

Miami-Dade County Public Schools

# South Dade Middle School



## 2022-23 Schoolwide Improvement Plan

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## South Dade Middle School

29100 SW 194TH AVE, Homestead, FL 33030

<http://sdm.dadeschools.net>

### Demographics

**Principal: Guillermo Munoz A**

Start Date for this Principal: 7/15/2019

|                                                                                                                                                              |                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2019-20 Status</b><br>(per MSID File)                                                                                                                     | Active                                                                                                                                                                                      |
| <b>School Type and Grades Served</b><br>(per MSID File)                                                                                                      | Combination School<br>4-8                                                                                                                                                                   |
| <b>Primary Service Type</b><br>(per MSID File)                                                                                                               | K-12 General Education                                                                                                                                                                      |
| <b>2021-22 Title I School</b>                                                                                                                                | Yes                                                                                                                                                                                         |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)                                                                            | 100%                                                                                                                                                                                        |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners*<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>                                                                                                                                 | 2021-22: C (49%)<br>2018-19: C (53%)<br>2017-18: C (53%)                                                                                                                                    |
| <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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| <b>Budget to Support Goals</b>        | <b>0</b>  |

## South Dade Middle School

29100 SW 194TH AVE, Homestead, FL 33030

<http://sdm.dadeschools.net>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--------------------------------------------------|------------------------|----------------------------------------------------------------------------|
| Combination School<br>4-8                        | Yes                    | 100%                                                                       |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 98%                                                                        |

### School Grades History

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

### School Board Approval

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### SIP Authority

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission statement of South Dade Middle School is to develop leaders through high expectations of academic achievement and individual responsibility.

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

Our school community is committed to developing our students today with intellectual, social, and emotional skills to become the leaders of tomorrow. "Students Today, Leaders Tomorrow".

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Munoz, Guillermo     | Principal              | Plans, organizes, administers, and directs all activities and functions at the elementary/middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.                                                                                                                                                                                                                                 |
| Boynton, CaTina      | Assistant Principal    | Assists Principal in planning, organizing, administering, and directing all activities and functions at the elementary/middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.                                                                                                                                                                                                    |
| Quarles, Christopher | Assistant Principal    | Assists Principal in planning, organizing, administering, and directing all activities and functions at the elementary/middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.                                                                                                                                                                                                    |
| Harrysingh, Annesa   | Teacher, K-12          | Plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.                                                                                                                                                                                                                                                                                                                              |
| Martinez, Esmeralda  | Reading Coach          | Direct instructional services related to reading/math for students and provide technical assistance for teachers; utilize the coaching model to facilitate the successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in coordination and monitoring of intervention services.                                                                                        |
| Melvin, James        | Administrative Support | Assist with the promotion of: -the features, practices and systems of the school-wide PBS approaches -logic, and application of a comprehensive system of behavior support (i.e., the triangle) -components and operations of a proactive school-wide discipline system -application of school-based data management and data based decision making/problem solving -fundamental strategies and systems of classrooms management and active supervision -features of behavior support for individual students. |
| Amador, Lesbia       | School Counselor       | The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.                                                                                                                                                                                                                                                                                               |
| Chew, Tamara         | School Counselor       | The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.                                                                                                                                                                                                                                                                                               |



| Name                 | Position Title            | Job Duties and Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Molano, Maria        | School Counselor          | The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.                                                                                                                                                                                                                                                                                                                                                                                                |
| Rodriguez, Elizabeth | ELL Compliance Specialist | Assure adherence to required ESOL coding verification and schedules during FTE survey periods in partnership with school's registrar and data entry staff. Provide appropriate ESOL in-services for faculty and staff at the school site. Provide instructional support to the classroom teachers of ESOL students. Perform other duties and responsibilities as assigned by the multilingual services department as related to federal, state and district mandates. Conduct and coordinate ELL Committee Meetings. Assess, evaluate, and monitor the individual progress of each student in the ESOL program. |
| Barnes, Marcus       | Teacher, K-12             | Assist with retention of students, assist with discipline, assist with designated administrative duties assigned to the individual.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Penha, Antioinette   | Other                     | The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.                                                                                                                                                                                                                                                                                                                                                                                                |
| Lobaina, Carmen      | Teacher, K-12             | Direct instructional services related to math for students and provide technical assistance for teachers; facilitate successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in coordination and monitoring of intervention services.                                                                                                                                                                                                                                   |

