

Miami-Dade County Public Schools

# John F. Kennedy Middle School



## 2022-23 Schoolwide Improvement Plan

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# John F. Kennedy Middle School

1075 NE 167TH ST, North Miami Beach, FL 33162

<http://jfk.dadeschools.net>

## Demographics

**Principal: Alicia Costa Devito M**

Start Date for this Principal: 6/21/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (59%) 2018-19: B (55%) 2017-18: B (55%)
<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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# John F. Kennedy Middle School

1075 NE 167TH ST, North Miami Beach, FL 33162

<http://jfk.dadeschools.net>

## School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

## School Grades History

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

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## Purpose and Outline of the SIP

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.**

It is the mission of John F. Kennedy Middle School staff, students, parents and community to create an instructional environment which enhances individual achievement while promoting the development of responsible citizens who can efficiently access knowledge, critically assess problems and creatively seek solutions.

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

With new purpose and direction, we embark on an educational journey that focuses on increasing student achievement via implementation of curricular innovation while providing educational excellence for all.

### 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
Costa DeVito, Alicia	Principal	The principal conducts data chats with the faculty and reviews, discusses, and disseminates data to the faculty and stakeholders. The principal oversees all personnel at the school site and works collaboratively with the community and all stakeholders. She oversees the writing and implementation of the SIP.
Johnson, Tiaquana	Teacher, K-12	Science Teacher and Department Chairperson who organizes and conducts department meetings. The department chair shares data with the department and works collaboratively with the teachers to complete all unit and topic tests utilizing data driven teaching. She oversees the disbursement of materials and resources to science teachers. The department chair serves as the liaison for the department to the administration.
Claude, Edwyn		Serves as Math Department Chair and is the liaison for math teachers and administration. He conducts department meetings, reviews data , discusses assessments, shares information from math icad meetings. The department chair creates the department meeting agendas and supports math teachers with curriculum, books, technology, and resources.
Eskin-rosenblatt, Alyssa	Assistant Principal	Oversee daily activities and operations, coordinate school support operations, utilizing knowledge of curriculum and instruction to improve student achievement, evaluate instructional programs and personnel, coordinate campus functions and activities, implement policies and procedures, and analyze and interpret data to improve school effectiveness.
Argarate, Erynn	Teacher, ESE	Assisting in guiding planning and the development of instructional focus within the ESE department. monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.
Ritchie, Shaketha	Instructional Coach	Assists in guiding common planning and the development of instructional focus within the ELA department. Monitors the utilizations of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development of staff.
Rignack, Jennifer	Other	Support teachers in the integration of blended learning through modeling, co-teaching, and coaching sessions. The Coach will build teacher capacity through professional development and shared training experiences.

## Demographic Information

### Principal start date

Sunday 6/21/2020, Alicia Costa Devito 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.*

12

**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.*

26

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

48

### Total number of students enrolled at the school

1,082

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

4

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

7

## Demographic Data

## Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	327	351	366	0	0	0	0	1044
Attendance below 90 percent	0	0	0	0	0	0	29	53	49	0	0	0	0	131
One or more suspensions	0	0	0	0	0	0	72	44	74	0	0	0	0	190
Course failure in ELA	0	0	0	0	0	0	3	3	2	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	64	41	23	0	0	0	0	128
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	81	83	86	0	0	0	0	250
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	104	95	115	0	0	0	0	314
Number of students with a substantial reading deficiency	0	0	0	0	0	0	122	140	139	0	0	0	0	401

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	140	113	131	0	0	0	0	384	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	26	24	2	0	0	0	0	52
Students retained two or more times	0	0	0	0	0	0	7	8	5	0	0	0	0	20

Date this data was collected or last updated

Monday 8/22/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	412	416	340	0	0	0	0	1168	
Attendance below 90 percent	0	0	0	0	0	0	91	83	50	0	0	0	0	224	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	18	4	17	0	0	0	0	39	
Course failure in Math	0	0	0	0	0	0	47	49	25	0	0	0	0	121	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	60	52	0	0	0	0	163	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	38	70	0	0	0	0	158	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	139	146	174	0	0	0	0	459	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	75	68	72	0	0	0	0	215

