

Miami-Dade County Public Schools

Bob Graham Education Center



2022-23 Schoolwide Improvement Plan

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Bob Graham Education Center

15901 NW 79TH AVE, Miami Lakes, FL 33016

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

Demographics

Principal: Yecenia Martinez Lopez M

Start Date for this Principal: 6/10/2013

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)	72%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (71%) 2017-18: A (68%)
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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>72%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>97%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	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 Bob Graham Education Center's Learning Community strives to provide the means for all of its students to meet with success both educationally and in all of life's endeavors.

Provide the school's vision statement.

Bob Graham Education Center strives to educate its students to achieve at least a year's academic growth and empower them to become lifelong learners and contributors to a global society.

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
Martinez Lopez, Yecenia	Principal	<p>Manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values, and goals of the school, including instructional programs, extracurricular activities, discipline. Establish a professional rapport with students and with staff that has their respect. Serve as a role model for students, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior. Systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, district policies, and regulations. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's vision and mission statement and instructional goals. Supervise the school's instructional programs, evaluate lesson plans, and observe classes regularly to encourage the use of various instructional strategies and materials consistent with research on learning and child growth and development. Develop clearly understood procedures and provide regular drills for emergencies.</p>
Romero, Jenel	Assistant Principal	<p>MTSS Coordinator Ensure that students are adequately supervised during transition periods. Use appropriate and effective techniques to encourage community and parent involvement. Demonstrate awareness of school-community needs and initiate activities to meet those needs. Participate in professional development to improve skills related to job assignments. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring and safe climate for learning.</p>
Hernandez, Liza	Teacher, K-12	<p>Ability to develop lesson plans and successfully instruct students in theories, methods, and tasks. Ability to effectively communicate with others and clearly express complex ideas. Proficient active listening skills to understand and adapt to students' various learning needs. Knowledge of appropriate learning psychology, styles, and strategies. Strong public speaking and oral presentation skills. Excellent organization and time management skills. Advanced technology skills to track student attendance and grades and present creative lessons. Leadership skills and patience for working with students of all ages.</p>
Hernandez, Elizabeth	Assistant Principal	<p>MTSS Coordinator</p>

Demographic Information

Principal start date
 Monday 6/10/2013, Yecenia Martinez Lopez 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.*

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.*

2

Total number of teacher positions allocated to the school

88

Total number of students enrolled at the school

1,476

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

5

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

8

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	119	149	151	165	143	169	192	172	199	0	0	0	0	1459
Attendance below 90 percent	0	15	12	13	11	13	20	26	25	0	0	0	0	135
One or more suspensions	0	0	0	0	0	0	0	0	2	4	0	0	0	6
Course failure in ELA	0	0	2	6	2	2	5	1	0	0	0	0	0	18
Course failure in Math	0	0	1	1	1	4	6	2	1	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	12	23	25	29	38	0	0	0	0	137
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	19	27	37	36	38	0	0	0	0	164
Number of students with a substantial reading deficiency	0	0	7	25	20	30	44	46	63	0	0	0	0	235
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	2	11	10	20	23	29	29	0	0	0	0	124

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	10	1	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	110	135	131	147	151	188	160	204	174	0	0	0	0	1400
Attendance below 90 percent	12	9	3	7	4	11	7	10	9	0	0	0	0	72
One or more suspensions	0	0	0	1	0	0	1	0	1	0	0	0	0	3
Course failure in ELA	4	0	3	1	0	2	1	0	6	0	0	0	0	17
Course failure in Math	1	0	0	0	0	1	0	0	3	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	9	18	16	11	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	17	25	17	12	0	0	0	0	73
Number of students with a substantial reading deficiency	0	12	33	39	26	30	55	67	61	0	0	0	0	323

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	2	0	0	4	2	4	17	19	7	0	0	0	0	55

