

Miami-Dade County Public Schools

# George Washington Carver Middle School



2022-23 Schoolwide Improvement Plan

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# George Washington Carver Middle School

4901 LINCOLN DR, Coral Gables, FL 33133

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

## Demographics

**Principal: Iliana Artime**

Start Date for this Principal: 8/23/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	26%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (84%) 2018-19: A (86%) 2017-18: A (87%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## George Washington Carver Middle School

4901 LINCOLN DR, Coral Gables, FL 33133

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

### School Grades History

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

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of George Washington Carver Middle School is to provide for Miami-Dade County's multicultural and multilingual population an advanced educational program. George Washington Carver Middle School will follow state standards and meet the academic standards of France, Germany, Spain, and Italy. The school will offer a curriculum to prepare students to meet the future needs of major industries, international trade, finance, and tourism.

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

Reflecting on the needs of Miami-Dade County's diverse community, George Washington Carver Middle School, Center for International Education, will prepare all students to be multilingual and multiliterate. All stakeholders of the school will implement technological innovations to enhance the strong multilingual academic program, thus ensuring each student success in the competitive environment of the 21st century. The school will provide a rigorous, diverse curriculum that meets world-class standards for a multicultural world.

### 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
Artime, Iliana	Principal	The Principal (Iliana Artime) oversees daily activities and operations within the school. She ensures that the state/districts academic policies and curriculum are followed, desegregate data to promote a data-driven instruction, identifies and supports rising leaders, and communicates/ collaborates with stakeholders to ensure that our school community needs are being addressed.
RIVERS, SHELTON	Assistant Principal	The Assistant Principal (Shelton Rivers) collaborates with the principal to ensure that the school's mission and vision are being met. Additionally, he assists the principal to ensure that the overall administration of the school flows seamlessly (facility maintenance, discipline, academic engagement, teaching and learning, etc.). He also communicates/collaborates with stakeholders to ensure that our school community needs are being addressed.
Bassoc, cristina	Magnet Coordinator	Assists school principal and magnet teachers with the implementation of the magnet theme program and recruitment of students. She is also involved in recruitment (organizes and disseminates information to students, parents, community, and schools), outreach activities (acts as liaison between magnet school, other schools, and community), and identifies and completes job targets as mutually agreed upon with the administration.
Alvarez, Andrew	Assistant Principal	The Assistant Principal (Andrew Alvarez) collaborates with the principal to ensure that the school's mission and vision are being met. Additionally, he assists the principal to ensure that the overall administration of the school flows seamlessly (discipline, academic engagement, teaching and learning, etc.). He also communicates/collaborates with stakeholders to ensure that our school community needs are being addressed.

## Demographic Information

### Principal start date

Monday 8/23/2021, Iliana Artime

**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.*

2

**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.*

18

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

36



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

996

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

4

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

6

**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	331	313	294	0	0	0	0	938	
Attendance below 90 percent	0	0	0	0	0	0	6	4	9	0	0	0	0	19	
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	2	1	1	0	0	0	0	4	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	3	2	3	0	0	0	0	8	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	5	3	16	0	0	0	0	24	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	16	11	5	0	0	0	0	32	

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	1	1	6	0	0	0	0	8

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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**

Thursday 8/11/2022

**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	361	330	335	0	0	0	0	1026	
Attendance below 90 percent	0	0	0	0	0	0	6	4	4	0	0	0	0	14	
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	1	0	0	0	0	0	0	1	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	2	0	0	0	0	3	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	0	1	0	0	0	0	4	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	22	33	0	0	0	0	69	

**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	0	1	0	0	0	0	1	

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	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	0	0	0	0	0	0	0	

**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	

**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	92%	55%	50%				95%	58%	54%
ELA Learning Gains	73%						75%	58%	54%
ELA Lowest 25th Percentile	75%						81%	52%	47%
Math Achievement	92%	43%	36%				94%	58%	58%
Math Learning Gains	73%						67%	56%	57%
Math Lowest 25th Percentile	78%						76%	54%	51%
Science Achievement	85%	54%	53%				94%	52%	51%
Social Studies Achievement	98%	64%	58%				98%	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	92%	58%	34%	54%	38%
Cohort Comparison						
07	2022					
	2019	95%	56%	39%	52%	43%
Cohort Comparison		-92%				
08	2022					
	2019	97%	60%	37%	56%	41%
Cohort Comparison		-95%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	91%	58%	33%	55%	36%
Cohort Comparison						
07	2022					
	2019	96%	53%	43%	54%	42%
Cohort Comparison		-91%				
08	2022					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		-96%				