## Demographic Information

### Principal start date

Monday 7/15/2019, Guillermo Munoz A

**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.*

8

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

22

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

76

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

1,257

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

16

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

12

### 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 | 201 | 235 | 266 | 271 | 284 | 0 | 0  | 0  | 0  | 1257  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 31  | 59  | 43  | 102 | 98  | 0 | 0  | 0  | 0  | 333   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0   | 24  | 20  | 78  | 84  | 0 | 0  | 0  | 0  | 206   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 38  | 41  | 21  | 9   | 1   | 0 | 0  | 0  | 0  | 110   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 24  | 32  | 24  | 91  | 6   | 0 | 0  | 0  | 0  | 177   |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 31  | 88  | 79  | 110 | 173 | 0 | 0  | 0  | 0  | 481   |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 46  | 115 | 95  | 77  | 159 | 0 | 0  | 0  | 0  | 492   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 69  | 103 | 100 | 142 | 160 | 0 | 0  | 0  | 0  | 574   |

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 | 47 | 101 | 86 | 138 | 171 | 0 | 0  | 0  | 0  | 543   |

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  | 4  | 2 | 3  | 6  | 0 | 0  | 0  | 0  | 15    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 13 | 19 | 6 | 10 | 14 | 0 | 0  | 0  | 0  | 62    |

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 | 226 | 224 | 245 | 275 | 293 | 0 | 0  | 0  | 0  | 1263  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 60  | 64  | 77  | 130 | 115 | 0 | 0  | 0  | 0  | 446   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0   | 1   | 0   | 0   | 0   | 0 | 0  | 0  | 0  | 1     |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 30  | 39  | 36  | 43  | 52  | 0 | 0  | 0  | 0  | 200   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 29  | 44  | 28  | 33  | 26  | 0 | 0  | 0  | 0  | 160   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0   | 13  | 44  | 71  | 71  | 0 | 0  | 0  | 0  | 199   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0   | 9   | 36  | 81  | 68  | 0 | 0  | 0  | 0  | 194   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 78  | 95  | 137 | 172 | 178 | 0 | 0  | 0  | 0  | 660   |

**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 | 32 | 46 | 60 | 101 | 94 | 0 | 0  | 0  | 0  | 333   |

**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 | 1 | 2 | 0 | 6  | 0 | 0  | 0  | 0  | 9     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 3 | 8 | 8 | 12 | 0 | 0  | 0  | 0  | 31    |

**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 | 216 | 222 | 252 | 277 | 274 | 0 | 0  | 0  | 0  | 1241  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 55  | 44  | 109 | 97  | 103 | 0 | 0  | 0  | 0  | 408   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 22  | 20  | 84  | 84  | 120 | 0 | 0  | 0  | 0  | 330   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 34  | 19  | 10  | 0   | 34  | 0 | 0  | 0  | 0  | 97    |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 27  | 18  | 97  | 6   | 15  | 0 | 0  | 0  | 0  | 163   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 77  | 78  | 109 | 169 | 167 | 0 | 0  | 0  | 0  | 600   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 107 | 93  | 75  | 154 | 126 | 0 | 0  | 0  | 0  | 555   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 99  | 88  | 141 | 155 | 170 | 0 | 0  | 0  | 0  | 653   |

**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 | 94 | 84 | 148 | 168 | 161 | 0 | 0  | 0  | 0  | 655   |

#### 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  | 4 | 2  | 0  | 9  | 0 | 0  | 0  | 0  | 15    |
| Students retained two or more times | 0           | 0 | 0 | 1 | 14 | 6 | 11 | 13 | 11 | 0 | 0  | 0  | 0  | 56    |