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	4	6	5	0	0	0	0	15

#### The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	412	416	340	0	0	0	0	1168
Attendance below 90 percent	0	0	0	0	0	0	91	83	50	0	0	0	0	224
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	18	4	17	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	47	49	25	0	0	0	0	121
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	60	52	0	0	0	0	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	38	70	0	0	0	0	158
Number of students with a substantial reading deficiency	0	0	0	0	0	0	139	146	174	0	0	0	0	459
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	75	68	72	0	0	0	0	215

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	4	6	5	0	0	0	0	15

## 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	56%	55%	50%				56%	58%	54%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains	57%						55%	58%	54%
ELA Lowest 25th Percentile	42%						43%	52%	47%
Math Achievement	51%	43%	36%				51%	58%	58%
Math Learning Gains	58%						40%	56%	57%
Math Lowest 25th Percentile	48%						34%	54%	51%
Science Achievement	66%	54%	53%				59%	52%	51%
Social Studies Achievement	73%	64%	58%				75%	74%	72%

**Grade Level Data Review - State Assessments**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	55%	58%	-3%	54%	1%
Cohort Comparison						
07	2022					
	2019	51%	56%	-5%	52%	-1%
Cohort Comparison		-55%				
08	2022					
	2019	53%	60%	-7%	56%	-3%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	50%	58%	-8%	55%	-5%
Cohort Comparison						
07	2022					
	2019	41%	53%	-12%	54%	-13%
Cohort Comparison		-50%				
08	2022					
	2019	10%	40%	-30%	46%	-36%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
08	2022					
	2019	40%	43%	-3%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	68%	26%	67%	27%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	73%	-2%	71%	0%
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	77%	63%	14%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	54%	36%	57%	33%

### 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	40	48	30	40	53	39	61	46			
ELL	35	45	33	29	44	37	34	57	60		
ASN	71	78		71	66		74		88		

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
BLK	54	55	40	48	56	48	65	74	82		
HSP	62	62	40	57	64	48	69	64	92		
WHT	55	59		50	47		75		58		
FRL	56	57	42	49	58	49	66	73	82		
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	34	31	16	29	33	24	26	48			
ELL	39	44	35	34	31	34	32	60	61		
ASN	71	62		76	47		73	75	87		
BLK	56	49	28	47	29	18	56	66	72		
HSP	58	50	32	49	37	39	65	78	78		
MUL	77	77		83	33						
WHT	68	56		65	58						
FRL	55	48	28	48	31	23	57	70	74		
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	26	39	25	31	35	31	28	45			
ELL	31	46	41	27	34	37	24	55	63		
ASN	77	66		83	52		75	92	92		
BLK	54	54	42	49	39	33	54	73	78		
HSP	60	58	49	51	42	38	68	77	82		
MUL	42	42		42	8						
WHT	61	53		60	38		79		85		
FRL	55	55	43	49	39	34	56	74	78		

### 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?

All ELA subgroups increased by at least six percentage points, except for ELL, which increased roughly by one percentage point. All ELA subgroups Learning Gains L25 increased except for ELL, which decreased by less than one percentage point. All math subgroups increased by at least two percentage points. All math subgroups L25 increased by at least ten percentage points except for ELL, which decreased by less than 1 percent.

Science achievement levels increased across all subgroups by at least two percentage points. The Economically Disadvantage showed an increase of 3 percentage points. However, ELL and SWD showed a decrease of 2 percentage points.

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

2022 data findings: ELA remains an area that needs support. Progress monitoring for grade 6 resulted in 44% percent on AP3, grade 7 resulted in 50% percent on AP3, and grade 8 resulted in 52% percent on AP3. Based on the 2022 state assessment, ELA grades 6th, 7th, and 8th remain an area needing support with only 50 percent proficiency. Grades 6 through 8 resulted in a decrease compared to similar schools statewide. ELA L25 is at 42% in grades 6th through 8th.

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

Inconsistent schooling and persistent achievement gaps have contributed to students' lack of growth. This was compounded by the fact that students missed schooling during a time when they would acquire foundational skills enabling higher achievement levels in middle school. The teachers will implement Differentiated Instruction, and additional personnel were hired to support reading remediation. Furthermore, we will increase technology integration to facilitate differentiated instruction and student engagement.

