

Miami-Dade County Public Schools

# Ruben Dario Middle School



2022-23 Schoolwide Improvement Plan

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# Ruben Dario Middle School

350 NW 97TH AVE, Miami, FL 33172

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

## Demographics

**Principal: Juan Boue**

Start Date for this Principal: 7/1/2022

<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)	96%
<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 Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (54%) 2018-19: B (59%) 2017-18: B (54%)
<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>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Ruben Dario Middle School

350 NW 97TH AVE, Miami, FL 33172

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>96%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>99%</p>

## School Grades History

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

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<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 Rubén Darío Middle Community School is to educate all students in a culturally diverse environment by adherence to the highest educational standards and the use of all relevant data for instruction that will empower our students to become productive and competitive citizens in a world of knowledge and technology.

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

Our vision at Rubén Darío Middle Community School is to provide students with a safe and structured learning environment that uses a challenging curriculum with data driven instruction and active parental involvement, to assure student learning, critical thinking, and high achievement in all their future endeavors.

### 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
Boue, Juan	Principal	The principal oversees the daily operations within a school, including carrying out the school's vision and mission. Also, the principal articulates the school's goals to all constituents — students, faculty and staff, parents, and community members, ensuring a safe and nurturing school environment for all stakeholders.
Torrens, Angela	Assistant Principal	Responsible for implementing district and school policies, managing administrative tasks, and assisting with curriculum development. In addition, the assistant principal promotes a positive climate for learning, including participation in the development and implementation of improvement plans and effectively communicating school objectives with all stakeholders.
Jordan, France-Marie	ELL Compliance Specialist	Plans and provide appropriate learning experiences for ELL students, serving as a leader for teachers as they implement instruction. Additionally, monitors and evaluates ELL student outcome and progress in the acquisition of the English language using appropriate data collection and analysis by identifying appropriate diagnostic and instructional strategies.
Pena, Lourdes	Teacher, ESE	Reviews and monitors individual education plans (IEP's) for content and compliance with the pupil progression plan and federal and state mandated regulations. Also, responsible for providing support to ensure that students with disabilities demonstrate increased participation and performance in the standard curriculum, statewide assessments, and accountability systems.
Quintana, Vanessa	Other	Via the Verizon Innovative Learning Initiative (VILS), provide teachers with pedagogical support to effectively leverage technology in the classroom. The instructional coach works closely with teacher to provide basic technological support and professional development to support the integration of technology into teaching and learning in the classroom.
Rozo, Ileana	SAC Member	As a member of EESAC (Educational Excellence School Advisory Council), works collaboratively with all stakeholders to support the school's mission and vision, fostering an environment and culture which promotes respect, responsibility, and trust. Additionally, plans and administers the social studies instructional program in compliance with district and state guidelines to encourage and motivate students during varied educational experiences.
Walker, Barbara	Teacher, K-12	As ELA department chair, a primary responsibility is to assist in creating the school's yearly improvement plan and to monitor students' academic progress in reading and writing. Additionally, the educator spearheads professional development activities that meet the needs of faculty and staff, including tracking stakeholder progress.

### Demographic Information

**Principal start date**

Friday 7/1/2022, Juan Boue

**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.*

16

**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.*

10

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

27

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

484

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

13

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

3

**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	170	179	186	0	0	0	0	535
Attendance below 90 percent	0	0	0	0	0	0	16	34	35	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	6	28	14	0	0	0	0	48
Course failure in ELA	0	0	0	0	0	0	6	11	1	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	19	10	17	0	0	0	0	46
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	43	62	71	0	0	0	0	176
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	57	64	70	0	0	0	0	191
Number of students with a substantial reading deficiency	0	0	0	0	0	0	51	70	66	0	0	0	0	187

**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	53	75	72	0	0	0	0	200

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	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	3	1	0	0	0	0	4

Date this data was collected or last updated  
Tuesday 8/23/2022

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	176	166	188	0	0	0	0	530
Attendance below 90 percent	0	0	0	0	0	0	22	27	22	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	15	5	6	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	22	2	40	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	32	37	0	0	0	0	89
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	33	35	0	0	0	0	90
Number of students with a substantial reading deficiency	0	0	0	0	0	0	77	80	106	0	0	0	0	263

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	31	30	34	0	0	0	0	95

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	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	5	1	1	0	0	0	0	7

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	176	166	188	0	0	0	0	530
Attendance below 90 percent	0	0	0	0	0	0	22	27	22	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	15	5	6	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	22	2	40	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	32	37	0	0	0	0	89
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	33	35	0	0	0	0	90
Number of students with a substantial reading deficiency	0	0	0	0	0	0	77	80	106	0	0	0	0	263

**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	31	30	34	0	0	0	0	95

**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	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	5	1	1	0	0	0	0	7

