

Miami-Dade County Public Schools

# Jorge Mas Canosa Middle School



2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Jorge Mas Canosa Middle School

15735 SW 144TH ST, Miami, FL 33196

<http://jmcmiddle.dadeschools.net>

## Demographics

**Principal: Elio Falcon, Jr**

Start Date for this Principal: 8/15/2013

<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)	94%
<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 (60%) 2018-19: B (59%) 2017-18: A (63%)
<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, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Jorge Mas Canosa Middle School

15735 SW 144TH ST, Miami, FL 33196

<http://jmcmiddle.dadeschools.net>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">94%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

## School Grades History

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

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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 of Jorge Mas Canosa Middle School is to provide a rigorous international education that challenges our students to become globally literate by inspiring them to achieve their maximum potential while meeting their personal, social, and cognitive needs.

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

To provide an environment conducive to developing global literacy.

### 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
Falconjr, Elio	Principal	Mr. Falcon leads teachers and staff, sets goals for the school, and ensure students meet their learning objectives. He oversees the school's day-to-day operations, including handling disciplinary matters, managing a budget, and hiring teachers and other personnel.
Sosa, Janice	Magnet Coordinator	Ms. Sosa is responsible for the recruitment of the Cambridge Magnet program. She collaborates with all departments disseminating Cambridge information. She plans and ensures all teachers are covering the required curriculum and adhering to timelines outlined in the district pacing guide.
Cortez, Guillermo	Assistant Principal	Supports the principal in ensuring the goals for Academic Programs and School Culture are implemented school-wide. Collaborates on the School Improvement Process with all stakeholders to create and evaluate a plan to ensure the success of all learners. Works closely with the EESAC Chairperson to ensure deadlines and compliance documentation are adhered to.
Rodriguez-Cibran, Mavel	Assistant Principal	Supports the principal to ensure the school's mission and vision is being implemented. Provides students with a safe and nurturing learning environment. Is responsible for Title I and oversees the Language Arts Department.
Martinez, Jeannette	Assistant Principal	Supports the principal to ensure the school's mission and vision is being implemented. Provides students with a safe and nurturing learning environment. Is responsible for attendance and oversees the Mathematics Department.

**Demographic Information**

**Principal start date**

Thursday 8/15/2013, Elio Falcon, Jr

**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.*

44

**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.*

51

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

89



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

1,344

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

2

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

1

**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	363	451	530	0	0	0	0	1344
Attendance below 90 percent	0	0	0	0	0	0	33	114	101	0	0	0	0	248
One or more suspensions	0	0	0	0	0	0	52	88	58	0	0	0	0	198
Course failure in ELA	0	0	0	0	0	0	18	36	27	0	0	0	0	81
Course failure in Math	0	0	0	0	0	0	28	33	28	0	0	0	0	89
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	55	80	135	0	0	0	0	270
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	91	134	112	0	0	0	0	337
Number of students with a substantial reading deficiency	0	0	0	0	0	0	96	137	194	0	0	0	0	427

**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	67	129	126	0	0	0	0	322

**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	5	32	4	0	0	0	0	41
Students retained two or more times	0	0	0	0	0	0	2	26	15	0	0	0	0	43

**Date this data was collected or last updated**

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	390	520	537	0	0	0	0	1447
Attendance below 90 percent	0	0	0	0	0	0	44	122	120	0	0	0	0	286
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	26	36	37	0	0	0	0	99
Course failure in Math	0	0	0	0	0	0	40	54	30	0	0	0	0	124
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	42	69	73	0	0	0	0	184
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	60	66	0	0	0	0	154
Number of students with a substantial reading deficiency	0	0	0	0	0	0	136	240	253	0	0	0	0	629

**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	49	93	88	0	0	0	0	230

**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	9	15	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	6	7	5	0	0	0	0	18

**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	390	520	537	0	0	0	0	1447
Attendance below 90 percent	0	0	0	0	0	0	44	122	120	0	0	0	0	286
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	26	36	37	0	0	0	99	
Course failure in Math	0	0	0	0	0	0	40	54	30	0	0	0	124	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	42	69	73	0	0	0	184	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	60	66	0	0	0	154	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	136	240	253	0	0	0	629	

**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	49	93	88	0	0	0	0	230

**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	9	15	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	6	7	5	0	0	0	0	18