## 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             | 40%    | 62%      | 55%   |        |          |       | 44%    | 63%      | 61%   |
| ELA Learning Gains          | 49%    |          |       |        |          |       | 51%    | 61%      | 59%   |
| ELA Lowest 25th Percentile  | 45%    |          |       |        |          |       | 49%    | 57%      | 54%   |
| Math Achievement            | 43%    | 51%      | 42%   |        |          |       | 52%    | 67%      | 62%   |
| Math Learning Gains         | 57%    |          |       |        |          |       | 53%    | 63%      | 59%   |
| Math Lowest 25th Percentile | 54%    |          |       |        |          |       | 52%    | 56%      | 52%   |
| Science Achievement         | 33%    | 60%      | 54%   |        |          |       | 43%    | 56%      | 56%   |
| Social Studies Achievement  | 59%    | 68%      | 59%   |        |          |       | 59%    | 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 |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 38%    | 64%      | -26%                       | 58%   | -20%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 36%    | 60%      | -24%                       | 56%   | -20%                    |
| Cohort Comparison |      | -38%   |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 44%    | 58%      | -14%                       | 54%   | -10%                    |
| Cohort Comparison |      | -36%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 33%    | 56%      | -23%                       | 52%   | -19%                    |
| Cohort Comparison |      | -44%   |          |                            |       |                         |

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 38%    | 60%      | -22%                       | 56%   | -18%                    |
| Cohort Comparison |      | -33%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 46%    | 69%      | -23%                       | 64%   | -18%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 47%    | 65%      | -18%                       | 60%   | -13%                    |
| Cohort Comparison |      | -46%   |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 54%    | 58%      | -4%                        | 55%   | -1%                     |
| Cohort Comparison |      | -47%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 39%    | 53%      | -14%                       | 54%   | -15%                    |
| Cohort Comparison |      | -54%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 25%    | 40%      | -15%                       | 46%   | -21%                    |
| Cohort Comparison |      | -39%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 32%    | 53%      | -21%                       | 53%   | -21%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | -32%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 32%    | 43%      | -11%                       | 48%   | -16%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 100%   | 68%      | 32%                   | 67%   | 33%                |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 55%    | 73%      | -18%                  | 71%   | -16%               |
| 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         | 74%    | 63%      | 11%                   | 61%   | 13%                |
| 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                                       | 34       | 47     | 49          | 36        | 51      | 46           | 34       | 46      |           |                   |                     |
| ELL                                       | 31       | 46     | 42          | 38        | 53      | 54           | 24       | 42      | 34        |                   |                     |
| BLK                                       | 32       | 45     | 48          | 31        | 49      | 48           | 29       | 50      | 64        |                   |                     |
| HSP                                       | 41       | 50     | 46          | 44        | 58      | 55           | 32       | 60      | 56        |                   |                     |
| WHT                                       | 50       | 46     |             | 66        | 61      |              | 48       |         |           |                   |                     |
| FRL                                       | 39       | 49     | 45          | 43        | 57      | 55           | 32       | 58      | 56        |                   |                     |
| 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                                       | 35       | 43     | 33          | 29        | 34      | 31           | 26       | 36      | 30        |                   |                     |
| ELL                                       | 29       | 34     | 32          | 29        | 28      | 32           | 17       | 33      | 34        |                   |                     |
| BLK                                       | 32       | 41     | 31          | 23        | 21      | 27           | 29       | 48      | 50        |                   |                     |
| HSP                                       | 37       | 39     | 32          | 32        | 25      | 32           | 30       | 44      | 50        |                   |                     |
| WHT                                       | 54       | 48     |             | 43        | 36      |              | 53       | 50      |           |                   |                     |