**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	51%	55%	50%				55%	58%	54%
ELA Learning Gains	48%						62%	58%	54%
ELA Lowest 25th Percentile	37%						56%	52%	47%
Math Achievement	47%	43%	36%				51%	58%	58%
Math Learning Gains	61%						57%	56%	57%
Math Lowest 25th Percentile	63%						50%	54%	51%
Science Achievement	32%	54%	53%				41%	52%	51%
Social Studies Achievement	68%	64%	58%				72%	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	45%	58%	-13%	54%	-9%
Cohort Comparison						
07	2022					
	2019	44%	56%	-12%	52%	-8%
Cohort Comparison		-45%				
08	2022					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	44%	58%	-14%	55%	-11%
Cohort Comparison						
07	2022					
	2019	24%	53%	-29%	54%	-30%
Cohort Comparison		-44%				
08	2022					
	2019	32%	40%	-8%	46%	-14%
Cohort Comparison		-24%				

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	29%	43%	-14%	48%	-19%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	68%	22%	67%	23%

  

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	73%	-15%	71%	-13%

  

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

  

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	63%	17%	61%	19%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	54%	42%	57%	39%

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	29	33	29	31	57	50	13	32			
ELL	36	42	34	42	63	65	19	53	93		
HSP	51	48	37	48	62	63	31	68	77		
FRL	51	49	37	46	61	63	31	69	74		

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	22	25	22	18	16	19	40	35			
ELL	41	53	52	33	30	27	31	48	82		
HSP	49	54	48	35	32	28	41	51	74		
FRL	48	53	50	34	31	27	41	51	73		

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	42	55	44	31	49	38	40	58	83		
ELL	43	59	54	42	54	46	32	62	85		
HSP	55	62	56	50	57	50	41	72	85		
FRL	55	62	57	50	56	47	42	71	86		

**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)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
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?**

Data derived from PowerBI, and the FSA reporting data results indicate positive trends in the following: (a) In ELA, the 2020 overall proficiency in Reading was 47%. In 2021, overall proficiency went up to 48%; in 2022, the rate increased to 51%, which is a four-percentage point increase over 3 years. (b) In Math, overall student proficiency was 28% in 2021; in 2022 47% proficiency, a 19-percentage point increase. In Social Studies, in 2021 there was 51% overall proficiency in 2021; in 2022, the number rose to 68% proficiency, a 17-percentage point increase.

However, data report analysis indicate areas with negative trends. The ELA FSA learning gains data shows decline from 2019 through 2022: from 62% in 2019, to 54% in 2021 (no student testing data was available for 2020), and 48% in 2022. This represents an overall decrease of 14 percentage points, representing a negative data trend. Also, Biology End-of-Course (EOC) student proficiency data shows a decrease from 2019 through 2022: from 90% in 2019, to 87% in 2021, to 80% in 2022. This represents an overall decrease of 10 percentage points.

Reviewing the subgroup data for 2022, FSA ELL data continues to fall below the District and Tier 1 schools. Looking at the trend data, the 2019 FSA ELL achievement data was 43%; in 2021, that percentage decreased to 41% (-2%). But, in 2022, the FSA ELL achievement data decreased to 36%, which is an overall decrease of 8 percentage points from 2019, representing a negative trend.

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

According to FSA 2022 data reports, there were two data components that demonstrated the greatest need for improvement:

a) ELA L25: The findings indicate declines over the past three data reporting years. In 2018-2019, 56% of students in the reporting category demonstrated learning gains; that number declined to 49% in 2020-2021, and in 2021-2022, only 37% of students made learning gains. This represents an overall decline of 19 percentage points.

b) Science Achievement: Over the past three years there has been a decline in students performing at or above grade level. In 2018-2019, 29% of students were proficient; that number decline in 2020-2021 to 25%, and only 11% in 2021-2022. This shows an overall decline of 18 percentage points.

### **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 two primary contributing factors were teacher planning concerns and teaching practices.

Teacher planning was a contributing factor to the need for improvement. Preparation and planning are critical components of effective teaching. However, due to an increase in staff absences and lack of substitutes, oftentimes teachers were requested to assist with class coverage, which negatively affected the quality of teacher planning last year.

Additionally, teaching practices also contributed to data component decline. Inconsistencies in instructional delivery and classroom management among staff were noted during leadership walkthroughs. Early career teachers were afforded opportunities for mentorship and collegial collaboration, yet these efforts were not as productive as planned. The increased emphasis on meeting students' social and emotional needs also impacted teaching practices. These needs need to be met to positively impact student learning outcomes.

Staff development activities and structured support will be implemented throughout the year to address

these needs. School leaders will organize professional development activities designed to address the utilization of data via PowerBI and employment of the learning management system, Schoology, as resource tools for planning and instruction. And, throughout the year, selected leadership team members, with district support, will plan subsequent professional development sessions to meet the needs of both students and staff.

Along with this, structured support will be used, beginning with in-house support from department chairs, to provide collegial assistance and dispense resources to impact teacher practice. Instructional walkthroughs will also be routinely utilized to ascertain areas where additional support is required, making informed instructional decisions.