**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	57%	55%	50%				61%	58%	54%
ELA Learning Gains	55%						59%	58%	54%
ELA Lowest 25th Percentile	45%						44%	52%	47%
Math Achievement	59%	43%	36%				65%	58%	58%
Math Learning Gains	64%						58%	56%	57%
Math Lowest 25th Percentile	58%						48%	54%	51%
Science Achievement	59%	54%	53%				56%	52%	51%
Social Studies Achievement	73%	64%	58%				73%	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	62%	58%	4%	54%	8%
Cohort Comparison						
07	2022					
	2019	55%	56%	-1%	52%	3%
Cohort Comparison		-62%				
08	2022					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	63%	58%	5%	55%	8%
Cohort Comparison						
07	2022					
	2019	59%	53%	6%	54%	5%
Cohort Comparison		-63%				
08	2022					
	2019	44%	40%	4%	46%	-2%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	49%	43%	6%	48%	1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%
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	88%	63%	25%	61%	27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	54%	40%	57%	37%

**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	30	45	41	35	52	47	29	52	29		
ELL	39	51	47	46	58	54	40	63	63		
ASN	78	62		85	71		86		92		
BLK	48	50	44	50	63	54	59	65			
HSP	57	55	45	59	64	59	58	73	67		
MUL	70			80							
WHT	59	58	46	54	62	46	57	77	70		
FRL	55	54	42	56	63	57	56	71	65		
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	28	30	23	32	33	29	24	39	12		
ELL	40	44	40	45	36	34	23	53	38		

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
ASN	81	67		80	59		82	92	93		
BLK	42	38	17	40	25	23	41	68	27		
HSP	55	48	38	55	39	33	46	61	47		
MUL	64	30		64	40						
WHT	67	54		58	43	23	56	69	50		
FRL	52	46	36	51	37	31	42	58	42		

  

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	25	39	33	35	48	39	30	39	36		
ELL	43	54	48	53	52	48	26	52	53		
ASN	63	55		77	58		87		100		
BLK	45	46	18	50	57	46	45	87	73		
HSP	61	59	46	65	58	48	55	72	70		
MUL	78	78		78	61		75				
WHT	65	61	42	68	56	36	55	79	83		
FRL	59	57	42	62	57	47	52	71	67		

**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	61
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	69
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	10
Percent Tested	98%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
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	61
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	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
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	59
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?

2022 Data Findings:

- Students with SWD increased proficiency in ELA by two percentage points from 28% in 2021 to 30% in 2022.
- ELL students decreased proficiency in ELA by one percentage point from 40% in 2021 to 39% in 2022.
- Our Black student subgroup increased proficiency in ELA by 6% points from 42% in 2021 to 48% in 2022.
- ELA Learning Gains of SWD increased by 15% points from 30% in 2021 to 45% in 2022.
- ELA Learning Gains of ELL students increased by 7% points from 44% in 2021 to 51% in 2022.
- Students with SWD increased proficiency in Mathematics by three percentage points from 32% in 2021 to 35% in 2022.
- ELL students increased proficiency in Mathematics by one percentage point from 45% in 2021 to 46% in 2022.
- Our Black student subgroup increased proficiency in Mathematics by 10% points from 40% in 2021 to 50% in 2022.
- Mathematics Learning Gains of SWD increased by 19% points from 33% in 2021 to 52% in 2022.
- Mathematics Learning Gains ELL students increased by 22% points from 36% in 2021 to 58% in 2022.
- School-wide proficiency in ELA increased one percentage point from 56% in 2021 to 57% in 2022.
- School-wide proficiency in Mathematics increased four percentage points from 55% in 2021 to 59% in 2022.
- School-wide learning gains in Mathematics increased 25% from 39% in 2021 to 64% in 2022.
- School-wide learning gains of the lowest 25% in Mathematics increased 26% from 32% in 2021 to 58% in 2022.

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

Based on 2022 State Assessments the greatest need for improvement is:

- Mathematics proficiency only increased 4% points from 55% in 2021 to 59% in 2022.
- ELA proficiency only increased 1% point from 56% in 2021 to 57% in 2022.

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

The contributing factors that led to this need for improvement include losing three exceptional 6th Grade Mathematics teachers which resulted in only a minor increase in proficiency. Additionally, the transition of incoming 6th Grade students to Middle School contributed to this need for improvement, as it was challenging to provide additional instructional support through our pull-out program due to staff



shortages. The school will provide extended learning opportunities to students such as afterschool tutoring and Saturday Academy tutoring to support student learning. Extended learning opportunities will be implemented as early as September, in an effort to improve Mathematics and ELA proficiency. Level 2 students have been placed in an Intensive Mathematics course.