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	2	0	1	3	0	0	1	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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	128	144	133	148	151	185	170	206	186	0	0	0	0	1451
Attendance below 90 percent	15	13	11	11	11	23	25	26	23	0	0	0	0	158
One or more suspensions	0	0	0	1	0	0	2	4	1	0	0	0	0	8
Course failure in ELA	0	3	4	3	1	5	0	0	2	0	0	0	0	18
Course failure in Math	0	2	0	1	3	5	0	1	5	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	22	21	28	38	30	0	0	0	0	159
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	26	38	33	37	26	0	0	0	0	185
Number of students with a substantial reading deficiency	0	7	15	27	30	38	46	65	49	0	0	0	0	277

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		2	0	0	4	2	4	17	19	7	0	0	0	55

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		2	0	1	3	0	0	1	0	0	0	0	0	7
Students retained two or more times		0	0	0	0	0	0	1	1	1	0	0	0	3

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	67%	62%	55%				74%	63%	61%
ELA Learning Gains	68%						69%	61%	59%
ELA Lowest 25th Percentile	59%						61%	57%	54%
Math Achievement	65%	51%	42%				79%	67%	62%
Math Learning Gains	73%						73%	63%	59%
Math Lowest 25th Percentile	67%						62%	56%	52%
Science Achievement	51%	60%	54%				55%	56%	56%
Social Studies Achievement	88%	68%	59%				93%	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	78%	60%	18%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-78%				
05	2022					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-71%				
06	2022					
	2019	80%	58%	22%	54%	26%
Cohort Comparison		-63%				
07	2022					
	2019	72%	56%	16%	52%	20%
Cohort Comparison		-80%				
08	2022					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-72%				

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	79%	67%	12%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	71%	69%	2%	64%	7%
Cohort Comparison		-79%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-71%				
06	2022					
	2019	75%	58%	17%	55%	20%
Cohort Comparison		-68%				
07	2022					
	2019	85%	53%	32%	54%	31%
Cohort Comparison		-75%				
08	2022					
	2019	71%	40%	31%	46%	25%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-49%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	55%	43%	12%	48%	7%
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	92%	73%	19%	71%	21%

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	98%	63%	35%	61%	37%
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	29	49	44	29	55	54	30	61			
ELL	56	67	59	53	69	65	34	85	58		
ASN	82	90		100							
BLK	63	48		62	79	64	53				
HSP	68	68	59	65	73	68	51	88	72		
WHT	60	73		50	73						
FRL	61	67	56	57	70	67	44	83	62		
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	33	39	33	32	41	43	22	36			
ELL	60	56	45	52	44	38	43	65			
ASN	79	70		69	45						
BLK	74	71		59	36		27				
HSP	67	56	35	60	48	38	54	77	64		
WHT	68	33		67	64						
FRL	62	51	36	54	42	37	46	72	67		
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	45	51	45	51	64	53	41	65			
ELL	69	71	69	73	71	62	37	88	30		
ASN	79			93							
BLK	71	79		71	63		43				
HSP	74	68	60	79	74	63	55	93	76		

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
WHT	74	81		72	71		53				
FRL	67	68	66	72	69	60	42	89	62		

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	68
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	66
Total Points Earned for the Federal Index	675
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	61
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	91
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	62
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	68
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	64
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	63
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 school-to-district comparison shows an increase in the achievement gap widening from 3rd to 8th grade ELA and Math. All ELA subgroups decreased except for Asian students that increased by 3 percentage points. All Math subgroups overall learning gains decreased by more than 10 percentage points, except for white students, which remained the same. Science subgroup achievement levels increased by 2 percentage points in 5th grade and 5 percentage points in 8th grade

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

After analyzing our data for 2022, we found that science was an area in which we lost 4 percentage points from the prior year in the 5th grade and 3 percentage points in the 8th grade. This was the area where we were negative all around for both tested grade levels. We also showed a decline in reading in the 4th grade and in the 7th grade, these are also areas of concern.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the last three years, we have been focused on implementing differentiated instruction in all classrooms. We will continue to support this while incorporating differentiated instruction to help meet the needs of lowest 25th percentile students. We will also develop teacher skills, using strategies focusing on scaffolding and intervention for lower-performing students to help them access grade-level content. We will be strategic with aligning resources and include OPM in our data chats.

