K-8 Center, a place where our mission is to create a vibrant learning community, where the minds and hearts of all who enter are nurtured, developed, and respected.

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
Garcia, Carmen	Principal	As the primary leader in the building, the principal is a multitask instructional leader whose roles include overseeing the effective implementation of the International Baccalaureate (IB) Program, creating and aligning systems to support learning and social-emotional development for all students, as well as observing and evaluating teachers based on district and state guidelines. Roles also include: establishing and monitoring the class schedules, implementing and monitoring overall school policies and safety protocols, and managing day-to-day logistics and budgets.
Jimenez, Nancy	Assistant Principal	This multi-task leader assists the school principal in overall school operations and implementation of the IB program. Roles also include communicating effectively with students and staff, dealing fairly with students, parents, and staff from diverse cultural backgrounds. This education professional may also address disciplinary concerns when necessary. The Assistant Principal helps schedule classes and school activities. Another responsibility is assessing the performance of teachers. She also assists the Principal with the use of data based decision making, and ensures that the school-based team is implementing the MTSS process. Oversees the fidelity and implementation of the intervention program and communicates with parents regarding progress.
Abdalah, Jessika	Administrative Support	Works collaboratively as a member of the school-based leadership team to review the fidelity of Tier 2 and Tier 3 intervention. This resource teacher provides support to students that show educational challenges. She also serves as the ELL resource teacher and is responsible for providing ELL services and support to students and teachers. Ms. Abdala provides targeted and specific interventions with specific ELL strategies. She monitors all ELL data and paperwork to ensure compliance.
Sanchez-Jimenez, Jackeline	Magnet Coordinator	As the Primary Year Program (PYP) coordinator, she ensures the continuity of the International Baccalaureate (IB) program. Roles also include: communicating with IB offices and sharing information related to the PYP with staff and parents, overseeing the school's admission process and student recruitment, monitoring the implementation and delivery of PYP, maintaining general administrative records and student records, participating in district-wide coordinators meetings, preparing students schedules (PYP), and monitoring student progress quarterly.
Hernandez, Yosvany	Teacher, K-12	As the Middle Year Program (MYP) coordinator, he ensures the effectiveness and implementation of the IB framework. Roles also include: being a member of the Curriculum Leadership Team, attending Middle School Leadership Team Meetings, overseeing the implementation and delivery of the MYP, communicating with IB offices and sharing information with school staff and parents, overseeing the school's admission process and student recruitment, maintaining general administrative records and student records, participating in district-wide coordinators meetings, preparing students schedules, monitoring student

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

progress quarterly and keeping parents up to date on the academic progress of their children.

Demographic Information

Principal start date

Friday 7/15/2022, Carmen Garcia M

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

1

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.*

0

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

733

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

3

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

0

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	98	103	96	80	84	73	87	62	0	0	0	0	758
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	1	0	0	3	0	0	0	0	0	6
Course failure in Math	0	1	0	0	0	0	0	3	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	3	3	2	0	0	0	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	1	2	7	2	0	0	0	0	13
Number of students with a substantial reading deficiency	0	1	1	3	1	1	5	10	7	0	0	0	0	29

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	1	1	0	0	0	2	4	1	0	0	0	0	9

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	1	1	0	0	0	0	0	0	0	0	0	0	2
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

Monday 8/22/2022

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	77	101	97	78	80	97	89	79	80	0	0	0	0	778
Attendance below 90 percent	0	1	4	0	2	1	0	2	3	0	0	0	0	13
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Number of students with a substantial reading deficiency	0	2	17	16	2	3	7	11	8	0	0	0	0	66

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	0	1	2	0	0	0	0	3

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	0	0	0	0	0	
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	77	101	97	78	80	97	89	79	80	0	0	0	0	778
Attendance below 90 percent	0	1	4	0	2	1	0	2	3	0	0	0	0	13
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Number of students with a substantial reading deficiency	0	2	17	16	2	3	7	11	8	0	0	0	0	66

