Thomas Jefferson Biscayne Gardens K 8 Academy

2022-23 Schoolwide Improvement Plan

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Thomas Jefferson Biscayne Gardens K 8 Academy

525 NW 147TH ST, Miami, FL 33168

http://jefferson.dadeschools.net/

Demographics

Principal: Patrick Lacouty

Start Date for this Principal: 6/10/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: B (57%) 2017-18: C (51%)
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.

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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	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Thomas Jefferson/ Biscayne Gardens K-8 Academy will develop academic skills, habits of mind, and the character traits necessary for each child to reach their full potential. Through the cooperative effort of staff, parents and the community, students are empowered to become successful life-long learners and productive citizens.

Provide the school's vision statement.

We at Thomas Jefferson Biscayne Gardens K-8 Academy believe every student can learn. We foster a learning environment focused on intellect, physical and emotional wellness, build self-esteem, and confidence to encompass the whole child.

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
Lacouty, Patrick	Principal	Oversee administrative tasks in schools and ensure that school academic goals are met by developing standardized curricula to assess teaching methods, monitor student achievement, evaluate staff, and oversee facilities. The role of a principal is to provide strategic direction to the school, develop standardized curricula, assess teaching methods, monitor student achievement, encourage parental involvement, revise policies and procedures, manage the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.
Fleurissaint, Micheka	Assistant Principal	Oversee administrative tasks in schools and ensure that school academic goals are met by developing standardized curricula to assess teaching methods, monitor student achievement, evaluate staff, and oversee facilities.
Macajoux, Roxan	Instructional Coach	Provide and support the development of engaging and meaningful lessons to students. I am working collaboratively with administrators, teachers, and parents to address the students' academic, social, and emotional needs. In addition, as a PLST member, I work collaboratively with administrators, teachers, and community stakeholders to promote school culture and student learning.

Demographic Information

Principal start date

Friday 6/10/2022, Patrick Lacouty

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.*

18

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

810

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

12

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

10

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	50	62	47	74	63	66	119	126	153	0	0	0	0	760
Attendance below 90 percent	0	13	6	9	4	8	21	54	68	0	0	0	0	183
One or more suspensions	0	0	0	0	0	0	0	66	90	0	0	0	0	156
Course failure in ELA	0	0	7	14	4	4	16	23	12	0	0	0	0	80
Course failure in Math	0	1	6	6	3	4	15	29	49	0	0	0	0	113
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	11	7	29	42	78	0	0	0	0	179
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	8	11	37	39	98	0	0	0	0	199
Number of students with a substantial reading deficiency	0	0	8	13	20	10	47	56	101	0	0	0	0	255

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	3	13	8	9	30	67	128	0	0	0	0	259

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	0	12	0	0	1	6	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	16	3	0	0	0	0	21

Date this data was collected or last updated

Tuesday 8/30/2022

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	148	156	119	0	0	0	0	423
Attendance below 90 percent	0	0	0	0	0	0	52	81	59	0	0	0	0	192
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	28	22	27	0	0	0	0	77
Course failure in Math	0	0	0	0	0	0	39	32	36	0	0	0	0	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	34	29	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	25	36	28	0	0	0	0	89
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	106	76	0	0	0	0	245

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	51	57	49	0	0	0	0	157

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	12	12	2	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	11	7	6	0	0	0	0	24

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	148	156	119	0	0	0	0	423
Attendance below 90 percent	0	0	0	0	0	0	52	81	59	0	0	0	0	192
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	28	22	27	0	0	0	0	77
Course failure in Math	0	0	0	0	0	0	39	32	36	0	0	0	0	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	34	29	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	25	36	28	0	0	0	0	89
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	106	76	0	0	0	0	245

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	
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	12	12	2	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	11	7	6	0	0	0	0	24