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

2022 data Findings: Our overall math scores improved in the 2022 FSA, we had an increase in grades 3rd- 6th. We went up 11 percentage points in the 3rd grade, 6 percentage points in the 4th grade, 9 percentage points in 5th grade and 8 percentage points in 6th grade. Overall we went up in percentage points across 4 grade levels.

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

We implemented monthly in-house PD sessions providing extensive training on differentiated instruction and using best practices across all subject areas and core subjects. We continue to have PD's for our teachers to help them create lesson plans focusing on the B.E.S.T standards. We are also having monthly data chats to ensure we are targeting our weakest areas and our lowest students.

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

Data-driven instruction, differentiated instruction, effective curriculum, and resource utilization, and standards-based collaborative planning.

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 PLST team will develop whole group sessions and job-embedded sessions on using data to drive instruction, aligning resources to small group instruction, tackling OPM data, and making adjustments to groups as data becomes available. Teachers and the Leadership Team will also conduct continuous data chats with individualized feedback. Coaching cycles will also be implemented with teachers to support specific needs.

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

Collaborative and vertical planning will be scheduled monthly, and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended learning opportunities will be provided before and after-school tutoring and interventions, as well as Spring Break Academy and STEM-based clubs.

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

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 FSA proficiency data, 70% of the 3rd-grade students are proficient in ELA, 64% of the 4th-grade students are proficient in ELA, 60% of the 5th-grade students are proficient in ELA, 65% of the 6th-grade students are proficient in ELA, 64% of the 7th-grade students are proficient in ELA, and 65% of the 8th-grade students are proficient in ELA. The 2021 FSA proficiency data shows 68% of the 3rd-grade students are proficient in ELA, 68% of the 4th-grade students are proficient in ELA, 60% of the 5th-grade students are proficient in ELA, 66% of the 6th-grade students are proficient in ELA, 67% of the 7th-grade students are proficient in ELA, and 66% of the 8th-grade students are proficient in ELA. Based on the data, differentiation has been proven effective in grade three, which held a 2 percentage point increase. We will focus on differentiation in elementary and middle school to address this critical need.

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

With the implementation of differentiation, an additional 5% of the elementary and middle school population will score at grade level or above in the area of ELA by the 2022-2023 state assessment.

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

The Leadership Team will conduct quarterly data chats with teachers to adjust student learning groups based on current data in real time and follow up with regular walkthroughs to ensure that differentiation is aligned to current data. During walk-throughs, administrators will review lesson plans to indicate differentiation. Grade levels will meet weekly to conduct data analysis of formative assessments. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

James Jackimczuk (jjack1@dadeschools.net)

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

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.

Within the Targeted Element of Instructional Practice, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the learning gains of our students as it is a systematic approach to instruction to meet the student's needs. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data-driven conversations to include OPMs.

Action Steps to Implement

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

(8/22/22- 10/11/22) Administration will conduct weekly walkthroughs to ensure DI is taking place in the classrooms.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(8/22/22- 10/11/22) Teachers will take professional development courses geared towards DI and how to implement it in the classroom.

Person Responsible Liza Hernandez (grunauerl@dadeschools.net)

(8/22/22- 10/11/22) Teachers will partake in quarterly data chats with administration to go over data from the FAST and Iready.

Person Responsible James Jackimczuk (jjack1@dadeschools.net)

(8/22/22- 10/11/22) Grade levels will meet weekly to conduct data analysis of formative assessments.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(10/31/22 – 12/16/22) Administration will continue to conduct weekly walkthroughs to ensure DI is taking place in the classrooms.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(10/31/22-12/16/22) Grade levels/departments will meet on a weekly basis to share ideas and lessons on DI and plan together.

Person Responsible Yecenia Martinez Lopez (pr0091@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 FSA proficiency data, 47% of the 5th graders are proficient in Science, and 51% of the 8th graders are proficient in Science. The 2021 FSA proficiency data shows that 51% of the 5th graders are proficient in Science, and 54% of the 8th graders are proficient in Science. Based on the data, the decrease in these two grade levels addresses this critical need.

Measurable Outcome:

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

With the implementation of Interactive Learning Environments, an additional 10% of grades 5 and 8 will score at grade level or above in the area of Science by the 2022-2023 state assessment.