| 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 |
| FRL                                       | 36       | 38     | 32          | 31        | 25      | 30           | 29       | 44      | 50        |                   |                     |
| 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                                       | 43       | 54     | 43          | 47        | 59      | 53           | 47       | 50      |           |                   |                     |
| ELL                                       | 34       | 47     | 48          | 46        | 50      | 52           | 26       | 40      | 50        |                   |                     |
| BLK                                       | 42       | 50     | 46          | 42        | 45      | 44           | 47       | 79      |           |                   |                     |
| HSP                                       | 43       | 51     | 51          | 53        | 53      | 54           | 40       | 54      | 73        |                   |                     |
| WHT                                       | 57       | 53     |             | 65        | 54      |              | 88       |         |           |                   |                     |
| FRL                                       | 42       | 51     | 49          | 51        | 52      | 52           | 40       | 57      | 74        |                   |                     |

### 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                                            | 49  |
| 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 | 48  |
| Total Points Earned for the Federal Index                                       | 486 |
| Total Components for the Federal Index                                          | 10  |
| Percent Tested                                                                  | 99% |
| Subgroup Data                                                                   |     |
| Students With Disabilities                                                      |     |
| Federal Index - Students With Disabilities                                      | 42  |
| 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                                       | 41  |
| 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                                                           |     |
|------------------------------------------------------------------------------------|-----|
| 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                                    | 44  |
| 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                                                  | 49  |
| 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                                                     | 54  |
| 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                                | 48  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |



## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

According to the 2021-2022 state assessments, at South Dade Middle School 40% of students scored at the proficient level in ELA and 43% scored at the proficient level in Math. In the area of learning gains, 49% of the students obtained learning gains in ELA and 57% of students obtained learning gains in Math. In the area of learning gains within the lowest 25% students, 45% of the students obtained learning gains in ELA and 54% of the students obtained learning gains in Math. In the combined areas of Grade 5 and Grade 8 science, 33% of students scored at the proficient level. In the area of Social Studies, 59% of students scored at the proficient level. In the area of MS Acceleration, 58% of students scored at the proficient level.

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

According to the 2021-22 state assessments, at South Dade Middle School 40% of students scored at the proficient level in ELA and 43% scored at the proficient level in Math. In the area of learning gains, 49% of the students obtained learning gains in ELA and 57% of students obtained learning gains in Math. In the area of learning gains within the lowest 25% students, 45% of the students obtained learning gains in ELA and 54% of the students obtained learning gains in Math. In the area of science, 33% of the students scored at the proficient level. To sum, reflecting on the data mentioned above, although there are noted areas of concern in multiple areas, there is an urgent need to focus on the area of science at our school. Based on progress monitoring data, the greatest need for improvement will be Grade 8 science. To assist schoolwide data, reading will be an area of focus schoolwide.

#### **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 for the ELA data observed include teachers' absences, fluctuating attendance due to illness and retirement or medical leave of absence. The contributing factors for the math and science data observed include students lack of prerequisite skills.

The new actions that will take place to address the need for improvement will be strategic interdisciplinary overlapping of reading and mathematics skills, same math teacher providing core and remediation instruction, and repositioning of the science teacher to capitalize on their areas of expertise.

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

Based on the 2022 state assessments, the data components that showed the most improvement were Math Learning Gains from 25% - 57% and Math Learning L25 Gains were from 31% - 54%.

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

A contributing factor that led to this improvement was recognizing the need to accelerate learning in the area of mathematics. This school year, all math students were placed in a core area course as well as a remediation course on alternating days, with the same teacher. This action was done to maintain continuity of instruction daily. Additionally, students were pulled out for math intervention.

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

In the area of Science, the strategies that will need to be implemented to accelerate learning would be to increase inquiry based science experiments and use more hands on manipulatives.

In the area of Mathematics, the strategies that will need to be implemented to accelerate learning would be to increase exposing the students to project based real world problems.

In the area of ELA, the strategies that will need to be implemented to accelerate learning would be to increase opportunities for students to write, teachers provide the students with corrective feedback and allow them to rewrite a final draft.