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	

Students with two or more indicators 0 0 0 0 0 0 0 0 1 2 0 0 0 0 3

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Students retained two or more times 0 0 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	88%	62%	55%				88%	63%	61%
ELA Learning Gains	74%						66%	61%	59%
ELA Lowest 25th Percentile	66%						72%	57%	54%
Math Achievement	89%	51%	42%				92%	67%	62%
Math Learning Gains	79%						77%	63%	59%
Math Lowest 25th Percentile	72%						76%	56%	52%
Science Achievement	83%	60%	54%				86%	56%	56%
Social Studies Achievement	96%	68%	59%				96%	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	80%	60%	20%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	84%	64%	20%	58%	26%
Cohort Comparison		-80%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-84%				
06	2022					
	2019	88%	58%	30%	54%	34%
Cohort Comparison		-82%				
07	2022					
	2019	96%	56%	40%	52%	44%
Cohort Comparison		-88%				
08	2022					
	2019	97%	60%	37%	56%	41%
Cohort Comparison		-96%				

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	85%	67%	18%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-85%				
05	2022					
	2019	92%	65%	27%	60%	32%
Cohort Comparison		-89%				
06	2022					
	2019	94%	58%	36%	55%	39%
Cohort Comparison		-92%				
07	2022					
	2019	98%	53%	45%	54%	44%
Cohort Comparison		-94%				
08	2022					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		-98%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	86%	53%	33%	53%	33%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-86%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	87%	43%	44%	48%	39%
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	96%	73%	23%	71%	25%
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	92%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	57			43							
ELL	83	65	64	91	86	80	67	85			
HSP	86	73	62	87	78	73	80	95	88		
WHT	94	75	83	96	79		91	100	100		
FRL	83	71	65	85	78	72	79	92	92		
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	64			45							
ELL	87	89	77	83	59	65	67	84			
HSP	87	79	62	83	57	56	77	88	86		
WHT	92	80	58	94	60		87	90	89		
FRL	87	82	64	80	55	57	67	86	78		
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	64	62		71	77						
ELL	82	64	79	86	71	66	76	100	67		
HSP	87	66	71	91	78	76	84	95	91		
WHT	94	68	79	98	74		94	100	96		
FRL	81	58	67	87	74	72	82	95	88		

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	81
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	70
Total Points Earned for the Federal Index	808
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50

Students With Disabilities	
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	77
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
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	79
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	90
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	78
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?

According to the 2022 Three Year Trend FSA/EOC Proficiency Report, the percentage of proficient students in ELA (88%) has shown no change for the last three ELA FSA administrations. Based on the 2022 FSA/EOC Proficiency District/Tiered Comparison, the school-wide proficiency in ELA is 88%. This is 28 percentage points higher than the District, which is 60%. All ELA Subgroups Learning Gains decreased by at least 5 percentage points when compared to the 2021 FSA administration. The same report shows that the school-wide proficiency in Mathematics is 89%. This is 32 percentage points higher than the District, which is 57%. According to the 2022 FSA/EOC Learning Gains District Tiered Comparison, the school-wide Learning Gains in ELA is 74%. This represents 14 percentage points higher than the District, which is 60%. According to the same report, the school-wide Learning Gains in Mathematics is 79%. This represents 15 percentage points higher than the District, which is 64%. All Mathematics Subgroups Learning Gains increased by at least 19 percentage points. School-wide Mathematics Learning Gains increased from 58% in 2021 to 79% in 2022. This represents an increase of 21 percentage points. All Science Subgroups Achievement levels increased except for the ELL, which remained at 67%. All Social Studies Subgroups Achievement levels increased.

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

ELA Learning Gains decreased from 79% in 2021 to 73% in 2022. This represents a decrease of 6 percentage points. The percentage of students at proficient levels in Grade 6 FSA Mathematics decreased from 88% in 2021 to 76% in 2022, which represents a decrease of 12 percentage points. The percentage of students at proficient levels in Grade 7 FSA Mathematics decreased from 86% in 2021 to 84% in 2022. This shows a decrease of 2 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?

A contributing factor that might have influenced these results was the inconsistent vertical planning. Even though teachers have one hour planning every Wednesday after school, it is important to schedule/ provide, at least twice a year, official time for teachers to articulate and plan among different grade levels.