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

According to the 2022 progress monitoring, Civics had the highest level of proficiency at 73 percent. The 2022 state assessment data showed Math Learning Gains and L25 doubled by increasing their Math Learning Gains from 32 percent to 58 percent, and L25 increased from 23 percent to 58 percent, although their overall proficiency only increased by 2 percent in 2022. According to 2022 state assessment data, science made a 7 percent gain, and Biology EOC results showed the school at 89 percent proficiency compared to the district at 62 percent.

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

Science and Civics improvements were attributed to strategic standards aligned with instructional planning with supplementary resources such as political cartoons, Ed-puzzles, Edgenuity, and Study Island. In addition, the school's new actions in Civics included the implementation of a leadership success academy, data-driven instruction, and data chats based on performance matters data—using CER strategies and ongoing department and grade-level collaboration. Furthermore, the implementation of Saturday Academy and before and after school tutoring contributed positively to student performance.

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

Data-driven instruction, differentiated instruction, extended learning opportunities, technology integration, and interventions based on student performance (L25/35)

**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 will develop whole group and department-specific learning experiences using BEST Standards, Blended Learning, Student Agency, Student Engagement, and Motivation ongoing data chat progress monitoring.

Coaching cycles will also be implemented individually with teachers to support specific needs on an ongoing basis.

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

Talents, VILS Technology Coach, Reading Facilitator – STEM Based Clubs – STEM opportunities – Fairchild – Robotics

### **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 Student Engagement**

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

According to the 2021-2022 FSA ELA Assessment Results, only 56% of ELA students performed proficiently, with 52% of the 6th-grade students, 54% of 7th-grade students, and 55% of 8th-grade students are proficient in ELA. The 2019 FSA ELA proficiency shows 57%, with 51% 6th-grade students, 55% 7th-grade students, and 53% of 8th-grade students proficient in ELA. Based on the data, instructional delivery and engagement have been proven effective in increasing achievement. We will focus on instructional delivery and engagement to address this 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, providing targeted intervention, and technology integration, an additional 5% of students will score at grade level or above on the 2023 ELA FAST Assessment.

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

The Leadership Team will conduct quarterly data chats and will follow up with regular walkthroughs to ensure quality instruction is occurring. Administrators will review lesson plans bi-weekly for an indication that lessons are aligned to BEST Standards. Administrators will conduct regular walkthroughs to ensure vertical and horizontal alignment in all content areas. Data analysis of formative assessment will be reviewed monthly to observe progress. We will implement data reviews between the Leadership Team and instructional staff. Data will be analyzed during Leadership Team meetings to ensure students demonstrate growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

**Person responsible for monitoring outcome:**

Alicia Costa DeVito (adevito@dadeschools.net)

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

Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of 21st Century Learning. Twenty-first Century Learning will foster student engagement and academic growth through the core competencies of collaboration, digital literacy, critical thinking, and problem-solving. This will be monitored through classroom visitations to support the implementation of focused small groups, coach support, the expansion of teacher toolkits, and ongoing assistance with technology integration.

**for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting  
this specific  
strategy.**

Twenty-first Century Learning will ensure that students are engaged in lessons using small group rotations, technology integration, alternative assessments, and student choice and have access to timely and specific teacher feedback.

**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.

8/15 - Provide Professional Development for teachers on the three blended learning models; flipped classrooms, station rotations, and whole group rotations that are aligned to the school goals based on student needs as reflected in the data. As a result, teachers will develop a technology integration plan that supports instructional delivery using collaboration, creativity, communication, and critical thinking.

**Person Responsible** Jennifer Rignack (323894@dadeschools.net)

8/22 - 10/14 - Teachers will develop technology integration plans that include student choice, blended learning, and high-leverage instructional strategies. As a result, teachers will have appropriate resources and lesson plans that reflect the core competencies of 21st Century Learning to foster and promote student engagement.

**Person Responsible** Alicia Costa DeVito (adevito@dadeschools.net)

8/22-10/14 - Conduct weekly collaborative planning meetings by grade and department to provide teachers with support and guidance on BEST Standards and promote sharing best practices to engage struggling learners. As a result, academic instructional coaches will provide support and resources to ensure fidelity of planning and offer individual support.