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	93%	43%	50%	48%	45%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	68%	31%	67%	32%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	73%	25%	71%	27%
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	95%	63%	32%	61%	34%
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	85	92		100	77						
ELL	80	69	72	85	73	79	63	97	86		
ASN	95	100		100	90						
BLK	86	79	67	78	62	58	77		69		
HSP	93	72	73	92	73	80	85	98	91		
MUL	95	74		100	84			100	100		
WHT	90	73	81	92	75	75	87	100	90		
FRL	91	69	68	88	69	72	84	99	86		
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	100	73		57	43						
ELL	85	69	72	79	39	45	86	82	73		
ASN	96	86		95	45				100		
BLK	88	67	70	79	38	58	77		69		
HSP	92	70	70	85	47	48	83	91	80		
MUL	95	81		91	62						
WHT	91	68	74	86	52	44	80	95	83		
FRL	88	66	62	79	38	45	73	86	71		
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
ELL	89	72	75	91	58	71	90	91	93		
ASN	96	81		100	88				94		
BLK	85	71	71	85	55	64					
HSP	96	75	81	95	66	77	96	99	94		
WHT	95	75	83	95	69	77	96	96	92		
FRL	94	73	80	92	65	71	89	100	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)	N/A
OVERALL Federal Index – All Students	84
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	
Total Points Earned for the Federal Index	756
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	89
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	78
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	96
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	72
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	84
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	92
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	85
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	81
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?

The results from the 2022 administration of the Florida Standards Assessment (FSA) in English Language Arts (ELA), Mathematics, and Science show a increase in the number of students demonstration proficiency in all areas (ELA, ELA LG, ELA L25, Math, Math LG, Math L25 and Science) when compared to the 2021 administration. The results are as follows:

ELA: 92 percent proficient in 2022; 92 percent proficient in 2021; percent proficient remained the same.

ELA LG: 73 percent proficient in 2022; 70 percent proficient in 2021; increase of 3 percentage points.

ELA L25: 75 percent proficient in 2022; 71 percent proficient in 2021; increase of 4 percentage points.

Math: 92 percent proficient in 2022; 86 percent proficient in 2021; increase of 6 percentage points.

Math LG: 73 percent proficient in 2022; 48 percent proficient in 2021; increase of 25 percentage points.

Math L25: 78 percent proficient in 2022; 48 percent proficient in 2021; increase of 30 percentage points.

Science: 85 percent proficient in 2022; 82 percent proficient in 2021; increase of 3 percentage points.  
Social Studies: 98 percent proficient in 2022; 92 percent proficient in 2021; increase of 6 percentage points.

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

ELA Learning Gains and Science Achievement made the least amount of gains; both improving 3 percentage points from the previous year. Therefore, ELA Learning Gains and Science Achievement demonstrate the greatest need for improvement.

**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 contributing factors that led to the need for improvement in ELA Learning Gains and Science varied: limited writing skills (ELA), disruption in the learning environment, incorporating essential labs (Science). We will continue to incorporate Data-Driven Instruction, Differentiated Instruction, and Collaborative Data Chats to ensure that weaknesses and strengths are identified and addressed accordingly.

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

The results from the 2022 administration of the Florida Standards Assessment (FSA) indicate that the Math Lowest 25th Percentile school component showed the most improvement (78 percent). During the 2021 administration of the Florida Standards Assessment (FSA), the Math Lowest 25th Percentile school component was 48 percent.

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

We increased our schoolwide focus on Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M.) related activities across the curriculum. In fact, we earned our first Gold STEAM designation. We also provide advanced placement (AP) opportunities that enhance content knowledge in French, German, Italian, and Spanish.

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

We will use Data-Driven Instruction, Differentiated Instruction, and Collaborative Data Chats, supplemented by extended learning opportunities (i.e. intensive mathematics, intensive reading, winter break/spring recess packets, alternate assignments, etc.) to accelerate learning. We will also provide opportunities for horizontal and vertical planning so that instructors can share best practices, disaggregate data, and plan lessons.

**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.**

During professional development opportunities, the leadership team can provide best practices related to Data-Driven Instruction, Differentiated Instruction, and Collaborative Data Chats. Staff can also provide best-practices that have been effective in their classroom. A list of best-practices can be compiled and shared with the staff. This process can be on-going throughout the school year (shared at meetings or electronically).