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	38%	62%	55%				41%	63%	61%
ELA Learning Gains	53%						46%	61%	59%
ELA Lowest 25th Percentile	47%						46%	57%	54%
Math Achievement	43%	51%	42%				55%	67%	62%
Math Learning Gains	63%						60%	63%	59%
Math Lowest 25th Percentile	59%						55%	56%	52%
Science Achievement	46%	60%	54%				50%	56%	56%
Social Studies Achievement	61%	68%	59%				63%	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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	30%	58%	-28%	54%	-24%
Cohort Comparison		0%				
07	2022					
	2019	22%	56%	-34%	52%	-30%
Cohort Comparison		-30%				
08	2022					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-22%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019	40%	58%	-18%	55%	-15%
Cohort Comparison		0%				
07	2022					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-40%				
08	2022					
	2019	38%	40%	-2%	46%	-8%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	40%	43%	-3%	48%	-8%
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	58%	73%	-15%	71%	-13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	44	49	38	52	63	56	63	51			
ELL	26	56	50	40	62	53	33	53			
BLK	38	52	46	43	62	60	46	61	100		
HSP	41	61		41	69		42	69			
FRL	38	54	50	43	64	58	47	61	89		
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	52	42	40	51	43	30	43	71			
ELL	23	34	35	22	22	27	28	50			
BLK	37	37	29	34	28	25	45	53	65		
HSP	40	36		27	32	50	40	57			
FRL	37	37	29	33	28	29	43	54	59		
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	53	60	58	57	60	54	48	56			
ELL	29	48	42	39	65	69	43	53			
BLK	42	46	47	56	62	54	48	65	100		
HSP	39	48	42	46	52	53	55	45			
FRL	42	45	45	56	61	59	50	63	100		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	47
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	55
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	54

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
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?

Based on the 2022 school data review, the school to district comparison shows:
46% proficiency grades 3-8 ELA compared to 57% district and 63% other Tier 1 schools.
40% proficiency grades 3-8 Math compared to 55% and 60% other Tier 1 schools.
38% proficiency grades 5 and 8 in Science compared to district 48% and 52% other Tier 1.
60% proficiency grade 7 in Civics compared to district 73% and other 77%Tier 1.

The subgroup data review shows:
Only 26% of ELL students demonstrated proficiency in ELA compared to 46% school wide.
proficiency in Math increased by 18 percentage points as compared to the 2021 Spring FSA assessment.

The Three Year Trend data review shows:
Overall ELA proficiency is sustained.
ELLs have consistently performed lower in ELA than all other subgroup over the last three years.
Proficiency has decreased over the last 3 years in ELA for all subgroups except for Hispanics.

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

Based on FSA Spring 2022 data, the greatest need for improvement is the 7th grade cohort. Seventh grade is the lowest performing in both Reading and Math with a 27% proficiency rate and a 21 % proficiency rate, respectively.

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 grade levels with the higher number of students resulted in having a lower proficiency rate. Class size may have played a role in lower performance and will be considered when grouping students in core classes.

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

Based 2022 State Assessments, 3rd grade ELA improved from 42% to 50 % proficiency.

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

The contributing factors that led to this improvement were data analysis, teacher/student chats, differentiated instruction, targeted interventions, and extended learning opportunities such as before/after school enrichment, tutoring, Saturday school, spring break, and winter break academy. The new actions that took place in this area is incentivizing students to promote attendance in our extended learning opportunities. In addition, interventions started earlier in order to close the achievement gap in reading. The lowest 25/35 students were targeted and placed in our intervention groups where instructors utilized supplemental resources. Furthermore, bi-weekly writing camps took place to strengthen students writing deficiencies.

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

The following strategies that will need to be implemented in order to accelerate learning are the following.

● Data analysis
● Teacher/Student data chat
● Small Group Instruction
● Differentiated Instruction
● Ongoing progress monitoring
● Professional development
● Interventions

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.

The professional development opportunities that will be provided at the school to support teachers and leaders are the following.

- Data Driven Instruction
- Differentiated Instruction
- Standard Aligned Instruction

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

The Community Involvement Specialist will conduct home visits to students identified via the Early Warning Indicators (EWI). This will ensure that students are not missing quality instruction. School counselors will conduct push-ins to target and provide remediation for our lowest 25. ESOL liaison will conduct ESOL push-in using Imagine Learning. The Home Language Assistance Program personnel will also conduct push-ins with ESOL levels 1-2.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the School Data Review of FSA ELA Spring 2022 and iReady, our school will implement the Target Element of Standard Aligned Instruction. Data proves that Standard Aligned Instruction should be an area of focus because although students showed growth between AP1 to AP2 on iReady Reading Diagnostic and improved proficiency across all grade levels, there is still a need to close learning gaps of L25 and L35 students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement our Targeted element of Standard Aligned Instruction, then our overall proficiency in ELA will increase by 5 percentage points as evidence by the 2023 State Assessments
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Academic coaches will support teachers in creating B.E.S.T standard aligned lessons during collaborative planning by utilizing resources such as pacing guides, item specifications, and Achievement Level Descriptors. Administration will conduct walkthroughs to ensure Standard Aligned Instruction is taking place with fidelity. Academics coaches will check lesson plans that are clear, logical, sequential, and aligned to standards-based learning. The administration team will conduct weekly leadership meetings with academic coaches to monitor the progress of the standard aligned instruction and provide ongoing feedback to coaches to determine teachers who need additional support. In addition, academic coaches will guide teachers in revisiting quarterly assessment data to ensure that progress is being made.
Person responsible for monitoring outcome:	Micheka Fleurissaint (mfleurissaint@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Target Element of Standard Aligned Instruction, our school will focus on the evidence-based strategy of standards-based collaborative planning. Through standards-based collaborative planning there will be an increase in teachers' knowledge of the newly adapted B.E.S.T standards. Coaches will also ensure that they are addressing all components of the standard. By addressing all components of the standard, students will be exposed to standards in their entirety which will promote student achievement and accelerate learning gains.