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

Progress monitoring reports from i-Ready indicate that the data components that showed the most improvement were in the subject area of Mathematics. First, in Grade 7, for Assessment Period 1 (AP1), which was administered in Fall 2021, only three percent of students scored at or above proficiency. However, on AP3, taken in May 2022, 24 percent of students achieved proficiency, representing a 21-percentage point increase. Also, during AP1, six percent of Grade 6 students scored at or above proficiency; the number of students achieving proficiency during AP3 rose to 22% (+16 increase).

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

Based on data results from the 2020-2021 school year, the school was allocated a Math coach for instructional support. This was a contributing factor to improvement in Math achievement, since the coach provided instructional resources and interventions to advance student achievement. Additionally, collaborative math department meetings were conducted weekly to assist in the analysis and utilization of assessment data to improve classroom instruction. Lastly, the consistent usage of IXL Math Learning as a supplemental resource allowed students to master essential skills interactively and at their own pace to improve student learning.

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

To accelerate learning, data analysis using i-Ready and additional data reports from PowerBI will be used to note student trends and to ascertain students' strengths and weaknesses for instructional purposes. Subsequently data chats will be held among stakeholders (leadership, colleagues, students, and parents) to inform instruction and provide strategic support. Lastly, differentiated instructional activities will be implemented during small-group and independent learning to meet students' needs.

**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.**

On the District's Professional Development Day scheduled for August 2022, school leaders will provide training and support in the effective utilization of PowerBI as a data analysis tool. Beginning September 2022, bi-weekly district support will be provided to Science teachers, including analyzing student data to assess and improve the school's implementation of Science curricula. In September 2022, a Youth Mental Health First Aid training will be provided to staff in how to select effective behavioral interventions and reinforcement systems for students who may experience mental health challenges. This will enable staff to build their understanding of the importance of early intervention, empowering teachers to adequately meet students' social-emotional needs. Beginning September 2022, mentoring cycles will be implemented to support early career teachers to accelerate student learning. Beginning in October 2022, ELA and Math teachers will receive training on how to navigate and utilize reports from Florida



Assessment of Student Thinking (F.A.S.T.) Progress Monitoring in Reading and Mathematics. The data derived from these reports will enable teachers to plan and implement instructional lessons geared toward meeting students' needs in Reading and Math. In November 2022, teachers will receive additional training on how to effectively utilize data reports from I-Ready to plan and implement differentiated learning activities. Also in November 2022, identified teachers will participate in courses that will focus on classroom management and student engagement to accelerate learning. Lastly, in February through March 2022, teachers will be provided professional development in incorporating writing best practices across all subject areas.

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

Professional learning opportunities will be afforded to instructors as the implementation of the state's B.E.S.T. Math standards begin this school year. These additional services will be implemented to ensure sustainability of improvement via the district PDMS learning sessions to empower teachers to deliver high-quality instruction utilizing newly adopted math curriculum materials and meeting state standards (B.E.S.T. Math standards).

**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 Instructional Coaching/Professional Learning**

The rationale that explains how the Instructional Practice specifically relating to Professional Learning was identified as a critical need was based upon the reviewed data derived from PowerBI and the 2022 FSA reporting data.

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

Data analysis revealed negative trends in the area of Science. In 2021, 25% of grade 8 students performed at or above grade level in Science. However, this number declined to only 11% of students in 2022. This demonstrated an overall decline of 14 percentage points. More specifically, student proficiency data on Biology End-of-Course (EOC) exams also demonstrated a negative trend. In 2021, 87% of students were proficient on the Biology EOC tests. This number declined by seven percentage points, to 80% of students attaining grade-level mastery.

Additionally, i-Ready Reading Diagnostic Assessment Period 2 (AP2) showed overall decline in the percentage of students performing on grade level. In 2021, 46% of students scored at or above grade level, while in 2022, the percentage declined by six points to 40%. In fact, each grade level had declines as well. Regarding students in 2021, 42% in grade 6, 52% in grade 7, and 44% in grade 8 were proficient. However, those numbers declined to 35% in grade 6 (-07), 48% in grade 7 (-04), and 38% in grade 8 (-06). So, the data indicates the need to address these reading proficiency declines across grade levels.

Therefore, these data points in Science and ELA denote a critical need to address students' academic needs using the instructional practice relating to professional learning as teachers actively participate in learning sessions using curriculum, data and technology tools. These ongoing learning experiences will support the implementation of the instructional best practice of data-driven decision making, benefiting students across all subject areas, with the goal of attaining to grade-level student mastery.

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

Based on FSA science data, a 12-percentage point decline was demonstrated in grade-8 proficiency in 2022 (24%) than in 2021 (36%). i-Ready AP2 data also showed declines. Overall student Reading proficiency in 2022 was 40%, a decline of six-percentage points from 2021 (46%). In 2022, 38% of 8th-graders are proficient in Reading. This is a decline from 2021, where 51% of grade-8 students were proficient. In 2022, overall student Math proficiency was 35%, which is a decline of five-percentage points from 2021 (40%). Also, 34% of grade-8 are proficient, a decline of eight-percentage points from 2021 (42%). Therefore, the practice of data-driven decision making will be used to address this critical need.

