Miami Lakes Educational Center

2022-23 Schoolwide Improvement Plan

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Miami Lakes Educational Center

5780 NW 158TH ST, Miami Lakes, FL 33014

http://mlec.dadeschools.net/

Demographics

Principal: Yaset Fernandez

Start Date for this Principal: 1/6/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (75%) 2018-19: A (70%) 2017-18: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Lakes Educational Center is to create a highly qualified future workforce by offering
state-of-the art academic, career and technical education to all generations within our community.

Provide the school's vision statement.

To facilitate, promote and provide successful career training opportunities and high academic standards for
secondary and post-secondary students designed to meet the challenges of an ever-changing global economy.

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.**:**

Part I: School Information

Name	Position Title	Job Duties and Responsibilities
Fernandez, Yaset	Principal	Mr. Fernandez is our Principal. Principal Fernandez leads the formulation of policies, organizational plans, goals and objectives of our school. He oversees all programs which engage various stakeholders at our school and provides valuable insight to guide our school's decision making process.
Windisch, Michael	Assistant Principal	Mr. Windisch is our Vice Principal. He assists Principal Fernandez in the formulation of policies, organizational plans, goals and objectives of our school. He oversees and spears all programs which engage various stakeholders at our school and provides valuable insight to guide our school's decision making process.
Cimino, Edith	Assistant Principal	Mrs. Cimino is our Assistant Principal. She assists in the planning, development, organization, coordination, and supervision of instructional programs and activities. She also assists in overseeing the implementation of District approved curriculum programs in light of our school's needs.
Triche-Eugene, Bertine	Assistant Principal	Mrs. Triche-Eugene is our Assistant Principal. She assists in the planning, development, organization, coordination, and supervision of instructional programs and activities. She also assists in overseeing the implementation of District approved curriculum programs in light of our school's needs.
Galarce, David	Magnet Coordinator	Mr. Galarce is our Magnet Coordinator. He assists our school administration and magnet teachers with the implementation of our magnet programs and recruitment of students.
Cordova, Katrina	Other	Ms. Cordova is our Activities Director. She assists our administration with the implementation of programs which assist in meeting the educational and social needs of our school community to enhance culture.
Chavis, Charlesette	Other	Ms. Chavis is our ELA Department Chairperson. She provides instructional leadership, support, and assistance to all teachers in the ELA Department. She also serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials.
Miller, Alicia	Other	Ms. Miller is our Mathematics Department Chairperson. She provides instructional leadership, support, and assistance to all teachers in the Mathematics Department. She also serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials.
Moffi, John	Other	Mr. Moffi is our Social Studies Department Chairperson. He provides instructional leadership, support, and assistance to all teachers in the Social Studies Department. He also serves as a resource to support a standards-

Name	Position Title	Job Duties and Responsibilities
		based curriculum, effective instructional strategies, and instructional materials.
Mendez, Haydee	Other	Dr. Mendez is our Science Department Chairperson. She provides instructional leadership, support, and assistance to all teachers in the Science Department. She also serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials.
Vernon, Marlon	Other	Mr. Vernon is our CTE/Electives Department Chairperson. He provides instructional leadership, support, and assistance to all teachers in the CTE/Electives Department. He also serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials.
DeArmas, Vanessa	Other	Ms. DeArmas is our Trust Specialist. She serves as a liaison between our school and mental health organizations and resources outside of our school. She provides students with access to individual or group counseling services and supports students' mental well-being as well as academic choices and situations.
Sands, Teri	Other	Ms. Sands is our Student Services Department Chairperson and CAP advisor. She provides support to all counselors in the Student Services Department, and assist students with the college admissions process.
Suarez, Ivon	Other	Ms. Suarez is our SPED Department Chairperson. She ensures special education services are provided for students with disabilities in compliance with district, state, and federal requirements.

Demographic Information

Principal start date
Monday 1/6/2020, Yaset Fernandez

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.*
3

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.*
11

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

1,019

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

6

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

4

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	0	0	261	317	226	220	1024
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	18	0	0	18
Course failure in Math	0	0	0	0	0	0	0	0	0	5	9	11	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	27	19	27	0	73
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	33	20	18	0	71
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	53	35	27	23	138

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	0	0	0	0	0	0	0	

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

Date this data was collected or last updated

Friday 8/12/2022

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	0	0	0	361	274	275	250	1160
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	27	38	34	119
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	0	0	0	2	17	7	2	28
Course failure in Math	0	0	0	0	0	0	0	0	0	4	31	12	15	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	25	33	31	19	108
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	30	33	25	20	108
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	74	0	0	0	74

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	0	0	0	18	36	23	17	94

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

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	0	0	0	361	274	275	250	1160
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	27	38	34	119
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	0	0	0	2	17	7	2	28
Course failure in Math	0	0	0	0	0	0	0	0	0	4	31	12	15	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	25	33	31	19	108
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	30	33	25	20	108
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	74	0	0	0	74

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	0	0	0	18	36	23	17	94

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

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	72%	54%	51%				72%	59%	56%
ELA Learning Gains	68%						61%	54%	51%
ELA Lowest 25th Percentile	56%						49%	48%	42%
Math Achievement	72%	42%	38%				69%	54%	51%
Math Learning Gains	83%						59%	52%	48%
Math Lowest 25th Percentile	77%						56%	51%	45%
Science Achievement	58%	41%	40%				74%	68%	68%
Social Studies Achievement	78%	56%	48%				85%	76%	73%