In the area of Writing, the strategies that will need to be implemented to accelerate learning would be to increase exposure to writing across the curriculum (I.e. special area, electives, social studies, etc.).

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development opportunities will be provided to support teachers and leaders would include effective use of an instructional framework for all subject areas. Use of group/common planning to aid fellow educators as well as share best practices related to lesson planning. Implementation of the B.E.S.T standards in the areas of mathematics, reading, and language arts.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will include the development of teacher leaders in each subject area to ensure optimal instructional delivery practices that yield maximum student performance.

**Areas of Focus**

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

:

**#1. 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 as an area of focus and critical need based on results from the 2021-2022 School Climate Survey. The survey indicates that 15% of respondents feel a lack of concern/support from the principal and 18% of the respondents indicate a lack of support/concern from the district.

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

With the implementation of instructional leadership strategies there will be a 5% decrease in the percentage of the staff who report feeling a lack of support/concern from the principal/district as measured by the 2022-2023 School Climate Survey.

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

Conduct quarterly informal surveys that address this area of need.

**Person responsible for monitoring outcome:**

Guillermo Munoz (gmunoz@dadeschools.net)

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

Building the bench of Teacher Leaders is a priority at South Dade Middle School. We firmly believe in creating a model of shared leadership that is of mutual benefit to all stakeholders. At South Dade Middle, we provide all teachers with opportunities to develop their leadership skills by working together to solve problems and engaging them in activities that assist them to reach their career goals. By working together, we are able to demonstrate to teachers that leadership is situational and that different situations require the utilization and implementation of different leadership practices and behaviors. We also remind teachers that while you may be able to delegate authority, you do not delegate

**implemented for this Area of Focus.**

responsibility. This underscores for all teachers the need to share responsibility and accountability.

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

Based on results from the 2021-2022 School Climate Survey, 15% of respondents feel a lack of concern/support from the principal and 18% of the respondents indicate a lack of support/concern from the district.

**Action Steps to Implement**

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

8/31/22-10/11/22- Implement weekly meetings to discuss any schoolwide decisions as well as concerns of the faculty and staff.

**Person Responsible** Guillermo Munoz (gmunoz@dadeschools.net)

8/31/22- 10/11/22- Implement weekly "shout outs" to staff members who are observed going above and beyond their role. Weekly "shout outs" will be made via announcements, emails, faculty meetings, and in person.

**Person Responsible** Guillermo Munoz (gmunoz@dadeschools.net)

10/11/22- Distribute a quarterly survey to the faculty and staff to rate the principal's support of the students and teachers/staff for the quarter.

**Person Responsible** Elizabeth Rodriguez (erodriguez1@dadeschools.net)

8/31/22- 10/11/22- Maintain an open door policy for all stakeholders to speak with the principal and address any concerns they may have about students, teachers, and the school as a whole.

**Person Responsible** Guillermo Munoz (gmunoz@dadeschools.net)

10/31/22- 12/16/22 Acknowledgement and praise of teachers who had 100% attendance for quarter 1. Teachers will receive a certificate along with acknowledgement via a faculty meeting.

**Person Responsible** Maria Molano (mmolano@dadeschools.net)

10/31/22- 12/16/22- Implementation of Quarterly PD needs survey being administered to the faculty and staff members. This will be done to ensure teachers are receiving strategic opportunities for professional growth as well as teachers will become knowledgeable in their areas of growth to better serve the students.

**Person Responsible** CaTina Boynton (238677@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.**

According to the 2022 FSA results, 40% of students tested are proficient in ELA; 43% are proficient in Mathematics and 33% are proficient in Science.

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

With the implementation of Differentiated Instruction, there will be a 5% increase in the percentage of students who score at proficiency, as measured by the 2022-2023 F.A.S.T. in ELA, Mathematics and Science.