With the implementation of the instructional practice, an additional 6% of students will score at proficiency in Reading and in Math by i-Ready AP2 in 2023, with an increase of 12% in Science by the 2023 state assessment.

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

After proposing the initial professional development activities for the beginning of the school year, the assistant principal will have selected Leadership team members provide teachers with hands-on practice using PowerBI for data analysis. Baseline reports derived from the platform will be analyzed and will be useful in the data-driven decision making process. The student data will help determine learning gaps, and to form instructional groups in reading and math. These actions will be useful to monitor student reading and math progress to increase student proficiency. Additionally, collegial data analysis sessions using Performance Matters will be used to identify unfinished learning and to accelerate learning progress in Math, Science and Civics. Data-driven decision making will also be utilized to facilitate teacher-led and small group interventions in these core subject areas.

**Person responsible for monitoring outcome:**

Angela Torrens (atorrens@dadeschools.net)

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

The evidence-based strategy being implemented for this Area of Focus is data-driven decision making. Data-driven decision making includes a system of procedures that are used to identify areas where students appear to need further academic assistance, and to subsequently provide strategic support to address these unique needs. This process begins with an analysis of student baseline assessment data in core subject areas. This analysis would include a comparison of various data points to determine whether students are attaining to grade-level mastery. Afterward, appropriate adjustments will be made during instruction, including providing interventions, to monitor student progress. These processes will not only continue to enhance teachers' knowledge and skills in the effective implementation of data in meeting students' needs, but afford multiple opportunities to improve students' academic outcomes.

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

The evidence-based strategy being implemented for this Area of Focus is data-driven decision making. The rationale for collaboratively selecting to focus on this strategy to address the critical needs in the school is based on data results, which reveal inconsistencies in the efficient usage of data in making instructional decisions in the learning environment. This is a barrier in effectively designing and implementing appropriate instructional activities to positively affect student learning. As a result of selecting data-driven decision making as a strategy, teachers will be assisted to use data to make informed instructional decisions aligned to students' specific learning needs. By implementing this instructional strategy, an improvement in the percentage of students' performing at or above grade-level should result.

**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: Weekly department meetings will be arranged so that teachers can collaboratively share best practices gained via professional learning. As a result, teachers will be able to utilize best practices within their respective content-area classrooms to positively affect student learning.

**Person Responsible** Juan Boue (jcboue@dadeschools.net)

8/22 – 10/14: With oversight from the assistant principal and the test chairperson, core teachers will administer baseline and/or diagnostic assessments to students. As a result, actionable school-wide data will be generated to monitor students' academic progress in core subject areas.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

9/12 -- 10/14: After the administration of baseline/diagnostic assessments, the assistant principal will spearhead data analysis sessions conducted by leadership team members using data platforms (including Power BI, i-Ready, and Performance Matters) to facilitate collegial data discussions. As a result, teachers will be enabled to identify students' individualized levels to accelerate learning growth, making instructional decisions based on current baseline data results.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

9/12 -- 10/14: Baseline and diagnostic assessment data results will be monitored by the assistant principal and subsequently used by teachers to plan for classroom instruction that focuses on addressing unfinished learning. As a result, teachers will be adequately equipped in addressing skill gaps to improve academic outcomes in core subject areas.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

10/31 -- 12/16: Structured bi-weekly department meetings will be conducted to share best practices to meet teachers' needs. As a result, teachers will be enabled to utilize best practices within their respective content areas to increase student performances.

**Person Responsible** Juan Boue (jcboue@dadeschools.net)

10/31 -- 12/16: Administration will ensure that various data sources are made available to conduct analyses to identify students that will benefit from acceleration and/or remediation activities. As a result, an increase in the number of students attaining mastery will be demonstrated on topic and/or benchmark assessments.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

## #2. Instructional Practice specifically relating to Student Engagement

The Instructional Practice specifically relating to Student Engagement was identified as a critical need based upon FSA reporting data and student climate survey results from PowerBI.

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

FSA data from PowerBI reveal data declines in several reporting categories in reading and in math. First, there are FSA reading reporting categories that show decreases. In the area of Craft and Structure, where students interpret word choice and how text structures impact meaning, in 2022, the average correct was 50%, which is a six-point decline from 2021 (56%). In Language and Editing, where students demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling, students scored 66% in 2021, and only 61% in 2022, a decline of five points. In Mathematics, two reporting categories also demonstrated decreases: the Number System and Functions in grade 8. The Math reporting area of number system, where students apply and extend understandings of operations, declined from 37% correct in 2021, to 35% in 2022 (-2%). And, in the grade 8 area of Functions, where students demonstrated using functions to model relationships between quantities, in 2021 the students scored 22% correct; in 2022, the percentage declined to 19% (-3%).