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

Based on the progress monitoring and 2022 state assessments the most improvement was shown in overall learning gains for Mathematics as well as learning gains of the lowest 25%. The overall learning gains in Mathematics increased from 39% in 2021 to 64% in 2022, which is an increase of 25%. The learning gains of the lowest 25% in Math increased 26% from 32% in 2021 to 58% in 2022.

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

The contributing factors to this improvement include an Intensive Mathematics course offered to students who require intervention. Additionally, Level 1 students were pulled out from Physical Education to receive intervention services by an interventionists. Afterschool tutoring and Saturday Academy tutoring were also offered to support student achievement.

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

To accelerate learning intervention opportunities will be provided such as before and after school tutoring to increase our proficiency percentage in Mathematics. Our goal is to improve the Mathematics proficiency by 4% in the FAST Progress Monitoring #3. In addition to intervention, incorporation of differentiated instruction strategies in Mathematics classes, offering of Intensive Mathematics classes, and Mathematics instructional support in EDGE class will be critical to target the needs of these students. Strategic intervention aligned to student needs will help accelerate learning and increase student academic data.

**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.**

Based on the results for the School Climate Survey, professional development opportunities will be offered that directly target the needs of the faculty at Jorge Mas Canosa Middle School. For the 2022-2023 school year, we will be incorporating professional development to support teacher knowledge in the new B.E.S.T. Standards. Additionally, based on the responses from the School Climate Survey, 20% of our teachers requested the opportunity to participate in Teacher-Driven Observations. The School Leadership Team will provide teachers time during their respective planning periods to observe peers as well as discuss best practices observed. Moreover, in the School Climate Survey, 26% of teachers at Jorge Mas Canosa Middle School ranked Knowledge of Learners as the top category for PD needs. Based on this information, we will provide teachers with PD's that focus on differentiated instruction, data analysis and student data chats.

**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 include collaborative learning structures for students that focus on individual needs based on data. In addition, mentoring programs which will include: teacher to teacher, student to student, and teacher/staff to student communication. Teachers will hold quarterly data chats with students and, when feasible, have competitions among class periods to attain goals and create a

reward system for academic growth. Administration will utilize PowerBi to disseminate a list of the lowest 25/35 percentiles. This will be done at the beginning of the year and will be resent if/when data is updated in PowerBI.

**Areas of Focus**

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

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**#1. 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.**

Differentiation was identified as a key instructional practice to implement during the 2022 -2023 school year to ensure continued growth and progress in learning gains for all students. Based on the 2022 FSA data there was only a minor increase in proficiency in ELA and Mathematics. The 2021 FSA ELA data indicates only a 1% increase from 56% in 2021 to 57% in 2022. Furthermore, the 2021 FSA Mathematics data indicates only a 4% increase in proficiency from 55% in 2021 to 59% in 2022. This data indicates the importance of implementing differentiated instruction to fill the academic gaps.

**Measurable****Outcome:**

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

With the implementation of differentiation, an additional 4% (for a total of 61%) of students will score at grade level or above in area of ELA, an additional 4% in the area of Mathematics (for a total of 63%), an additional 5% in the area of Science (for a total of 64%), an additional 4% (for a total of 73%) in the area of Civics by 2022-2023 state assessments in June 2023.

**Monitoring:**

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

The School Leadership Team will conduct quarterly data chats with teachers and follow-up with regular walkthroughs to ensure quality instruction is taking place. The School Leadership team will monitor performance data including diagnostic assessments, district topic assessments, mid-year assessments, and student academic grades. Administrators will review lesson plans for indication of differentiation. Data analysis of formative assessments of all students will be reviewed to observe progress. Extended learning opportunities will be provided for all students to include enrichment and remediation.

**Person**

**responsible for monitoring outcome:**

Elio Falconjr (pr6771@dadeschools.net)

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

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating proficiency and learning gains for all students. Data-Driven instruction will be monitored through departmental and administrative data chats to drive instructional planning and data-driven conversations.

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

**Explain the rationale for selecting this specific**

Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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

### Action Steps to Implement

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

08/31/22 - 10/14/22 Curriculum Leaders will schedule bi-weekly department meetings to maximize the opportunities for the teachers to collaborate and share best teaching strategies. As a result, teacher instructional capacity will increase to better support student achievement.