Monitoring:

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

The staff that teaches Science will plan and develop interactive learning environments for students to become proficient in Science. They will take the students twice a month to conduct Science labs and will include these labs in their lesson plans. The Leadership Team will follow up with regular walkthroughs to ensure that the interactive learning environments are taking place.

Person responsible for monitoring outcome:

Elizabeth Hernandez (ecrespo@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Instructional Practice, our school will focus on the evidence-based strategy of: Interactive Learning Environments. Interactive Learning Environments will allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional/metacognitive processes.

Rationale for Evidence-based Strategy:

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

Interactive Learning Environments will ensure that students participate in Science labs. These labs will allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional/metacognitive processes.

Action Steps to Implement

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

(8/22/22- 10/11/22) Three science labs have been created in the school so that teachers can take their classes on a bi-weekly rotation to complete hands on science activities.

Person Responsible

Jenel Romero (jenelromero@dadeschools.net)

(8/22/22- 10/11/22) Administration will look for evidence of interactive learning environments in the teacher's lesson plans.

Person Responsible

Yecenia Martinez Lopez (pr0091@dadeschools.net)

(8/22/22- 10/11/22) Science teachers will work together to develop lesson plans and hands on experiments to use in science labs.

Person Responsible Jenel Romero (jenelromero@dadeschools.net)

(08/22/22- 10/11/22) The Leadership Team will follow up with regular walkthroughs to ensure that the interactive learning environments are taking place.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(10/31/22-12/16/22) Science teachers will begin to use Edusmart and be trained on how to use it.

Person Responsible Jenel Romero (jenelromero@dadeschools.net)

(10/31/22-12/16/22) Administration will continue to do walkthroughs and look for evidence of hands on activities through science.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

#3. Positive Culture and Environment specifically relating to student and staff morale**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 Student Climate Survey for the 2021-2022 school year, 42% of the students strongly agree that their teachers believe they will succeed. This number dropped significantly from the 2020-2021 (61%) school year to the 2021-2022 (42%) school year. There was also a decrease in the Staff Climate Survey, in which 38% of the staff felt that staff morale was high in the school. This number was a decrease from the previous school year of 60%. This data indicates that our students and staff do not feel motivated at the school.

Measurable**Outcome:**

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

The staff are trained on implementing strategies that will motivate students and their learning in the classroom, then student success and morale will increase to 50% in comparison to last year's 42% on the 2022-2023 school climate survey.

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

The leadership team will work to connect with students and teachers to identify the needs of our population to create an action plan to boost morale and promote a positive school culture. Students and staff members will be awarded for their efforts. For example, rewarding students and staff for their behavior/professionalism, attendance, i-Ready usage, and use of the media center. To ensure we are on track to meeting the outcome above, the leadership team will monitor the implementation of these strategies by conducting walk-through observations and reflecting on these implemented strategies at monthly faculty meetings.

Person responsible for monitoring outcome:

Jenel Romero (jenelromero@dadeschools.net)

Evidence-based

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

Within the Targeted Element of Promoting Student and Staff Morale, our school will focus on the evidence-based strategy of: Celebrating Successes. Celebrating Successes will assist in boosting student and staff morale and promoting a positive school culture.

Rationale for Evidence-based Strategy: Explain the

Celebrate Successes will help student and staff morale when their accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

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.

(8/22/22- 10/11/22) On a weekly basis, teachers will be awarded the "stepping up award" they will nominate a new recipient of the award every Friday and send an email to the staff letting them know who they chose and why. This will help boost staff morale.

Person Responsible Jenel Romero (jenelromero@dadeschools.net)

(8/22/22- 10/11/22) At the end of each month a student of the month will be chosen by each teacher, the student will be recognized on the morning announcements and will receive a gift for being the student of the month.

Person Responsible Jenel Romero (jenelromero@dadeschools.net)

(8/22/22- 10/11/22) At the end of every nine weeks, we will be awarding those students who have achieved 100 percent attendance for the nine weeks with a reward. Recognizing these students' hard work will help boost their morale.