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

Monitor results from AP1 and AP2  
Adjust instruction based on results of progress monitoring assessments/topic assessments

**Person responsible for monitoring outcome:**

CaTina Boynton (238677@dadeschools.net)

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

Differentiated Instruction is designed to tailor the instruction being delivered to the students' academic needs and learning styles. This best practice is most effective when different students are provided with different avenues to learn (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment.

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

According to the 2022 FSA results, 40% of students tested are proficient in ELA as compared to the district at 57% proficiency. In the area of mathematics, 43% of the students tested are proficient as compared to the district at 51% proficiency. According to the Statewide Science assessments, 44 % of students within the district are proficient as compared to 33% of students at South Dade Middle school.

**Action Steps to Implement**

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

8/31-10/11/22- Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to the standards covered during each topic. Additionally, weekly small group instruction (teacher led group) will be analyzed to capture the students' progression with a specific standard. Teachers will use data trackers to monitor student progress and adjust instruction as necessary.

**Person Responsible**

Esmeralda Martinez (emartinez2@dadeschools.net)

8/31-10/11/22-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

**Person Responsible** CaTina Boynton (238677@dadeschools.net)

8/31-10/11/22- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and share best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

**Person Responsible** Esmeralda Martinez (emartinez2@dadeschools.net)

8/31/22- 10/11/22 -In the area of secondary mathematics, all math students were placed in a core area course as well as a remediation course on alternating days with the same teacher. Students will receive continuity in daily instruction in mathematics to reach grade level expectations as well as fill in any deficiencies.

**Person Responsible** Carmen Lobaina (clobaina@dadeschools.net)

8/31-10/11/22- Creation and Implementation of a Quad Schedule for elementary students. Students will rotate through 3 teachers (1 for Reading/Language Arts and Writing, 1 for Mathematics, and 1 for Science and Social Studies) daily. Students will be placed in groups based on their FSA levels as well as the academic needs in Language Arts and Mathematics.

**Person Responsible** CaTina Boynton (238677@dadeschools.net)

10/31/22- 12/16/22 Offer extended learning opportunities to targeted students (Levels 2.1, 2.2 and 3) such as Winter Break Academy and Talents afterschool program.

**Person Responsible** Guillermo Munoz (gmunoz@dadeschools.net)

10/31/22- 12/16/22 Implementation of inclusion and co-teach models to address the academic needs of the students with learning disabilities.

**Person Responsible** Guillermo Munoz (gmunoz@dadeschools.net)

**#3. 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.**

According to the 2022 FSA results, 40% of students tested are proficient in ELA; 43% are proficient in Mathematics and 33% are proficient in Science.

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

With the implementation of standards-aligned instruction, there will be a 5% increase in the percentage of students who score at proficiency, as measured by the 2022-2023 F.A.S.T. in ELA, Mathematics and Science.

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

This area of focus will be monitored by: monthly data chats, classroom walkthroughs, classroom observations.

**Person responsible for monitoring outcome:**

Christopher Quarles (cquarles@dadeschools.net)

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

Data-Driven Instruction relies on the teacher's use of student performance data to create and implement lessons tailored to the students' academic needs. A common best practice when implementing data driven instruction is to use an instructional focus calendar (IFC). The IFC will inform teachers of the specific standards to target to remediate students based on data.

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

According to the 2022 FSA results, 40% of students tested are proficient in ELA as compared to the district at 57% proficiency. In the area of mathematics, 43% of the students tested are proficient as compared to the district at 51% proficiency. According to the Statewide Science assessments, 44 % of students within the district are proficient as compared to 33% of students at South Dade Middle school.

**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.

8/15/22- Provide Professional Development for teachers on effective implementation of B.E.S.T. standards in Literacy. Literacy teachers will provide students with instruction that is aligned to the proficiency level of the B.E.S.T. standards. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, scaffold DI assignments, student folders, and posted groups.



**Person Responsible** CaTina Boynton (238677@dadeschools.net)

8/31/22-10/11/22- Provide mathematics teachers with a professional development session on B.E.S.T. standards on a weekly basis based on the district's pacing guide.