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.	Standards-based collaborative planning will ensure that teachers are using relevant and aligned learning targets, graphic organizers, and end products.

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.

Academic Coaches will model the delivery of a standards-based lesson plan per content area. 8/22/22 to 10/14/22.

Person Responsible	Patrick Lacouty (lacouty@dadeschools.net)

Administration will monitor the effectiveness and alignment of the standard based lessons to determine any potential next steps. 8/22/22 to 10/14/22.

Person Responsible	Patrick Lacouty (lacouty@dadeschools.net)

Administration will provide ongoing feedback to coaches to determine teachers who need additional support including coaching cycles related to standards aligned instruction. 8/22/22 to 10/14/22.

Person Responsible	Micheka Fleurissaint (mfleurissaint@dadeschools.net)

The administration team will meet with the coaches and the content teachers during common planning to evaluate student end products and data results as it relates to the alignment of standards-based instructional planning and delivery. Meeting frequency will vary based on content district assessment administration windows. 8/22/22 to 10/14/22.

Person Responsible	Micheka Fleurissaint (mfleurissaint@dadeschools.net)

#2. 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 our data review of 2022 FSA, our school will implement the Targeted Element of Differentiation Although data across all grade levels and subject areas show an increase in proficiency, an overall 46% proficiency in ELA and 40% proficiency in Math is below the district average. Therefore, to meet the unique needs of all learners we chose differentiation as our Targeted Element. Focusing on Differentiated Instruction to allow teachers to meet students at their level using scaffolded lessons to bridge learning gaps and move towards proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement our Targeted element of Differentiation, then the percentage of student proficiency will increase by 5 percentage points in Reading and 5 percentage points in Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional coaches will support teachers with analyzing data, grouping students, planning for DI (Differentiated Instruction), and the use of data trackers. The Leadership team will conduct quarterly data chats and review biweekly lesson plans for evidence of differentiation. Administration will conduct walkthroughs to ensure the D.I (Differentiated Instruction) schedule, and rotations are being done timely and consistently. Instructional coaches will create an Intervention Plan with resources and schedules for interventionists. The Leadership team will analyze formative assessment data to monitor progress and modify intervention plans as needed.
Person responsible for monitoring outcome:	Patrick Lacouty (lacouty@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will focus on Data- Driven instruction as an evidence-based strategy. Data Driven Instruction will move our school towards a positive trajectory as teachers create lessons that are tailored to the needs of their students. The usage of Ongoing Progress Monitoring logs will allow teachers to track students' progress in order to regroup them and modify lessons to meet their learning needs.
Rationale for Evidence-based Strategy: Explain the	Data- Driven instruction will ensure that teachers are using the appropriate teaching strategies and materials for their unique learning needs. As teachers plan for instruction, they will be able to analyze data to ensure that their lessons are customized to meet the needs of their learners.

**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.

With the assistance of Coaches, teachers will use instructional groupings identified in their previous common planning to inform instructional plans that reflect data groups. 8/22/22-10/14/22.

**Person
Responsible** Patrick Lacouty (lacouty@dadeschools.net)

Teachers will implement D.I rotation plans and execute with fidelity. Teachers will also share best D.I practices amongst themselves during common planning. 8/22/22-10/14/22.

**Person
Responsible** Micheka Fleurissaint (mfleurissaint@dadeschools.net)

The administration Team will check lesson plans for evidence of differentiated instruction while conducting weekly walkthroughs. 8/22/22-10/14/22.

**Person
Responsible** Micheka Fleurissaint (mfleurissaint@dadeschools.net)

The administration team will conduct data chats with the instructional coaches and the content teachers to ensure student groups are aligned to student individual needs and teachers are aware of next action steps to move student achievement data. 8/22/22-10/14/22.