Lastly, being that there is a correlation between students' attitude toward learning and academic performances, it is vital to consider student feedback and how it affects student achievement. In 2021, 53% of students agreed or strongly agreed with the statement, "My teachers make me want to learn." However, in 2022 student responses for this survey statement declined to 42%, a nine-percentage point decrease. This data indicates the need to establish and implement instructional frameworks that will increase student engagement during active learning sessions. These frameworks will create stronger, positive student-staff relationships, encourage active engagement, and lead to increased student academic achievement.

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

Based on FSA data results from PowerBI, some reading and math reporting categories declined. In the ELA category of "Craft and Structure" a six-percentage point decline was noted from 2021, when students scored 56%, to 2022, with students scoring only 50% in the same category. In the Math reporting category of "Number Systems," in 2021, students scored 37%, and in 2022 35%, a two-percentage point decrease. Therefore, the practice of Establishing and Implementing Instructional Frameworks will be used to address this critical need.

With the implementation of this research-based instructional practice, an additional 6% of students will score at proficiency in Reading and in Math on i-Ready AP2 in Winter 2023.

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

Non-evaluative observational walkthroughs will be conducted by leadership team members, with the goal of obtaining first-hand views of instructional patterns and issues in and across departments. Afterward, leadership team members will meet to share feedback regarding observed teaching practices. Administration will lead collegial discussions concerning identified schoolwide trends and to solicit suggestions regarding specific professional development activities to address teacher practices that will promote student engagement. Department chairs will then lead collegial discussions regarding observation feedback, giving commendations as needed. Noted areas of improvement will also be shared with colleagues in their departments, who would then have opportunities to provide their suggestions, allowing for teacher choice. Lastly, the school's professional growth

leader will arrange for on-site professional development activities that provide strategies to improve student engagement in the classroom. These actions will promote monitoring of the Area of Focus to achieve the desired outcome.

**Person responsible for monitoring outcome:**

Angela Torrens (atorrens@dadeschools.net)

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

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining practices that result in achievement of all students during the instructional block. The class period is separated into blocks of time to maximize learning for all students, to include an opening routine, whole group, small group and closing activity that promotes bell-to-bell instruction. The evidence-based strategy will provide a cohesive structure that will work across content areas, while addressing students' needs in the classroom. This will led to active student engagement in the learning environment, which will improve student outcomes.

**Rationale for Evidence-based Strategy:**

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

The evidence-based strategy being implemented for this Area of Focus is Establishing and Implementing Instructional Frameworks. The rationale for collaboratively selecting to focus on this strategy to address the critical needs in the school is based on data results, which demonstrate improvement is needed in the efficient utilization of the full instructional block in the learning environment. As a result of selecting Establishing and Implementing Instructional Frameworks as a strategy, school leaders will be equipped to provide strategic support to teachers to make full use of the instructional block. By implementing this strategy, an improvement in the percentage of students' performing at or above grade-level should result.

**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.

8-29 through 9-9: Leadership team members will plan for non-evaluative observational walkthroughs to be conducted to obtain first-hand views to measure the degree of student engagement during instruction. As a result, members of the leadership team will note instructional classes where student engagement was limited, so that strategic support can be provided for improvement.

**Person Responsible**

Angela Torrens (atorrens@dadeschools.net)

9-12 through 9-19: In a scheduled meeting, the leadership team will share feedback regarding teaching practices observed during walkthroughs. Leadership team members will provide their suggestions regarding specific professional development to be conducted to improve student engagement. As a result, a plan will be set to report observation findings to staff to begin the process for creating instructional frameworks to improve student engagement.

**Person Responsible**

Juan Boue (jcboue@dadeschools.net)



9-20 through 9-27: Department chairs will lead collegial discussions regarding walkthrough feedback, sharing findings regarding student engagement during instruction. Teachers will have opportunities to engage in discussions regarding professional development activities that will best meet their needs. As a result, collaboration will occur amongst staff, with the scheduling of professional support designed to meet staff needs, for efficient implementation to enhance student engagement.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

9-21 through 10-14: The school's Professional Growth Leader will arrange and plan for on-site professional development activities that will meet the needs of staff, (such as mentoring and Teacher-driven observations) and/or inform concerning formal professional development sessions via the district's professional development management system. As a result, teachers will be provided opportunities for participation in on-site and district-provided professional development to meet their needs and to promote professional growth, to increase student engagement in learning, thereby leading to increased student achievement.

**Person Responsible** Barbara Walker (bewalker@dadeschools.net)

10/31 -- 12/16: Administration will provide accommodations for department chair walkthroughs within their departments to take place more effectively. As a result, department chairs will learn more about classroom instructional routines to identify what training(s) and support teachers need.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

10/31 -- 12/16: The Professional Growth Leader will plan for additional on-site PD activities tailored to instructional needs. As a result, teachers will be enabled to actively participate in professional development that meet their career and personal needs, promoting professional growth and increased student engagement.