**Person Responsible** Alicia Costa DeVito (adevito@dadeschools.net)

8/22-10/14 - Teachers will reflect and refine their use of technology and other 21st Century aligned instructional practices to reinforce lessons promoting academic growth, as evidenced during walkthroughs and collaborative coaching sessions. As a result, teachers will use the Technology Integration Matrix (TIM) descriptors and classroom-based assessment data to monitor and adjust student engagement and instruction.

**Person Responsible** Jennifer Rignack (323894@dadeschools.net)

10/15-12/30-Teachers will use iPads to create lessons students find engaging and motivating. As a result, students will be more engaged in the lessons presented.

**Person Responsible** Alicia Costa DeVito (adevito@dadeschools.net)

10/15-12/30 - Provide professional development in areas of need resulting from the VILS Fall Survey. As a result, teachers will gain strategies to meet students' needs more effectively.

**Person Responsible** Jennifer Rignack (323894@dadeschools.net)

**#2. Positive Culture and Environment specifically relating to School Safety****Area of Focus**

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

According to the 2021-2022 School Climate Survey feedback from students, 61% of students Strongly Agreed or Agreed that violence is a problem at our school, compared to 17% during 2020-2021 School Climate Survey feedback; this indicates a decrease of 44 percentage points. In addition, according to the 2021-2022 School Climate Survey feedback from students, 14% of students Strongly Agreed or Agreed that students in my school usually follow the rules, compared to 24% during the 2020-2021 School Climate Survey feedback; this indicates a decrease of 10 percentage points. This data indicates that there is a critical need to increase the perception of student safety.

**Measurable****Outcome:**

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

If we successfully implement programs to promote school safety, our student's perceptions of school safety will increase by 10 percentage points in the 2022-2023 Climate survey by June 2023.

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

Student Services, in conjunction with Student Government, will plan activities to provide opportunities for students to share their concerns and ideas with school leadership. The leadership team will survey the students and staff to garner ideas on initiatives to promote a safe school environment, and based on that data, initiatives will be implemented. This survey will be executed quarterly for adjust accordingly as needs change.

**Person responsible for monitoring outcome:**

Alicia Costa DeVito (adevito@dadeschools.net)

**Evidence-based**

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

Within the Area of Focus of Positive Culture and Environment, we will focus on Inclusivity, Tolerance, and Anti-Bullying to ensure that our students have a voice and feel safe from physical harm, teasing, gossip, and exclusion in school and/or on social media.

**Rationale for Evidence-based Strategy:**

We want to create an environment and culture where students feel safe and heard. Having students participate in the creation of initiatives and programs will facilitate their investment in the success of the programs and their ownership in creating an environment where they feel safe physically and mentally in school.

**Explain the 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 - 10/14 - To beautify the physical space and increase the sense of school and individual pride, murals will be created and displayed throughout the school campus. As a result, students and staff will establish a more welcoming environment and promote students' physical, emotional, and mental health.

**Person Responsible** Shawana Ledgister- Joseph (sledgister-joseph@dadeschools.net)

8/22 - 10/14 - Students at our school have the opportunity to participate in the Police Explorers program. This program will help students develop confidence and understand the law. They will learn about the legal aspects of compliance and non-compliance with rule of law and how and what consequences are applied. As a result, students will acquire the skills necessary to participate in JROTC and law enforcement disciplines as they progress through school and into their careers.

**Person Responsible** Alicia Costa DeVito (adevito@dadeschools.net)

8/22-10/14 - Student Government representatives will poll students on initiatives or procedures that will give them a sense of security. As a result, these students will help spread create and implement these initiatives to ensure the student's voice is represented.

**Person Responsible** Nicole Borrajo (nborrajo@dadeschools.net)

8/22-10/14 - Students and staff will participate in a Kindness initiative recognizing students and staff for demonstrating behaviors that promote inclusivity and tolerance. Individuals demonstrating these characteristics will be recognized in front of their peers and rewarded for their actions. As a result, by providing opportunities for recognition, we will promote safe, healthy and supportive learning environments for students and staff.

**Person Responsible** Erynn Argarate (erynna@dadeschools.net)

10/15-12/30-Students at our school can participate in the Embrace Girls organization. This program provides a space for at-risk girls to develop physically, socially, and emotionally healthy habits. As a result, students will acquire the skills necessary to develop skills for service to their community and strive for academic excellence.