This year, we will ensure that teachers have opportunities for vertical planning at least twice a year. We will ensure that teachers use Differentiation with fidelity to address students' individual needs based on data collected from various sources. We will also need the consistent implementation of Standard-aligned instruction across all grade levels. By conducting classroom walkthroughs, we will ensure that instruction meets the adequate depth of the standards.

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

The school-wide Mathematics Learning Gains increased from 58% in 2021 to 79% in 2022. This represents an increase of 21 percentage points.

The percentage of students proficient in ELA is higher than the District across all Grade Levels.

The percentage of students proficient in Mathematics is higher than the District across all Grade Levels except for Grade 8, which is 2 percentage points less than the District.

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

The effective use of Differentiation as well as the consistent utilization of data to drive instruction were contributing factors that led to this improvement. It was also the result of the teacher-students data chats after every i-Ready diagnostic and Topic Assessments.

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

To accelerate learning, we will create time for collaborative planning (vertical and horizontal). Also, we will schedule quarterly Data Chats by Grade Levels/Departments to discuss students' performance as well as the strategies that will be implemented to support those students not making adequate progress. We will keep implementing and monitoring Differentiated Instruction and interventions. The School Leadership Team (SLT) will conduct classrooms walkthroughs to monitor standard-aligned instruction and ensure that instruction meets the adequate depth of the standards. Another strategy will be the extended learning opportunities for those students not making adequate learning progress. This will consist of before/after school tutoring and intervention programs.

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.

Our PLST will provide Professional Development opportunities on Data Analysis and how to effectively implement Differentiated Instruction. As an International Baccalaureate (IB) school, we will consistently provide PD's to support the effective implementation of the IB program. Also, Data Chats will be conducted quarterly and timely individualized feedback will be provided.

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

An instructional schedule will be developed that allows common planning time. Vertical planning will be scheduled at least twice a year for teachers to articulate and plan among different grade levels. Extended learning opportunities consisting of before/after tutoring will be offered.

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 Differentiation**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 Florida Standard Assessments (FSA) Proficiency Data, 88% of the students are proficient in ELA. The 2021 and the 2019 Proficiency Data also shows that 88% of the students are proficient in ELA. It is evident that there has been no change for three consecutive years on percentage of students scoring proficiency in ELA across all grade levels. The 2022 FSA/EOC Learning Gains District/Tiered Comparison shows a decrease of 6 percentage points in ELA Learning Gains. Based on the data, our school will focus on Differentiation to increase the percentage of students scoring proficient in ELA and also to increment the percentage of students making learning gains in ELA.

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

If we implement Differentiation with fidelity, our overall students' proficiency in ELA will increase by a minimum of 5% points as evidenced by the 2023 FSA ELA Assessment.

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

This area of focus will be monitored by our School Principal. The School Leadership Team will periodically join grade-level/MYP Department meetings to review students' progress based on the data from i-Ready as well as from Performance Matters. Teachers will identify those students not making adequate learning progress and will share what strategies are being implemented to target individual needs.

Person**responsible****for****monitoring****outcome:**

Carmen Garcia (pr3191@dadeschools.net)

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

The evidence-based strategy for this area of focus is Differentiation. Our teachers will plan and implement a variety of methods to accommodate a diverse range of learners. Based on data from different types of assessments, teachers will design lessons and activities that match the various learning styles of the class as well as the differing levels of ability and understanding. We will use Grade-level/Department meetings as well as quarterly Data Chats to discuss and evaluate students performance, specifically those who did not score proficient. Data from i-Ready and Performance Matters will be used to assist in grouping students and guiding instruction.

Rationale for Evidence-based

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

Implementing Differentiation with fidelity will ensure that teachers tailor their teaching and assessments so that every student in the classroom understands the material regardless of his/her capability. Our students will receive targeted support based on their individual needs. Grade-level/Department meetings offer a more personalized system to review ongoing data. During these meetings, teachers have the opportunity to share best practices and clarify essential learning for the unit of instruction. Teachers also identify standards that need additional time and support and create a plan of action to assist those students not making adequate progress.

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.