**Person Responsible** Barbara Walker (bewalker@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Support, Care and Connections**

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

Student and staff survey results from PowerBI showed negative trends. Regarding the statement “The overall climate at my school is positive and helps me learn, 17% of surveyed students disagreed or strongly disagreed with that statement in 2021. But, that disagreement percentage rose to 29% in 2022. This represents a negative trend of 14-percentage points, which indicates an increase in students who believe that school culture does not promote learning. This data point may be a reason for the increase in student absences 6+ days, from 59% in 2020 to 70% in 2022.

The data collected from the student surveys indicate the area with a huge increase is in response to the statement “Violence is a problem at my school.” In 2021, nine percent of students agreed or strongly agreed with this statement. This number rose to 44 percent in 2022, an increase of 35-percentage points, which shows a negative trend.

Also, in 2021, 95% of staff strongly agreed or agreed with the statement "I like working at my school." But in 2022, 62% of staff strongly agreed or agreed with that statement, a 33-percentage point decline. This indicates that many staff members do not enjoy working in the current school culture. Further, these feelings may be a factor in the decline in staff attendance. In 2020, only 19% of staff were absent 6+ days; this figure increased to 52% in 2022, which shows an increase of 33-percentage points, a negative data trend.

Therefore, these data points from PowerBI denote a critical need to address stakeholders' needs by addressing support, care, and connections in the learning community by promoting Social-Emotional Learning. Providing ongoing support and resources for students and staff should result in a stronger school culture, to the benefit of all stakeholders, with the goal of improving student achievement.

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

Student survey data show that in 2021, 17% of students disagreed that the school was positive and helping them learn. This negative response rose to 29% in 2022, an increase of 12-percentage points. These sentiments affect attendance, where an increase of 11-percentage points was noted in student absences (6+ days), from 59% in 2020 to 70% in 2022.

There is a decline in staff enjoyment at work, with a 33-percentage point decrease from 2021 (95% agreed or strongly agreed) to 2022 (62%). Staff attendance also declined; 52% of staff missed 16+ days in 2022, and in 2021, only 19% (33% increase). The practice of Social and Emotional Learning will be used to address this critical need.

With implementation of the practice, staff attendance will improve 33-percentage points, and a 13% improvement will be seen in student and staff responses about the above-mentioned school culture statements.

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

Scheduled meetings will be held to establish a plan to improve stakeholder engagement and strengthen connections to build school culture. Student services will spearhead Restorative Justice Practices (RJP) to help build and repair relationships within the school. To boost morale and promote inclusion, a “Sunshine Committee” will be formed to build and enhance collegial relationships. Student and staff achievements will be celebrated to impact personal and professional satisfaction.

**Person responsible for**

Angela Torrens (atorrens@dadeschools.net)



**monitoring outcome:**

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

Social and Emotional Learning (SEL) involves the processes through which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions.

By implementing SEL, the school and district will see improvements in student behavior and academic achievement. This will also have the ancillary effect of improving teacher and staff morale, ultimately improving school climate and culture.

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

The evidence-based strategy being implemented for this Area of Focus is Social and Emotional Learning. The rationale for selecting to this strategy to address the critical needs in the school is based on data results, which demonstrate the need to improve stakeholders' experiences within the learning community, thus positively affecting school climate. As a result of selecting and utilizing the Social and Emotional Learning strategy, school-level initiatives will be created to provide an intentional plan of action to actively develop social and emotional competencies in stakeholders. By implementing this strategy, an improvement in positive responses on school climate surveys from parents, students, and staff will result.

**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 -- 9/22: Scheduled meetings will be held to establish a strategic plan to improve stakeholder involvement in school activities. As a result, stakeholder feedback will be generated and implemented to strengthen connections between school, home, and community.

**Person Responsible** Juan Boue (jcboue@dadeschools.net)

8/22 -- 9/9: To boost morale and promote inclusion, a "Sunshine Committee" will be formed to build and enhance collegial relationships. As a result, collegial respect will be improved, leading to increased productivity and professional satisfaction.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

8/22 -- 10/14: With administrative support, student services will organize and spearhead Restorative Justice Practices (RJP) to help build and repair relationships within the school. As a result, stakeholders, especially students, will be equipped with intentional, respectful ways of discussing and responding to issues and problems, to resolve conflict in constructive ways.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

8/29 -- 10/14: Using various media platforms, student and staff achievements will be celebrated to impact personal and professional satisfaction. As a result, student and staff motivation will increase, creating a more positive school culture.

**Person Responsible** Vanessa Quintana (vfquintana@dadeschools.net)

10/31 -- 12/16: Administration will provide faculty training for RJP classroom activities and develop a plan for support and modeling. As a result, faculty and staff members will be equipped to provide strategies to help students to resolve conflicts and take ownership of their behaviors.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

10/31 -- 12/16: Solidify the Sunshine Committee so that regularly planned activities for relationship building with faculty and staff will occur. As a result, collegiality will improve, leading to increased productivity and job satisfaction.