**Person Responsible** Alicia Costa DeVito (adevito@dadeschools.net)

10/15-12/30 - Students will have the opportunity to participate in a Book Club on the Book, The Energy Bus for Kids to learn ways their attitude impacts their outlook. As a result, the students will learn strategies to improve their environment as a result of their actions.

**Person Responsible** Alyssa Eskin-rosenblatt (arosenblatt@dadeschools.net)

**#3. 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.**

Our school decided to focus on Instructional Leadership Team to address the critical need in our school. The data reveals that 26% of the staff believe that students who display early warning indicators or disruptive behaviors receive interventions. To increase this percentage, we selected Connecting with Families and Communities to provide more wrap-around interventions to our students, thus promoting better choice-making.

**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 the Instructional Leadership Team, our stakeholders will be provided opportunities to connect with families and community members to promote shared responsibility for student stability. This will be realized by creating pipelines of accurate information to families about their students, school procedures, rules, and expectations, as well as fostering the implementation of interventions promoting physical and mental health and academic achievement and remediation.

**Monitoring:**

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

With the implementation of the Instructional Leadership Team, an additional 10% of the staff will agree with the statement that the students who display early warning indicators or disruptive behaviors receive interventions by the mid-year point of the school year.

**Person**

**responsible for monitoring outcome:**

Alicia Costa DeVito (adevito@dadeschools.net)

**Evidence-based****Strategy:**

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

Within the Targeted Element of the Instructional Leadership Team, we will focus on the evidence-based strategy of Connecting with Families and Communities. By connecting with families and community stakeholders and increasing parent and community involvement in our school, we hope to increase the commitment to students in the school, thus increasing the staff's belief that the students who display early warning indicators or disruptive behaviors receive interventions.

**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 Connecting with Families and Communities to address the critical need within our school. The data reveals that 26% of the staff believe the students who display early warning indicators or disruptive behaviors receive interventions. To increase this percentage, we selected connecting with families and communities because it will foster relationships and trust with families that the guidance provided is in the best interest of the well-rounded student.

**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.

9/15 - Provide teachers with a list of services available to the students and their families and how to refer students for these services. As a result, teachers will have tools to share with families and students.

**Person Responsible** Alicia Costa DeVito (adevito@dadeschools.net)

8/22-10/14 - Utilize community resources to provide students requiring interventions with academic and mental health services to address their individual, specific needs. As a result, students will have the community resources they need to be successful.

**Person Responsible** Alicia Costa DeVito (adevito@dadeschools.net)

8/22 - 10/14 - Leadership team members will conduct RTI meetings weekly to identify and monitor students requiring intervention. As a result, students will get the support necessary to thrive.

**Person Responsible** Alyssa Eskin-rosenblatt (arosenblatt@dadeschools.net)

8/22 - 10/14 - Leadership team members will conduct parent workshops on social-emotional learning and share intervention strategies and opportunities. As a result, parents will gain information to help the mental wellness of their children.

**Person Responsible** Shawana Ledgister- Joseph (sledgister-joseph@dadeschools.net)

10/15-12/30 - Utilize the University of Miami Parent Club collaboration to share parenting tips with families to help parents with strategies on ways to best deal with the emotional development of the middle school student. As a result, parents will leave these sessions with authentic ways to nurture their relationships with their children.

**Person Responsible** Shawana Ledgister- Joseph (sledgister-joseph@dadeschools.net)

10/15-12/30 - The Administration and Student Services team will conduct monthly Mental Health Team meetings to identify and monitor students requiring mental health services. As a result, students will get the support necessary to cope with and thrive in their day-to-day interactions.

**Person Responsible** Alicia Costa DeVito (adevito@dadeschools.net)

**#4. 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 2021-2022 FSA ELA and Mathematics Assessment Results, only 35% of ELL students performed proficiently in ELA, and 29% of ELL students performed proficiently in mathematics. The 2021 FSA data shows that 39% of ELL students performed proficiently in ELA and 34% of ELL students performed proficiently in mathematics. Based on the data, differentiation has been proven effective in increasing achievement. We will focus on differentiation to increase student achievement.

**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, providing targeted intervention, and technology integration, an additional 5% of students will score at grade level or above on the 2023 ELA FAST Assessment.