**Person Responsible** Carmen Lobaina (clobaina@dadeschools.net)

8/31/22-10/11/22- Conduct weekly walkthroughs with the reading coach, mathematics team leader, and administration to observe the instructional delivery of the B.E.S.T. standards in Reading, Language Arts, and Mathematics classrooms. For the areas of Science and Social Science, observations will be made to observe alignment to the Next Generation Sunshine State Standards (NGSSS)/End of the Course Exams (EOCs).

**Person Responsible** Guillermo Munoz (gmunoz@dadeschools.net)

8/31/22-10/11/22- Collaboration of teachers on a weekly basis to ensure all parts of the lessons (activity, assignments, powerpoints, etc.) are aligned to the standards.

**Person Responsible** Esmeralda Martinez (emartinez2@dadeschools.net)

10/31/22- 12/16/22 Literacy and Math teachers will attend professional development sessions to become more knowledgeable with using the SAVVAS platform and resources to effectively implement lessons that will allow the students to reach proficiency.

**Person Responsible** Catina Boynton (cjackboynton@dadeschools.net)

10/31/22- 12/16/22 Bi-monthly review of student work samples and products in all science classrooms to ensure students are writing lab reports that are detailed and include data analysis and conclusion.

**Person Responsible** Christopher Quarles (cquarles@dadeschools.net)



**#4. Positive Culture and Environment specifically relating to Leadership and Relationships****Area of Focus  
Description and  
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

On the 2021-2022 School Climate Survey, only 33% of the staff felt that the morale was high at the school.

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

After implementing an increase in leadership team visibility and accessibility, our staff morale will increase by 20% on the 2022-2023 School Climate Survey.

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

Quarterly surveys

**Person responsible for monitoring outcome:**

Elizabeth Rodriguez (erodriguez1@dadeschools.net)

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

Administrative/Leadership Team Visibility and Accessibility influences everything that occurs within the school. Being present and visible daily inspires people as well as provides opportunities to inspect, direct, or correct. The Administrative/Leadership Team's visibility and accessibility sets a tone for a school and gives it a personality. Opportunities for daily visibility and accessibility include conducting walk-throughs, visible during switching of classes, maintaining an open-door policy, eating lunch at various times and places, making morning announcements, answering the phone, serving food in the cafeteria, etc.

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

Based on the 2021-22 School Climate Survey, only 33% of the staff felt that the morale was high at the school.

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

### **Action Steps to Implement**

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

8/31/22- 10/11/22- Creation of a schedule to assign the members of the leadership team specific locations to monitor and supervise throughout the day. This will increase the leadership team's visibility throughout the day (i.e. walkthroughs, hallways, cafeteria).

**Person Responsible** Guillermo Munoz (gmunoz@dadeschools.net)

8/31/22- 10/11/22- Leadership team will be more accessible for parents, students, and teachers throughout the day through the use of an open door policy.

**Person Responsible** Guillermo Munoz (gmunoz@dadeschools.net)

8/31/22- 10/11/22- Implementation of an open forum at the end of the faculty meetings to allow teachers the opportunity to share their voice with the leadership team .

**Person Responsible** Christopher Quarles (cquarles@dadeschools.net)

8/31/22- 10/11/22- Organization and rebirth of the Parent Teacher Students Association (PTSA) committee to build relationships between the principal, parents, students, and teachers.

**Person Responsible** Guillermo Munoz (gmunoz@dadeschools.net)

10/31/22- 12/16/22 Incorporation of iReady Reading and Math Challenges on a weekly/monthly basis.

**Person Responsible** Esmeralda Martinez (emartinez2@dadeschools.net)

10/31/22- 12/16/22 Implementation of Social Emotional Learning sessions with students on a monthly basis during special area classes and Talents afterschool enrichment program. Additionally, on a weekly basis, teachers will receive strategies to use to connect and create positive relationships with the students.