**Person
Responsible** Patrick Lacouty (lacouty@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on School Climate Survey, 45% of the staff felt that we had limited feedback on lesson planning in the 2021-2022 school year. Therefore, we are focusing on conducting classroom walkthroughs and providing corrective feedback on lesson planning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement providing feedback on lesson planning, we will reduce the percent of teachers that felt that they received limited feedback on lesson planning by 10 percentage points which will increase teacher productivity and result in an increase in student proficiency on Spring 2023 assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the implementation of ongoing feedback on lesson planning to ensure the lessons are standard-aligned and to support the instructional delivery in the classroom.
Person responsible for monitoring outcome:	Patrick Lacouty (lacouty@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	With the Targeted Element of Transformational Leadership relating to Consistent, Developmental Feedback and Walkthrough, the leadership team will provide opportunities for collaboration on lesson planning and then provide feedback on lesson planning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Providing timely consistent feedback will allow teachers to reflect on their practice and respond to students' developmental needs.

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.

The administration team will provide initial feedback during the instructional planning process. 8/22/22-10/14/22.

Person Responsible	Patrick Lacouty (lacouty@dadeschools.net)

The administration team will conduct walkthroughs to observe for evidence best practices during instructional delivery. 8/22/22-10/14/22.

Person Responsible	Micheka Fleurissaint (mfleurissaint@dadeschools.net)

The administration team will meet with instructional coaches to provide feedback based on observational notes. 8/22/22-10/14/22.

Person Responsible	Micheka Fleurissaint (mfleurissaint@dadeschools.net)

The administration will meet with teachers to discuss observational findings. 8/22/22-10/14/22.

Person Responsible	Micheka Fleurissaint (mfleurissaint@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Student Attendance	
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 Attendance data from 2021-2022 school year, 24% of students attended less than 90% of school days, therefore our school will implement the Targeted Element of Student 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 our attendance initiatives, the number of students who attend less than 90% of school days will decrease by 5 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration team will conduct bi-weekly leadership meetings with the Attendance Committee; including counselors, Community Involvement Specialist (CIS), team leaders, the dean of discipline, and student leaders to monitor the progress of the attendance initiatives. Administration will provide ongoing feedback and support and modify initiatives as needed.
Person responsible for monitoring outcome:	Patrick Lacouty (lacouty@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The leadership team will incentivize attendance through attendance initiatives by promoting school-wide activities for students who have perfect attendance. The Community Involvement Specialist will conduct home visits for students who have 10 or more absences within the 1st quarter in order to identify the cause of excessive absences. The Leadership team will then create an action plan for those specified students to ensure they are present daily. At the start of the school year, counselors will stress the importance of attendance during Grade Level assemblies. Teachers will monitor the attendance bulletin to ensure accuracy and update attendance as needed.
Rationale for Evidence-based Strategy: Explain the	Attendance initiatives will motivate students to attend school. As a result, their improved attendance rate will ensure that students are present for quality instruction with a goal of closing learning gaps.

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.

Counselors will discuss the importance of attendance and the ramifications of poor attendance during Grade Level Orientations. 8/22/22-9/2/22

Person Responsible Patrick Lacouty (lacouty@dadeschools.net)

Team leaders will plan and implement a grade-level incentive for students with perfect attendance. Counselors will contact parents for a conference when a student has 3 or more absences. 8/22/22-10/14/22

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

The Community Involvement Specialist and iAttend Interventionist will conduct home visit for students who have 10 or more absences within the 1st quarter in order to identify the cause of excessive absences and provide resources and support. 8/22/22-10/14/22

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

The School Leadership Team and Student Services Team will implement weekly activities including lunch bunch, and Birthday Socials to improve weekly attendance. 8/22/22-10/14/22

Person Responsible Zenaida Cook (zd@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.

All stakeholders address building a positive school culture and environment by maintaining supportive and positive staff and student relationships. Our school currently has various mentorship programs such as 5000 Role Models, G.E.Ms, All Stars, and T.A.L.E.N.T.S. These programs provide assistance to students by creating relationships where staff interact and support students academically and emotionally. Moreover, our school addresses building positive school culture and environment by encouraging family and community participation and engagement within the school. Our school utilizes social media to promote parental involvement. Initiatives, such as the Parent Academy, hold month meetings with parents to keep them informed and engaged. Social media is also utilized to assist students in connecting with resources available to support their physical and emotional challenges

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

The administration team will continue to meet with community partners to sustain mentorship programs for students. In addition, the administration team will empower staff by celebrating their success. Moreover, the administration team will create protocols which allow for honest communication and feedback amongst all stakeholders while continuing to establish a shared school vision with all stakeholders.