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



During the 2022-23 school year, teachers will meet for collaboratively during their planning time to discuss best practices, student achievement, etc. We will also provide opportunities for extended learning before school and/or during the school day.

### **Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>According to the 2022 Florida Standards Assessment (FSA) proficiency data, 89% of the 6th grade students are proficient in English Language Arts (ELA). The results represent a 2% percentage point decrease from the previous year. Florida Standards Assessment (FSA) proficiency data from 2021 indicates that 91% of the 6th grade students were proficient.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>Instructors can use a variety of methods to demonstrate that the outcome (student achievement) is being achieved – informal assessment, formal assessment, review of student work (work samples), comparing pre-test knowledge with post-test results.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Instructors can monitor the ELA proficiency by continuously reviewing student work samples to ensure mastery. They can also use different assessments (i.e. midyear assessment, Florida Assessment of Student Thinking, etc.) and instructional programs (i.e. i-Ready, GIZMOS) to identify areas of strengths and weaknesses, customize their learning, and monitor their progress throughout the year. Administrators can also assist in the monitoring process by reviewing school-wide data with the staff and devising a plan to address students' needs (school-wide, by department, by teacher, by class). They can also review student work samples, student engagement, and instructor lessons during informal and formal observations; providing</p>
<b>Person responsible for monitoring outcome:</b>	<p>Ililiana Arttime (pr6071@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented</b>	<p>During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.</p>

**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.**

Collaborative Data Chats was chosen because they provide one with the tools to develop instruction that is purposeful and meaningful. It allows the instructor to tailor instruction and utilize the proper resources (enrichment, extended learning opportunities, remediation) to ensure that the learning objectives are being met and not simply introduced.

### **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.

08/22/22 - 10/14/22

Administrators will provide teachers with opportunities to disaggregate class/student data after each assessment (i.e. i-Ready, mid-year assessments, Florida Assessment of Student Thinking, etc.) and engage in data chats with their students. As a result, teachers / students can identify strengths and/or weaknesses and develop lessons (enrichment and/or remediation) to address them accordingly.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Administrators will encourage teachers to use student data to differentiate learning (data-chats). As a result, teachers can plan lessons (differentiated instruction) to address student strengths and/or weaknesses.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Facilitate weekly common planning / department meetings. As a result, teachers will have opportunities to discuss pacing guides, examine data, and share best practices.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Facilitate vertical planning opportunities. As a result, instructors that teach different grade levels will have opportunities to discuss pacing and student data.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

10/31/22 - 12/16/22

Administrators will provide extended learning opportunities for ELA students. As a result, students will receive focused-instruction to target weak areas in ELA.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

10/31/22 - 12/16/22

Administrators will conduct walkthroughs, which includes reviewing teacher lesson plans. As a result, administrators and teachers will be able to ensure that purposeful, meaningful, student-centered instruction is occurring.

**Person**  
**Responsible** Iliana Arttime (pr6071@dadeschools.net)

**#2. Instructional Practice specifically relating to Science****Area of Focus****Description and**

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

According to the 2022 Next Generation Sunshine State Standards (NGSSS) Assessment proficiency data, 85% of the 8th grade students are proficient in Science. This represents a 3 percentage point increase from the previous year (82% proficient). However, Science is identified as a critical need because the 2022 results are 13 percentage points less than they were in 2019 (93% proficient).

**Measurable****Outcome:**

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

Instructors can use a variety of methods to demonstrate that the outcome (student achievement) is being achieved – informal assessment, formal assessment, review of student work (work samples), comparing pre-test knowledge with post-test results. With the implementation of Data-Driven Instruction, 89% of the 8th grade students will demonstrate proficiency in Science as evidenced by the 2023 Next Generation Sunshine State Standards (NGSSS) Assessment.

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

Instructors can monitor the area of focus (data-driven instruction) by continuously reviewing student work samples to ensure mastery. They can also use different instructional programs (i.e. GIZMOS) to identify areas of strengths and weaknesses, customize their learning, and monitor their progress throughout the year. Administrators can also assist in the monitoring process by reviewing school-wide data with the staff and devising a plan to address students' needs (school-wide, by department, by teacher, by class). They can also review student work samples, student engagement, and instructor lessons during informal and formal observations; providing immediate feedback afterwards.