**Person Responsible** Elio Falconjr (pr6771@dadeschools.net)

08/31/22 - 10/14/22 Benchmark assessment data will be collected and used to determine the need for reteaching, practice, or enrichment. Hands-on activities will be distributed to student groups based on benchmarks identified through the assessment data. As a result, appropriate remediation and enrichment practices will be afforded to students based on need.

**Person Responsible** Elio Falconjr (pr6771@dadeschools.net)

08/31/22 - 10/14/22 The educational platform IXL will be utilized by teachers in Mathematics to provide students opportunities for personalized instruction and enrichment. The IXL program will support student learning by filling knowledge gaps and monitoring student growth. Teachers will use the program to reinforce lessons and assist students in retaining knowledge.

**Person Responsible** Jeannette Martinez (249336@dadeschools.net)

08/31/22 - 10/14/22 The School Leadership Team will conduct quarterly data chats with teachers in the areas of accountability to ensure and monitor student progress. Teachers will conduct data chats with students to achieve the same goal.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

10/31/22 - 12/16/22 iCivics will be implemented as an enrichment strategy for students that have performed at grade level on benchmarks; therefore, increasing instructional rigor for higher performing students.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

10/31/22 - 12/16/22 Teachers will utilize diagnostic and assessment data to create flexible instructional groups and provide cooperative learning activities that support academic growth for all learners.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

**#2. 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.**

Standards-aligned Instruction was identified as a critical need because of the implementation of the new B.E.S.T. standards in the areas of ELA and Mathematics. Additionally, it is crucial for teachers across the curriculum to align instruction to the standards and benchmarks that are assessed to increase student achievement. It is imperative for teachers to utilize district provided resources, pacing guides, and curriculum resources. The 2022 assessment data indicates a decrease of 5% in Algebra I, 1% decrease in Geometry, 12% increase in 8th Grade Science, and 10% increase in Civics as compared to 2021. The monitoring of standards-aligned instruction will allow us to gauge student progress towards the expected level of student achievement in the 2023 state-wide assessments.

**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, an additional 4% (for a total of 61%) of students will score at grade level or above in area of ELA, an additional 4% in the area of Mathematics (for a total of 63%), an additional 5% in the area of Science (for a total of 64%), an additional 4% (for a total of 73%) in the area of Civics by 2022-2023 state assessments in June 2023.

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

The curriculum leaders will conduct bi-weekly meetings to share best practices and provide feedback. Administrators will review lesson plans to ensure compliance with B.E.S.T. standards. Data analysis of formative assessments of all students will be reviewed to observe progress.

**Person responsible for monitoring outcome:**

Elio Falconjr (pr6771@dadeschools.net)

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

The evidence-based strategy that will be utilized for this Area of Focus is Standards-Aligned Instruction. To effectively implement this evidence-based strategy teachers will execute lessons that align to the F.A.S.T standards to ensure students are demonstrating mastery of content knowledge. Students will be evaluated based on their performance on assessment tools.

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

Standards-Aligned Instruction was selected as the evidence-based strategy for this Area of Focus because it is essential for teachers to utilize district adopted resources, pacing guides, and curriculum guides for instruction and maximize student learning.

**used for selecting this strategy.****Action Steps to Implement**

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

08/31/22 - 10/14/22 Teachers will utilize technology-based platforms such as Edgenuity, Khan Academy, iReady and CPALMS to support standards-based instruction and increase student achievement. As a result, students will learn and master benchmarks aligned to district pacing guides.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

08/31/22 - 10/14/22 Teachers will display standard being covered on the board and have students copy on notebook to familiarize themselves with the expressed goals. Teachers will have data chats with students to communicate their learning progression and develop a plan of action to maximize student learning gains.

**Person Responsible** Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

08/31/22 - 10/14/22 After each unit or topic assessment, teachers will conduct student data chats to monitor the mastery of grade level benchmarks. Intentional and strategic lessons will be provided to maximize student learning gains.