8/31/22-10/14/22 Conduct Quarterly Data Chats with every Grade-level/MYP Department to discuss the strategies being implemented to address the learning needs of those students identified as learners not making adequate academic progress. As a result, teachers will maintain their instructional grouping fluid and based on current students' academic support.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 Conduct Classroom Walkthroughs to observe the effective implementation of DI. The School Leadership Team (SLT) will provide actionable feedback on their techniques in a timely manner. As a result, teachers will make modifications accordingly.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 Teachers will develop lesson plans that reflect a variety of DI strategies/activities. As a result, DI groups based on current data will be evident as well as the appropriate strategies and resources that will be utilized on each group.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 Conduct Grade-Level/MYP Department collaborative meetings. The SLT will participate in Grade-level/MYP Department meetings to observe and facilitate in the development of DI grouping, strategies, and activities.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

10/31/2022-12/16/2022 Provide Instructional Support/Coaching to those teachers that need to learn new DI techniques. As a result, these teachers will be able to implement new DI techniques and will count with the support and feedback of their coaches.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

10/31/2022-12/16/2022 Provide opportunities for teachers to visit and observe other professionals when implementing differentiated approaches to teaching and learning. As a result, teachers will be able to see how DI is implemented and will acquire the techniques needed to tailor instruction to meet every student need.

Person Responsible	Carmen Garcia (pr3191@dadeschools.net)
---------------------------	--

#2. 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 2022 Florida Standard Assessments (FSA) Proficiency Data, 84% of the students in grades 3-8 are proficient in Mathematics. The 2021 Proficiency Data shows that 78% of the students in grades 3-8 are proficient in Mathematics. According to the 2019 Proficiency Data, 92% of the students in grades 3-8 scored proficient in Mathematics. It is evident an increase of 6 percentage points when compared the results from 2022 FSA Mathematics with the results from the 2021 FSA Mathematics. However, there is a decrease of 8 Percentage points when compared the results of the 2022 FSA Mathematics with the results from 2019.

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 instructional practice of Standard-Aligned instruction, our overall proficiency level in Mathematics will increase by a minimum of 5% points as evidenced by the 2023 FSA Mathematics Assessments.

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

This area of focus will be monitored by the administrators/Leadership Team. Quarterly Data Chats will be scheduled to analyze real-time data from FSA Reports, i-Ready, Topic Assessments, as well as various forms of formative/summative assessments. We will also implement classroom walkthroughs to monitor the implementation of Standard-Aligned Instruction and assessment. Administrators will periodically review Lesson Plans to ensure lessons are aligned and reflect the adopted B.E.S.T Standards.

Person**responsible for****monitoring****outcome:**

Carmen Garcia (pr3191@dadeschools.net)

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

Our school will focus on evidence-based strategy of Standard-aligned instruction. This school year, our District is fully implementing the new (B.E.S.T) standards in Mathematics. Therefore, It is fundamental that our teachers design lessons and assessments that reflect the new standards. During collaborative planning, teachers will share their best practices and discuss methods and techniques to effectively deliver the instructional material aligned to the new standards.

Rationale for**Evidence-****based****Strategy:****Explain the****rationale for**

Standard-aligned instruction will ensure that teachers develop lesson plans and assessments based on the adopted State Standards. It also ensures that students meet the demands and expectations targeted by the standards. Collaborative planning will assist teachers in preparing and executing lessons and assessments that are consistent with enabling the students to reach the milestones outlined in the standards.

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.

8/31/22-10/14/22 Conduct Classroom Walkthroughs to observe the effective implementation of Standard-Aligned instruction as well as instruction delivery as it occurs in the learning environment. As a result, the School Leadership Team (SLT) will provide actionable feedback on teachers' techniques in a timely manner. Classroom walkthroughs will be announced on the weekly bulletins.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 Provide opportunities for vertical planning. Planning among different grade-levels/ departments will result in teachers being able to articulate and narrow their focus on specific standards in need of reinforcement.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 Weekly collaborative planning for standard-aligned instruction. The main focus here, is to bring educators together to share best practices and learn from one another. As a result, teachers will have the opportunity to improve lesson quality, teaching effectiveness, and student academic achievement.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 Teachers will assign specific i-Ready lessons (Blue/Green) to target standard (s) being remediated based on current data from iReady, Topic Assessments, and Teacher-Made tests. As a result, students will be able to reinforce, enrich, and learn at a pace that is right for them.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