**Person responsible for monitoring outcome:**

Iliana Arttime (pr6071@dadeschools.net)

**Evidence-based**

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

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

Data-Driven Instruction was chosen because data provides one with the tools to develop instruction that is purposeful and meaningful. It allows the instructor to tailor instruction and utilize the proper resources (enrichment, extended learning opportunities, remediation) to ensure that the learning objectives are being met and not simply introduced.

**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.

08/22/22 - 10/14/22

Administrators will provide teachers with opportunities to disaggregate class/student data after each assessment (i.e. baseline assessment, mid-year assessments, etc.) and engage in data chats with their students. As a result, teachers / students can identify strengths and/or weaknesses and develop lessons (enrichment and/or remediation) to address them accordingly.

**Person Responsible** Iliana Arttime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Administrators will encourage teachers to use student data to differentiate learning (data-chats). As a result, teachers can plan lessons (differentiated instruction) to address student strengths and/or weaknesses.

**Person Responsible** Iliana Arttime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Facilitate opportunities for Science teachers to identify low performing standards / benchmarks from the Baseline Assessment. As a result, teachers can create lessons, individualize instruction, etc. to address weak standards / benchmarks.

**Person Responsible** Iliana Arttime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Administrators will provide opportunities for teachers to facilitate parent workshops. As a result, parents will be provided with strategies to supplement classroom instruction and improve student achievement patterns.

**Person Responsible** Iliana Arttime (pr6071@dadeschools.net)

10/31/22 - 12/16/22

Administrators will encourage teachers to monitor the progress of the 7th grade students that are enrolled in Honors Physical Science. As a result, selected 7th grade students will be afforded the opportunity to participate in the Spring 2023 administration of the statewide Science assessment.

**Person Responsible** Iliana Arttime (pr6071@dadeschools.net)

10/31/22 - 12/16/22

Administrators will monitor lesson plans to ensure that S.T.E.A.M. activities are included. As a result, teachers will submit their S.T.E.A.M. activities/lessons as we prepare to maintain our Gold status.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Promoting Growth Mindset; Mindfulness****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 – Instructional Staff Feedback, 80% of teachers agreed that they “...frequently feel overloaded and overwhelmed at my job” in comparison to 47% during the 2020-2021 School Climate Survey – Instructional Staff Feedback; this indicates an increase of 33 percentage points. Additionally, the 2021-2022 School Climate Survey – Instructional Staff Feedback, 50% of teachers agreed that “...morale is high at my school” in comparison to 68% during the 2020-2021 School Climate Survey – Instructional Staff Feedback; this indicates a decrease of 18 percentage points. This data indicates that there is a need to increase staff morale and decrease the feeling of being overloaded and overwhelmed.

**Measurable Outcome:**

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

If we successfully implement Mindfulness Practices, our staff morale will increase 5 percentage points and the feeling of being overloaded and overwhelmed will decrease by 5 percentage points in the 2022-2023 Climate Survey by June 2023.

**Monitoring:**

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

The School Leadership Team (SLT) will facilitate a Mindfulness professional development opportunity. Teachers and Staff will be introduced to mindfulness practices and how its benefits impact well-being, ability to focus, academic performance, etc. Following the professional development activities, the administrators will monitor the use of mindfulness practices and its impact via walkthroughs.

**Person responsible for monitoring outcome:**

Iliana Artime (pr6071@dadeschools.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being

Within the Area of Focus of Positive Culture and Environment, we will focus on Mindfulness to ensure that our teachers have tools to help them focus and remain present.



**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.**

We want our teachers to be focused and reduce the amount of pressure (i.e. stress) that may negatively impact their well-being and sense of being present. Additionally, we would like for teachers to instruct their students on mindful practices that they can use to reduce their level of stress.

### **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.

08/22/22 - 10/14/22

Provide ongoing Professional Development for teachers on Mindfulness. As a result, teachers will be familiar with some of the best-practices and benefits of mindful practices.

**Person**

**Responsible**

Iliana Arttime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Provide opportunities for teachers to implement mindfulness practices in the classrooms. As a result, teachers will be able to share the benefits of mindful practices with their students.

**Person**

**Responsible**

Iliana Arttime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Administrators will provide opportunities for teachers to share best practices related to mindfulness. As a result, teachers will be able to discuss the mindfulness practices that were implemented in their classroom and how their students responded to the practice(s).