**Monitoring:**

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

The Leadership Team will conduct quarterly data chats and will follow up with regular walkthroughs to ensure quality instruction is occurring. The Reading Coach and Mathematics Department Chairperson will conduct classroom visitations to ensure groups reflect data, including lesson plan evidence and small group differentiation. Extended learning opportunities will be provided to those students who are not showing growth.

**Person**

**responsible for monitoring outcome:**

Alicia Costa DeVito (adevito@dadeschools.net)

**Evidence-based Strategy:**

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

Our school will focus on the evidence-based differentiated instruction strategy within the Targeted Element of Differentiation. Differentiated instructions will foster teaching that effectively provides student-centered instruction using specific strategies and avenues for all students within the classroom setting. This will ensure impactful learning occurs for students of all ability levels.

**Rationale for Evidence-based Strategy:**

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

Implementing differentiated instruction will ensure that students are engaged in lessons that foster the use of UDL and other strategies that enable all students, regardless of ability, to access their education in the classroom setting.

**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 -10/14-The technology coach will host tutorial Tuesdays to train teachers on technology tools they can use in class to support differentiation based on students' diverse reading, speaking, writing, and listening skills. As a result, teachers will learn strategies for using technology in the classroom.

**Person Responsible** Jennifer Rignack (323894@dadeschools.net)

8/22 -10/14-The reading coach will facilitate weekly planning sessions with the ELL department to ensure teachers plan for differentiation and share best practices. As a result, teachers will plan for differentiation.

**Person Responsible** Shaketha Ritchie (scritchie@dadeschools.net)

8/31-10/14-The ELL department will have data chats with students to ensure the students understand where they are currently, set goals for where they need to grow, and develop strategies for how to achieve those goals. As a result, goal setting will take place.

**Person Responsible** Shawana Ledgister- Joseph (sledgister-joseph@dadeschools.net)

8/31-10/14 - The ELL department and Reading Coach will develop and share strategies with parents to assist our ELL students at home. As a result, parents of ELL students will receive strategies to use with their children

**Person Responsible** Shaketha Ritchie (scritchie@dadeschools.net)

10/15-12/30 - The school will offer tutoring for ELL students to provide supplemental support for students in the ELL program. As a result, ELL students will receive additional instruction in academic areas and support in acquiring new skills.

**Person Responsible** Shaketha Ritchie (scritchie@dadeschools.net)

10/15-12/30 - The administration will have data chats with the ELL teachers to ensure they provide the necessary support to their students using student achievement data from iReady and PM1. As a result, teachers will have a reference point of their students' current levels as well as what skills their individual students need to obtain to demonstrate skill growth and mastery.

**Person Responsible** Alyssa Eskin-rosenblatt (arosenblatt@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 Relationships. Administrators have an open door policy promoting communication and creating an environment where information about the school, the students, events, and activities are effectively shared with the community and stakeholders. Our school regularly schedules opportunities for educators to network inside and outside the school. We utilize School Messenger, email, faculty meetings, leadership meetings, department and team meetings, and social media to share the vision and mission of our school and positively recognize students and staff. We utilize the local community environment in spreading the word by post signs about events at nearby vendor locations and other arenas within the city limits. We actively engage social media platforms as avenues for communication. By forging relationships within the community, we create a sense of shared responsibility for our student's growth, inside and outside of the school building. These activities include having fundraisers at local restaurants, Shop with a Cop, and NMB Youth Bulls using our field and sharing the positive happenings with the community. Our EESAC business leaders share the challenges and needs of our school within the community to ensure awareness and facilitate ways the stakeholders outside of the building can assist the teachers, staff, and students within the building.

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

The stakeholders in this building that promote positive school culture and environment include the Leadership Team composed of the Principal, Assistant Principals, Reading Coach, VILS Technology Coach, Department Chairpersons, Team Leaders, Counselors, and Teachers. The Principal's role is to oversee all of the school's initiatives and promote a sense of community spirit in the building. The Assistant Principals support the initiatives of the Principal and monitor the effectiveness of all programs to ensure stakeholders have what they need to be successful. Coaches, department chairs, team leaders, counselors, and teachers, assist in program implementation and monitoring and provide and respond to feedback from stakeholders. We work collaboratively to promote a sense of community empowerment, ownership, and responsibility.