**Person Responsible** Jeannette Martinez (249336@dadeschools.net)

08/31/22 - 10/14/22 Nearpod slideshows will be used to implement interactive whole group instruction of specific benchmarks and provide a different perspective on those lessons.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

10/31/22 - 12/16/22 To support instruction, teachers will assign Edgenuity lessons by standards. Edgenuity will provide video demonstrations for each lesson, practice session for understanding, student participation in assignments, guided notes to assist during the session, and an assessment at the conclusion of each lesson to support instruction.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

10/31/22 - 12/16/22 The school will administer the District Writing Assessment school-wide to prepare students for the state writing exam and promote writing skills. The District Writing Assessment data will be analyzed on Performance Matters to determine the support that each child will need to be successful in the writing process.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Social and Emotional Learning****Area of Focus****Description and****Rationale:**

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

The School Leadership Team selected Social Emotional Learning due to the student responses to the 2022 School Climate survey. The School Leadership feels it is important to promote student voice and students' sense of belonging to the school. Additionally, the school feels it is important to support students' Social and Emotional needs to support their mental health.

**Measurable Outcome:**

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

With the implementation of Social Emotional Learning, we will see an increase in positive responses in the area of teacher friendliness and ease of communication by 5% from 63% to 68% in the 2022-2023 School Climate survey for students.

**Monitoring:**

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

This Area of Focus will be closely monitored by the School Leadership Team through Restorative Justice Practices circles completed as evidence by district surveys. The Student Services Department will conduct Parent Workshops with a focus on Social and Emotional Learning to support students at home.

**Person responsible for monitoring outcome:**

Danilda Fonseca (dfonseca1@dadeschools.net)

**Evidence-based Strategy:**

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

The evidence-based strategy selected by the School Leadership Team for this Area of Focus is Social and Emotional Learning. The implementation of Social Emotional Learning will lead to an increase in student's sense of belonging to the school and comfort levels. Additionally, students will feel more connected to the staff and will lead to an increase in positive relationships.

**Rationale for Evidence-based Strategy:**

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

Social and Emotional Learning was chosen as the evidence-based strategy for this Area of Focus because the School Leadership Team believes that it will help students build positive relationships and develop empathy for others.

**Action Steps to Implement**

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

08/31/22 - 10/14/22 The Student Services Department will share and promote lessons that focus on Values

Matter, Goal Setting, Self-Efficacy and Self-Confidence. The value of the month will be promoted throughout the school day. As a result, students will learn values and build positive character traits to help them succeed in school.

**Person Responsible**

Danilda Fonseca (dfonseca1@dadeschools.net)

08/31/22 - 10/14/22 The Student Services team will be available for students to discuss concerns and provide students individual counseling as needed. Additionally, the Student Services team will support

students by visiting Social Studies classes to teach the Teen Safety Matters curriculum. Students will learn and practice the five safety rules that serve as the pillar for the program.

**Person Responsible** Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

08/31/22 - 10/14/22 The school will continue to promote "Values Matter" through morning and afternoon announcements. The value of the month will be incorporated school-wide and students will be recognized for exhibiting the value.

**Person Responsible** Jeannette Martinez (249336@dadeschools.net)

08/31/22 - 10/14/22 School-wide Restorative Justice Practices activities will be implemented on a weekly basis to build student and staff connections. Additionally, staff members will hold RJP circles to provide students a voice and a safe place to express themselves.

**Person Responsible** Jeannette Martinez (249336@dadeschools.net)

10/31/22 - 12/16/22 The school will participate in the Anti-Defamation League's "No Place for Hate" program to combat bullying and bias towards students. The school will hold a "Unity Day" and "Red Ribbon Week" to promote this initiative.

**Person Responsible** Jeannette Martinez (249336@dadeschools.net)

10/31/22 - 12/16/22 Students will be enrolled in the "EDGE" elective course to promote acceptance of others, diversity, and supporting mental health.

**Person Responsible** Jeannette Martinez (249336@dadeschools.net)



**#4. Transformational Leadership specifically relating to Instructional Leadership Team**

**Area of Focus Description and**

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

According to the School Climate Survey data from 2021-2022, school personnel working together as a team increased from 94% to 97% which is a 3% percentage increase. This is important to our school because our goal is to empower our stakeholders and build leadership capacity. The School Leadership Team strongly believes to increase student achievement all members of the school community must work together and collaborate towards a common goal.

**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 Team the school will effectively provide teachers leadership opportunities and responses from the 2022-2023 School Improvement Survey will demonstrate sustained results as compared to the 2021-2022 School Improvement Survey. In the 2021-2022 School Improvement Survey, 85% of teachers felt that all staff members had opportunities to be considered for leadership roles.