Person Responsible Jenel Romero (jenelromero@dadeschools.net)

(8/22/22- 10/11/22) At faculty meetings we will be recognizing those staff members who have had perfect attendance for the month and present them with a small token of appreciation. This will help with staff attendance and also build morale.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(10/31/22 – 12/16/22) On a weekly basis we have an "are you at work today" raffle. A faculty members name is picked from a basket, if their name is called and they are present that day, they get a small gift.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(10/31/22 – 12/16/22) We have established a social committee group. They have planned faculty and staff events to promote a positive school climate.

Person Responsible Yariana Bushman (ybushman@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

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 Instructional Leadership to address the critical needs within our school. In the school climate survey 50% of teachers felt their ideas were listened to and considered. To increase this percentage, we selected shared leadership because it will create a team of leaders that will share the principal's vision and mission in a positive manner with the staff.

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 Targeted Element of Instructional Leadership team, the percentage of teachers who believe they have input in the school- wide decisions will increase from 50% to 65% in the 2023 school year based on the school climate results.

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

Our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings and presenting ideas to solve the issues that arise throughout the school year. Monthly leadership meetings will be conducted to get the input of the leadership team which includes, grade level chairs, department chairs, counselors, and the administrative team. Minutes will be kept at these meetings and shared with the rest of the staff.

Person responsible for monitoring outcome:

Yecenia Martinez Lopez (pr0091@dadeschools.net)

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

Within the Targeted Element of the Instructional Leadership Team, we will focus on the evidence-based strategy of: Empowering Others. Empowering Others involves providing stakeholders autonomy and agency to take action where necessary, problem solve and implement best practices that will assist in meeting the needs of all students. Leaders should provide stakeholders lead roles in initiatives and activities and identify the skills necessary to assist stakeholders in success in these roles. By creating an "Experts in my building" list and involving teachers in the decision-making process, we hope to increase

implemented for this Area of Focus.

the feeling of shared leadership. Experts in the building will participate in monthly in-house PD's to share their expertise and strategies for success in the classroom.

Rationale for Evidence-based Strategy:

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

We decided to focus on shared leadership to address the critical needs within our school. The data reveals that 60% of the staff strongly believes the principal represents the school positively. To increase this percentage, we selected shared leadership because it will create a team of leaders that will share the principal's vision and mission in a positive manner with the staff.

Action Steps to Implement

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

(8/22/22- 10/11/22) The leadership team will define and communicate the school's vision. As a result, at the opening of schools meetings, the school leadership team will define and communicate the school's vision and discuss procedures for the school year.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(8/22/22- 10/11/22) Administration will meet with the leadership team and department/grade level chairs quarterly to discuss ideas and get feedback from the faculty and staff on areas of concerns.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(8/22/22- 10/11/22) Surveys will be given to the teachers twice a school year asking them to share ideas and concerns in order to help improve the school. Administration will look into these ideas to see which ones can be implemented.

Person Responsible Liza Hernandez (grunauerl@dadeschools.net)

(8/22/22 - 10/11/22) Teachers will meet with their grade level/departments on a bi-weekly schedule to share any questions, ideas or concerns they may have with their grade level chairs/department heads. The chairs/heads will then share these concerns with administrative team in monthly leadership meeting.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(10/31/22-12/16/22) We will create a PLC that will take place on Wednesdays.

Person Responsible Liza Hernandez (grunauerl@dadeschools.net)

(10/31/22-12/16/22) Administration will continue to meet with the leadership team and department/grade level chairs quarterly to discuss ideas and get feedback from the faculty and staff on areas of concerns.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

Positive Culture & Environment

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

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

Our Strengths within School Culture are Safety and Leadership Support. The school creates virtual and social media posts throughout the year to engage with parents and families and ensure they have the necessary information to support their children. Students are supported through mentorship programs such as Teen Trendsetters, Best Buddies, and the Honor Societies. We provide opportunities for students and staff to provide ongoing feedback and suggestions to school leaders. We also ensure that information is provided to all stakeholders through our weekly bulletin email and phone calls. Furthermore, we continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselors (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 ensure all information is shared with stakeholders on time. Teacher leaders and instructional coaches 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.