**Person Responsible** Ileana Rozo (242194@dadeschools.net)

**#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**

The rationale that explains how transformational leadership specifically relating to Specific Teacher Feedback/Walkthroughs was identified as a critical need was based upon the reviewed staff survey data derived from PowerBI.

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

Data analysis revealed declines in staff responses concerning the frequency of instructional walkthroughs by administration. In 2021, 33% of staff responded that instructional walkthroughs occurred daily or weekly, and 37% said that the walkthroughs occurred monthly. However, in 2022, 21% of staff stated that walkthroughs occurred daily or weekly, a decrease of 12-percentage points from 2021, while 29% of staff responded that walkthroughs occurred each month, also a decline of 12-percentage points.

Another data point that declined was in staff responses about being supported by teacher leaders. In 2021, 85% of staff felt that teacher leaders supported them weekly. This number declined in 2022, where 74% of staff responded that teacher leaders supported them weekly, a decrease of 11-percentage points. Added to this, that in 2022, 4% of staff felt they were never supported, when there were no responses to that effect in 2021, resonates the need to intensify efforts to support classroom teachers, which will positively affect school culture and environment.

Therefore, these data points from staff school culture survey results denote a critical need to address providing educators consistent support in the classroom, using instructional walkthroughs and consistent, developmental feedback to identify teachers' strengths and weaknesses. These ongoing, insightful feedback will promote educator growth, improve staff effectiveness, benefiting all students in meeting their specific needs. Consistent, developmental feedback can serve as a powerful tool. in promoting and encouraging professional development.

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

Based on the School Climate Survey results, there were declines in leadership support and frequency of instructional walkthroughs. In 2021, 85% of staff responded that they were supported by teacher leaders weekly. But in 2022, 74% of staff stated they received weekly teacher leader support, a 11-percentage decrease. Also, in 2021, 37% stated that the walkthroughs occurred monthly. But in 2022, 29% stated walkthroughs occurred monthly, a decline of 12-percentage points. Therefore, the practice of Consistent, Developmental Feedback will be used to address this critical need.

With the implementation of this strategy, an additional 16% of staff will respond that they receive weekly support by teacher leaders, and there will be an increase of 21% of staff who respond that walkthroughs are occurring at a monthly basis on the 2023 School Climate Survey.

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

From the start of the school year, leadership team members, under the guidance of the Assistant Principal for Curriculum, will be engaged in instructional walkthroughs to observe best practices and identify area(s) in need of improvement. Subsequently, a school-based Professional Development Plan will be formed, using feedback from leadership team members and survey results from the staff to meet teachers' needs. The Professional Growth Leader will schedule monthly professional development activities for participation, ensuring that all faculty members are informed of these monthly professional development sessions in a timely manner. These activities will result in increased stakeholder engagement in the process of professional development, leading to the realization of the school's mission and vision.

**Person responsible for monitoring outcome:**

Angela Torrens (atorrens@dadeschools.net)

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

Consistent, developmental feedback is the evidenced-based strategy being implemented for this Area of Focus. It involves providing a clear expectation, progress towards that goal, and a description of the behavior and support that will be provided to reach that goal. Feedback should be provided regularly as a means of professional growth.

Providing consistent, developmental feedback will serve as a guide for identifying areas of strength and weaknesses. It also provide frequent opportunities for constructive interactions will staff, allowing time for modifications to improve teacher practice. Consistent implementation of the strategy will lead to improved clarification of instructional expectations, which will build staff confidence and improve school culture.

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

The rationale for selecting the strategy of Consistent, Developmental Feedback is based upon results from Staff Surveys from the 2021-2022 school year. Data results indicate that half of the staff revealed that instructional walkthroughs occurred at least monthly. Infrequency of instructional walkthroughs lead to negative results, including a disconnect between educators and administrators, that may ultimately lead to damaged collegial relationships. Additionally, staff members indicated a noted decline in their perceptions regarding the support provided to them. Less than 75% of staff indicated that they received weekly support to fulfill their professional goals and work requirements in 2022. Even more startling, four percent of staff last year felt that they were NEVER supported, an indicator that improvement is needed in this Area of Focus.

**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 through 9-6: Leadership team members will plan for non-evaluative observational walkthroughs to be conducted to obtain first-hand views of instructional patterns and issues in and across departments. As a result, leadership team members will be able to identify site best practices and area(s) that in need of improvement, so that strategic feedback can be shared amongst staff.

**Person Responsible**

Angela Torrens (atorrens@dadeschools.net)

9-7 through 9-16: The Assistant Principal will spearhead discussions with school leadership team members to solicit input and feedback on instructional practices and educator needs at the school site. As a result, a school-site Professional Development Plan will be developed to provide the blueprint for monthly professional developments activities designed to build teacher capacity and effectiveness.