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

The Area of Focus of Leadership and its Targeted Element of Instructional Leadership Team will be closely monitored by the School Leadership Team to ensure it is being implemented with fidelity. Teachers will be provided opportunities to share best practices during departmental and faculty meetings. Additionally, teachers will participate in meaningful and targeted professional development opportunities. The school will continue to provide faculty and staff members opportunities for leadership and advancement. Open leadership positions will be advertised to all stakeholders to determine which individuals are interested in performing the role. The school's PLST will support teachers to improve instructional practice and increase student achievement. Stakeholders will be afforded the opportunity to take part in the decision-making process at the school during faculty, EESAC, and departmental meetings.

**Person responsible for monitoring outcome:**

Elio Falconjr (pr6771@dadeschools.net)

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

The evidence-based strategy the School Leadership Team selected to implement for this Area of Focus is Shared Leadership. Shared Leadership will be closely monitored by the School Leadership Team through stakeholder attendance and participation in meetings as well as the input and feedback received.

**being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

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

This strategy was selected because the School Leadership Team strongly believes that our goals and objectives can only be met if members of the school community work together to solve problems and create an engaging school climate. Shared leadership will promote a sense of responsibility and accountability for all.

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

**Action Steps to Implement**

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

08/31/22 - 10/14/22 The Curriculum Council will meet with the School Leadership Team on a regular basis to evaluate the effectiveness of academic programs and instructional strategies. Additionally, the Curriculum Council will disseminate and share information with members of their department to empower and build teacher capacity. As a result, all faculty and staff will be afforded opportunities to provide feedback and input on the academic program being implemented.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

08/31/22 - 10/14/22 The school's EESAC will provide an opportunity for all stakeholders to participate in the decision-making process and to prioritize resources as well as instructional programs. As a result, all school members will feel empowered and hold themselves accountable for our school's success.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

08/31/22 - 10/14/22 The School's Professional Learning Support Team will participate in district professional development activities to enhance the professional learning opportunities the school will offer its teachers. PLST members will provide teachers on-going support throughout the school year in the areas of technology, instructional methodology, and new teacher practice.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

08/31/22 - 10/14/22 The School Leadership team will identify teacher leaders to serve as facilitators for professional development trainings. Teacher leaders will share their expertise and contribute to the professional growth of their colleagues.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

10/31/22 - 12/16/22 The school's SIP Impact Review Team will monitor and evaluate the implementation steps of the School Improvement Process and will collect evidence and provide feedback as well as make recommendations.

**Person Responsible** Guillermo Cortez (281251@dadeschools.net)

10/31/22 - 12/16/22 The School Leadership Team will conduct data conversations with teachers to collaboratively analyze and track student performance, identify strengths, areas for growth, monitor student progress, and drive instruction. Teachers will provide students opportunities to understand their data and set goals for success.

**Person Responsible** Guillermo Cortez (281251@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

Not applicable

**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)**

Not applicable

**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.

Not applicable

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**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?

Not applicable

**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?

Not applicable

**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
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Not applicable

**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.**

The school addresses building a positive school culture and environment by using school counselors to provide all teachers with in-house professional development on Restorative Justice Practices. Our school will utilize Edge teachers to practice restorative practices and resolve student conflicts before they escalate. All counselors will be available throughout the year to ensure implementation of RJP. The school will encourage teachers to invite counselors into classes, as needed, for support and collaboration. Staff members will be given school training on growth mindset and mindfulness in order to implement a positive classroom environment. Staff members will be given the opportunity to lead, share, and learn with their peers through various school initiatives. The administrative team will communicate with staff and monitor practices with the

faculty and staff to ensure alignment with shared vision and promotion of shared decision-making process. A school-wide initiative will take place where staff will share best practices and provide collaborative spaces. Department chairpersons will facilitate in-house professional development for teachers to assist in the use of curricular resources and incorporation of effective instructional strategies.

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

To promote a positive school culture and environment at our school, all staff members will assist in working towards a common goal. Our principal (Elio Falcon, Jr.) and administrative team (Guillermo Cortez, Jeannette Martinez, and Mavel Rodriguez-Cibran) will collaborate to ensure RJP circles are being conducted, department chairpersons are meeting with teachers and that students are responding to the implementation steps being given. Our guidance counselors (Myrna Cruz, Danilda Fonseca, and Ana Vega-Castillo) will work towards training, participating and assisting teachers with RJP circles and ensuring that the Values Matters M-DCPS initiative is being incorporated during the school year at Jorge Mas Canosa Middle School.