**Person Responsible** Maria Molano (mmolano@dadeschools.net)

## **RAISE**

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

**Area of Focus Description and Rationale**

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

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

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

Not Applicable

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

According to the 2022 FSA ELA Assessment, 40% of Grade 4 students scored at a level of 3 or higher. For Grade 5, 45% of the students scored at a level of 3 or higher on the 2022 FSA Assessment. This area of focus was identified as being a critical need area due to 50% or more of the students at any grade level scored below a level 3.

**Measurable Outcomes:**

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

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

**Grades K-2: Measureable Outcome(s)**

Not Applicable

**Grades 3-5: Measureable Outcome(s)**

Utilizing the Elevate Reading Horizons and iReady Reading programs, a comparison between the baseline data and the monthly test results will show 3% increase in student performance.

**Monitoring:**

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

On a biweekly basis, administrative walkthroughs will be conducted to ensure the appropriate implementation of the iReady and Elevate Reading Horizons programs. On a monthly basis, progress monitoring reports from Elevate Reading Horizons, iReady Reading, and unit tests will be disaggregated to track the progression of the students.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Munoz, Guillermo, gmunoz@dadeschools.net

**Evidence-based Practices/Programs:**

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

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

The evidenced based strategy being implemented for this Area of Focus is Effective Curriculum and Resource Utilization.

**Rationale for Evidence-based Practices/Programs:**

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

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

Effective Curriculum and Resource Utilization refers to district curriculum and resources to maximize student learning including utilizing program materials, technology, pacing guides, task cards and supplemental resources to support student learning.

**Action Steps to Implement:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step                                                                                                                                                                                                                                                                                                                                                                 | Person Responsible for Monitoring                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 8-31-22 Professional Learning- Teachers will be provided a training on implementing Elevate Horizons with Tier 2 and Tier 3 students.                                                                                                                                                                                                                                       | Martinez, Esmeralda,<br>emartinez2@dadeschools.net |
| 8-31-22 to 10-11-22 Literacy Coaching- Reading coach will either model Elevate Horizons for teachers and students or arrange for teachers to observe an expert teacher implementing Elevate Horizons.                                                                                                                                                                       | Martinez, Esmeralda,<br>emartinez2@dadeschools.net |
| 08-31-22 to 10-11-22- Assessment- Literacy Coach will review the progression of students on assessments within Elevate Horizons. Literacy Coach will disseminate this information to the administrative team as well as create a schedule to assist the teacher(s)/student(s) who are stagnant or displaying minimal progression.                                           | Martinez, Esmeralda,<br>emartinez2@dadeschools.net |
| 08-31-22 to 10-11-22- PM1 data and AP1 data will be compared to 2022 FSA data to identify discrepancies and determine which data set is more appropriate to identify students' level of ability.                                                                                                                                                                            | Boynton, Catina,<br>cjackboynton@dadeschools.net   |
| 10/31/22- 12/16/22 Reading Instructional Coach will model the writing process with all grade 4 and 5 Language Arts teachers. This will be done to ensure students are able to improve their writing skills and reach the proficiency level on the FAST assessment.                                                                                                          | Martinez, Esmeralda,<br>emartinez2@dadeschools.net |
| 10/31/22- 12/16/22- Literacy Coaching will take place through collaborative planning on a bi-monthly basis. Literacy coach and teachers will share best practices amongst each other as well as review student work samples and data to identify students' weaknesses. The observations gathered from this process will be used to create strategic differentiated lessons. | Martinez, Esmeralda,<br>emartinez2@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 in Leadership and Relationships and Teaching, Learning, and Assessments. Our school create experiences throughout the year to engage with parents and families to ensure they have necessary information to support their children. Students are supported through restorative justice program strategies and peer mediation counseling sessions. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders. We schedule

informal conferences with staff and students to gather information about their educational/professional experiences at our school. We also ensure information is provided to all stakeholder through our quarterly newsletter, our school's website and social media platforms. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of purposeful learning.

**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, 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 assist in ensuring all information is shared with stakeholders in a timely manner. 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.