**Person Responsible**

Angela Torrens (atorrens@dadeschools.net)

9-12 through 9-19: To promote teacher reflections, obtain professional feedback and allow for choice, a Professional Development Needs Assessment Survey will be created and given to staff members. As a result, the survey suggestions and results will be utilized in the constructing of the school's Professional

Development "Road Map," serving as a guide in the development of monthly professional development activities that will be available for staff members.

**Person Responsible** France-Marie Jordan (fjordan@dadeschools.net)

9-20 through 10-14: With support and guidance from the Assistant Principal, leadership team members will facilitate individualized collegial discussions to encourage teacher reflection on instructional practices. As a result, teachers will be afforded opportunities throughout the year to actively participate in learning opportunities to remain current in educational trends, to develop and/or enhance skills, and to meet personal and/or professional goals. to benefit of all students.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

10/31 -- 12/16: A structured plan to increase in non-evaluative leadership team walkthroughs to measure student engagement and provide informal feedback will be implemented. As a result, leadership team members will be enabled to share timely feedback that will increase student achievement and professional growth.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

10/31 -- 12/16: Individual instructional needs will be surveyed and discussed during department meetings for effective on-site PD activities. As a result, teachers will be afforded additional opportunities to increase their learning on educational trends, meeting personal and/or professional goals, benefiting all students.

**Person Responsible** Barbara Walker (bewalker@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.

The school addresses building a positive school culture and environment by creating various avenues for students to continue developing and fostering their sense of community and belonging, promoting a safe, engaging, and supportive school environment. This year, a special emphasis has been placed on building consistent systems to improve school culture and environment for all stakeholders.

Staff members are continuously provided with opportunities to celebrate successes in various ways to positively impact school culture. Staff members are routinely recognized during collegial meetings and via social media platforms when implementing innovative programs and are rewarded for superior achievement and excellence in education.

Students' achievements will continue to be spotlighted via the school's public address system and varied

social media outlets to promote school success. Students who exemplify the M-DCPS "Values Matter" nine core values (Citizenship, Cooperation, Fairness, Kindness, Integrity, Honesty, Pursuit of Excellence, Respect, and Responsibility) will be celebrated monthly, serving as examples to their fellow peers in student behavior. Lastly, in response to stakeholder feedback, increased participation in student activities (i.e. extra-curricular activities, sports, and student office assistants) is being promoted, to offer student opportunities to apply academic skills in real-world contexts, building positive school culture.

To address stakeholders, regularly scheduled collaborative meetings are held to involve parents and business community members in the decision-making process, positively affecting instruction and the delivery of programs. Parents are advised regarding school activities for their child(ren), and ways in which they can support these activities via social media formats, including our school's website ([www.rubendariums.org](http://www.rubendariums.org)). Finally, our business partners are increasing their involvement in our school's activities, promoting positive culture by providing incentives and reward for our students, faculty, and staff members, which helps to build a positive learning community.

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

School stakeholders are routinely involved in promoting a positive culture and environment. This will include the school Principal, Assistant Principals, Department Chairs, Instructional Coaches, Team Leaders, the Media Specialist, School Counselors, the Activities Director, and the Athletic Coordinator.

The principal's responsibility, as a school transformational leader, is to improve the educational experiences for both students and staff alike. This year, the principal has focused attention on the implementation of policies to address school safety and promotion of student wellness. These policies are designed to improve school culture and environment by creating structures that will improve students mental and physical health, which will lead to academic successes and a positive school culture and environment. Assistant principals serve as administrative advocates, supporting the school's mission and vision statements, promoting positive culture and environment. They assist in the creation of school-wide goals and initiatives related to student learning and behavior. These proactive, collaborative efforts serve as the framework for creating positive conditions that meet the needs of all members of the learning community.

Leadership team members also serve vital roles in the promotion of a positive school culture and environment. As instructional school leaders, departmental chairs support a culture of healthy and open discussion about school issues and concerns, while also demonstrating active support for school decisions. The Math Instructional Coach also promotes a positive school culture by assisting colleagues with the implementation of the new state math standards, the utilization of new math curriculum resources, and providing coaching with teachers in the usage of effective math strategies. Team leaders serve as liaisons between faculty and parents, informing concerning academic and/or behavior concerns, so that additional services and support can be provided to support students. The new Media Specialist serves as the school's STEAM liaison to promote increased participation in student-centered activities in Science, Technology, Engineering, Art, and Mathematics, with the goal of achieving STEAM School Designation. School Counselors respond to students' academic, social/emotional, and/or mental health needs by addressing barriers that may negatively affect progress, and to provide strategies and support services to maximize student success.

Lastly, the Activities Director and the school Athletic Coordinator work tirelessly to arrange and promote active student participation in extra-curricular activities. The Activities Director collaborates with families, business partners, and school personnel to build an authentic school-wide community that includes various field trips to enhance students' learning experiences. The Athletic Coordinator manages all facets of our school's sports programs, including promoting active student participation in afterschool sporting events.