10/31/2022-12/16/2022 Teachers will utilize various standard-aligned resources and/or supplemental materials such as IXL, Schoology, and iReady to scaffold instruction and enhance learning. As a result, our students will demonstrate mastery of the standards in both ELA and Mathematics.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

10/31/2022-12/16/2022 Provide in-house PD on the new International Baccalaureate (IB) Programme Standards and Practices (PSP). As a result, teachers will complete the IB self-study and will determine to what extent they have been able to develop a coherent IB curriculum in alignment with the requirements and rigor of Benchmarks for Excellent Student Thinking (B.E.S.T) Standards.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

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

According to the 2021-2022 School Climate Survey, the number of teachers with 10.5+ Days Absent was at 43% as compared to the 2020-2021 Climate Survey which was 27%. This revealed a 16 percentage points increase. This data indicates that there is a need to improve teacher attendance.

Measurable Outcome:

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

If we successfully implement a Recognition Program to celebrate teacher attendance, the number of teachers with 10.5 + Days out will decrease by a minimum of 5 percentage points as evidenced by the 2022-2023 School Climate Survey

Monitoring:

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

In order to achieve the desired outcome, the school administrators will monitor this area of focus. A list of action steps and strategies will be developed and implemented throughout the school year.

Person responsible for monitoring outcome:

Carmen Garcia (pr3191@dadeschools.net)

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

Within this area of focus, we will implement the evidence-based strategy consisting of Attendance Initiatives. This year, we want to ensure that the number of teachers with 10.5 + Days Absent is decreased by a minimum of 5 percentage points.

Rationale for Evidence-based Strategy:

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

The data indicates that we need to implement other forms of recognition and incentive to improve teacher attendance. As a result, an improvement in teacher attendance will be evident. An effective reward/recognition program will keep our teachers motivated and inspired for dynamic growth and 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.

8/31/22-10/14/22 Attendance Challenge: Every quarter, we will recognize the grade level/department with the highest percentage of attendance as a group. As a result, teachers will be motivated to continue on the path of perfect attendance.

Person Responsible

Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 The Attendance H.E.R.O. (Here Everyday Ready On-time)" Bulletin Board. Every quarter, teachers with Perfect Attendance will be highlighted in Faculty Meetings and their photo will be posted on our H.E.R.O. Bulletin Board. As a result, teachers will feel motivated and will make every effort to keep his/her Perfect Attendance for the upcoming grading periods.

Person Responsible

Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 Breakfast is on the house! Twice a year, we will recognize those teachers with Perfect Attendance by treating them to a delicious breakfast. As a result, teachers will be motivated to continue on the path of Perfect Attendance.

Person Responsible

Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 The Perfect Attendance Raffle! Teachers with quarterly perfect attendance will be entered in a raffle for a chance to win a gift certificate for a special treat. This will result in emphasizing the importance of consistent teacher attendance.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

10/31/2022-12/16/2022 Teachers who maintain Perfect Attendance for the first three quarters will be recognized by including his/her photograph in a special section of the School's Yearbook. As a result, teachers will feel motivated and will make every effort to keep his/her Perfect Attendance.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

10/31/2022-12/16/2022 The administration will continue to monitor attendance through the PowerBi's Teacher Attendance Dashboard and through Internal Management System to collect, track, and monitor teachers attendance progress. As a result, current data will allow the administration to follow up with those teachers showing an increasing number of absences to determine if support is needed to improve attendance.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

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

Based on the 2022 Staff Climate Survey, 84% of the respondents believe that their ideas are listened to and considered. To increase this percentage, we selected Leadership Development because one fundamental trait of transformational leaders is the capacity of listening to others' ideas and concerns. Leaders need to learn to pay attention and demonstrate that they value what the staff has to say. Promoting leadership opportunities will allow teachers to express new ideas and concerns, which will contribute in a positive way to our school culture.

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

If we successfully implement a plan for Leadership Development, teachers will have opportunities to demonstrate their leadership potential and contribute to important school-wide decisions. The percentage of teachers that believe their ideas are listened and considered will increase by at least 5 percentage points as evidenced by the 2022-2023 School Climate Survey.