**Person**

**Responsible**

Iliana Arttime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Provide teachers with a survey to gauge the effectiveness of their practices. As a result, teachers will be able to reflect on the mindfulness practices that were implemented in their classroom.

**Person**

**Responsible**

Iliana Arttime (pr6071@dadeschools.net)

10/31/22 - 12/16/22

Administrators will encourage teachers to create classroom environments that are welcoming and inclusive. As a result, they will foster stronger connections with their students.

**Person**

**Responsible**

Iliana Arttime (pr6071@dadeschools.net)

10/31/22 - 12/16/22

Administrators will provide an opportunity for teachers to participate in the district's "Everybody Mentors" initiative. As a result, they will build stronger teacher-student connections.

**Person Responsible** Iliana Artime (pr6071@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.**

We decided to focus on Leadership and Relationships to address the concerns of our staff. According to the 2021-2022 School Climate Survey – Instructional Staff Feedback, 70% of teachers agree “...feel my ideas are listened to and considered” in comparison to 82% during the 2020-2021 School Climate Survey – Instructional Staff Feedback; this indicates a decrease of 12 percentage points. This data indicates that there is a need to ensure staff that they are valued; their input and opinions matter.

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

The objective is to increase the percent of staff that agree with the following statement – I feel my ideas are listened to and considered. On the 2022-2023 School Climate Survey, 75% or more of staff will agree that their ideas are listened to and considered. We will use the results of the School Climate Survey and other informal tools to determine the effectiveness of the strategies implemented during the school year that are geared towards the area of focus.

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

It is important for leaders to ensure that the working/learning environment is one that is safe and healthy for the faculty/staff and students. Leaders will monitor the area of focus (Shared Leadership and Involving Staff in Important Decision-Making) by continuously checking the pulse of the team via department chairperson meetings, faculty meetings, leadership team meetings, student council meetings, etc. to assess the progress of the desired outcome; a school culture that is welcoming and inviting. Leaders will use the feedback from the stakeholders to develop systems/strategies that will address their needs and concerns.

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

Iliana Arttime (pr6071@dadeschools.net)

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

Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed. engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability. Involving Staff in Important Decision Making allows your staff to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

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

The school leaders feel that all stakeholders should be empowered to feel that their ideas, input, and recommendations are supported and listened to and/or considered.

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

### Action Steps to Implement

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

08/22/22 - 10/14/22

Administrators will encourage teachers and rising leaders to spearhead leadership roles in the school. As a result, teachers will have an opportunity to contribute to school-wide initiatives and activities.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Administrators will highlight and celebrate teacher successes during faculty meetings and via public address system. As a result, teachers will be publicly recognized for going Above and Beyond and celebrated by the entire school community.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Administrators will encourage teachers to share knowledge learned from professional development opportunities. As a result, teachers will be able to share knowledge and information acquired during their professional development activity with their department and the entire staff.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

08/22/22 - 10/14/22

Provide opportunities for teacher-led, job-embedded professional development activities. As a result, teachers will be able to participate in Professional development activities that directly impact their students, their classroom, and their instructional practices.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

10/31/22 - 12/16/22

Administrators will provide teachers with an opportunity to express their interest in sponsoring clubs and proposing ideas for school-sponsored activities. As a result, teachers will have an opportunity to contribute to schoolwide initiatives and activities, and build stronger student connections.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

10/31/22 - 12/16/22

Administrators will work closely with teachers and the various parent organizations. As a result, teachers will feel that they are heard and supported, which will positively impact the school's culture.

**Person Responsible** Iliana Artime (pr6071@dadeschools.net)

## **Positive Culture & Environment**

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

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

A positive school culture and environment is welcoming and safe, fosters trust and respect, and creates an avenue for all stakeholders to successfully work towards the school's mission and vision. In this welcoming space, stakeholders are extended opportunities to express their ideas and concerns (be heard). We will continue to promote Social and Emotional Learning (SEL) strategies and the Everybody Mentors initiative to strengthen our connections with students. We will also continue to empower teachers by providing opportunities for them to assume leadership roles. Teachers will facilitate teacher-led, job-embedded professional development activities that enhance their professional growth and improve student achievement. The leadership team will create a "shout out" board; a visual representation where we can celebrate each other's successes. Additionally, the leadership team will create a system that continuously monitors the pulse of our school's culture and environment throughout the school year.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, and Teacher Leaders (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.