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

The school administrators will monitor this area of focus by making available opportunities for teachers to partake in leadership roles. Examples include, but are not limited to; Open-Door Policy, meeting minutes identifying teachers concerns and ideas, and providing opportunities for sharing best practices.

Person responsible for monitoring outcome:

Carmen Garcia (pr3191@dadeschools.net)

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

We will focus on the evidence-based strategy of: Developing Leaders. Making available leadership opportunities for those interested in leadership roles is a great strategy to involve teachers in the decision making process of our school. Teacher leaders often serve as liaison between the staff and the administrators. This is conducive to open communication channels and a great opportunity to hear teachers' concerns and ideas.

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

We selected Leadership Development because this will provide opportunities for all teachers to partake important leadership roles. By doing this, teachers concerns and ideas will be heard and considered. This school year, we will promote opportunities for teachers to be sponsors of extracurricular activities, academic coaches, new teacher mentors, etcetera.

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.

8/31/22-10/14/22 Facilitate opportunities for weekly collaborative planning where teachers can express their ideas and concerns. Grade-level/MYP Department chairs will forward their meeting minutes to the school administration. As a result, teachers will be able to freely share their concerns without fear of being singled out.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 All new teachers will be part of the MINT Program. The school administration will conduct monthly check-ins with new teachers to know about their concerns and ideas. As a result, new teachers will feel that they are being supported by the administration. Also, new teachers will not be afraid of making mistakes as they will rather see those mistakes as learning opportunities.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 The school administration will share general ideas and concerns with Faculty during faculty meeting to ensure that all teachers are heard and considered. As a result, teachers will feel that their ideas and concerns are being taken into consideration for the benefit of the entire Faculty and Staff.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

8/31/22-10/14/22 Leadership opportunities will be promoted and announced during Faculty meetings to ensure that all teachers can partake in leadership roles. As a result, all interested teachers will have the chance to fulfill his/her leadership potential.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

10/31/2022-12/16/2022 During Faculty Meetings, the school leadership team will continue to showcase teachers' best practices based on the 2020 International Baccalaureate Programme Standards and Practices (IB-PSP 20). As a result, teachers will have the opportunity to learn from each other.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

10/31/2022-12/16/2022 Discuss the purpose of the Instructional Impact Review with the staff during a Faculty Meeting and share the SLT findings. As a result, teachers will have an opportunity to ask questions and bring new ideas that will be considered for new action steps.

Person Responsible Carmen Garcia (pr3191@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

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

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

N/A

Rationale for Evidence-based Practices/Programs:

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

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

N/A

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
-------------	-----------------------------------

N/A

Positive Culture & Environment

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

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

At Ada Merritt K-8, we strive to value every member of our school and encourage school pride. Our students are encouraged to wear T-shirts that are representative of the program they are enrolled in (Spanish/Portuguese). Teachers are also encouraged to wear the school T-shirt that our PTA provides. We nurture a culture based on effective communication with the understanding that communication is a two-way street (student-teacher, teacher-administrators, teachers-parents, etc.). The social emotional wellness of students and teachers is a priority in our school. To this end, counselors are available and always willing to assist students in need. We foster a positive culture in many ways such as newsletters, school events, data chats with instructional staff, leadership meetings, and much more.

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

The administrators provide strategic direction in the school and ensure the delivery of a comprehensive, high-quality education program to all students. Along with the members of the leadership team and teachers, administrators set and monitor the execution of the School Improvement Plan. Our counselors support every member of the school community. They listen to students' concerns regarding academic and social-emotional issues. Teachers are responsible for teaching the State Standards and setting high expectations for all students. They are also responsible for instilling international-mindedness as well as the International Baccalaureate (IB) Learner Profile in all students. Parents play an important role in the school community. In our school, parents are actively involved. They support the implementation of the IB program and help their children maximize their educational potential. Our teachers focus on creating a positive culture within their classrooms based on the attributes of the IB Learner Profile. They ensure that students are learning in a safe space and promote a welcoming classroom environment. The Parent Teacher Association (PTA), the Spanish International Parent Association (SIPA), and Portuguese International Parent Association (PIPA) continuously support students and staff through activities, grant opportunities and recognition.