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

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	68%	6%	67%	7%

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

		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	71%	14%	70%	15%

		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	63%	1%	61%	3%

		GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	54%	16%	57%	13%

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	46	58	52	42	72	76	47	36		94	87
ELL	42	58	53	63	83	63	48	46		100	92
ASN	90	40									
BLK	69	70	59	68	79	80	52	77		100	78
HSP	72	67	53	74	85	74	60	78		99	94
WHT	75	87									
FRL	70	67	56	72	82	77	58	77		100	89

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	20	50	48	11	21	23	27			100	60
ELL	31	44	43	16	19	23	32	27		100	75
BLK	54	48	32	21	21	17	49	64		100	89
HSP	63	52	41	32	22	34	53	71		100	84
WHT	75	73									
FRL	61	52	42	28	21	30	53	67		100	85

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	38	52	63	62	62	80	56	60		100	47
ELL	50	54	53	70	65	63	63	57		100	53
BLK	64	55	38	57	50	48	72	89		99	76
HSP	76	63	52	74	63	58	78	83		99	68
WHT	67	64						100			
FRL	70	60	50	69	59	54	74	84		99	68

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	75
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	67
Total Points Earned for the Federal Index	821
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
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	65
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	65
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	73
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	75
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	
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	81
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	74
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The 2022 Subgroup data findings demonstrate consistent increases across all core content areas.
All ELA Subgroups Achievement increased except for WHT which remained the neutral.
All ELA Subgroups Learning Gains increased by 8-22 percentage points.
All ELA Subgroups Learning Gains L25 increased by 4-27 percentage points.
All Math Subgroups Achievement and Learning Gains increased by 31-64 percentage points.
All Math Learning Gains L25 increased by 40-63 percentage points.
Science Subgroups Achievement levels increased by 3-20 percentage points.
Social Science Subgroups Achievement levels increased by 7-19 percentage points.

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

Based on 2022 EOC data, Biology was identified as the area with the greatest need for improvement. In analyzing 2022 data in comparison with 2021/2019 data, though data findings demonstrate increases in achievement across all subgroups, Biology was the area which was furthest from achievement goals set based on prepandemic achievement scores. Our proficiency goal for Biology was 74%, and the actual proficiency was 16 percentage points less at 58%, identifying Biology as our core area with the greatest need for improvement.

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

During the 2021 -22 school year, our Biology teacher was absent often due to family related health issues and this hindered instruction for a period of the school year. To address this need we have assigned AP Biology courses to another instructor, and are anticipating less interruptions with regards to teacher absences.

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

Math Learning Gains increased from 22 percentage points in 2021 to 83 percentage points on 2022 EOCs in Algebra 1 and Geometry .

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

Last year, we made a shift in personnel teaching these core areas and placed an emphasis on implementing data-driven instruction in all core content areas. Quarterly data chats were conducted with administrators, teachers, and students. Data Trackers were also effectively utilized to monitor student progress and guide instruction. Top performing students were incentivized following the MYA.

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

Strategies which will need to be implemented in order to accelerate learning are Standards-Based Collaborative Planning, Standards-Based instruction, Data driven instruction, and Differentiated RTI interventions. We will offer more in-house, job embedded professional development opportunities for teachers to collaborate in analyzing specifications of BEST standards and plan instruction aligned to standards. Teachers will utilize plans developed in Standards-Based Collaborative Planning sessions to deliver instruction. To ensure effectiveness of Standards-Based collaborative planning and instruction, administrators will attend collaborative planning meetings, conduct walkthroughs following meetings, and provide timely feedback to teachers. To warrant data driven instruction quarterly data chats using Performance Matters data will occur with teachers and students following Topic/Mid Year Assessments. Differentiated RTI interventions and extended learning opportunities will be provided to support students who are not showing growth based on Performance Matters 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.

The PLST will develop school-wide and job-embedded content specific sessions with a focus on Standards-Based Collaborative Planning and using data to drive instruction. We plan to conduct this professional development on non-opt and optional teacher planning days throughout the school year.

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

We will implement in-house professional development opportunities for accountability area teachers to collaborate and create standards based lessons focused on B.E.S.T. standards. To monitor the effectiveness of collaborative planning, administrative walkthroughs will be conducted following collaborative planning sessions to ensure standards based learning and data-driven instruction. Administrators will use Teach Like A Champion/FEI walkthrough observation data to provide timely feedback to teachers. Data chats will be held with teachers and students following interim assessments throughout the 2022-23 school year. Data trackers will continue to be used to facilitate conversations during data chats. Extended Learning opportunities will be provided through after school tutoring and interventions.

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

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2022 FSA proficiency data, 28% of students in ELA, 28% of students in Math, 42% of students in Science, and 22% of students in Social Science have not yet reached proficiency. Though data findings demonstrated increases in all content areas and we will be implementing BEST standards this year, our goal is to gradually decrease the percentage of nonproficient students in core content areas.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	8/17-6/7-If we successfully implement data driven and differentiated instruction, then core content areas will increase in proficiency by a minimum of 5 percentage points. Increases will be evidenced by the 2023 State Assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Quarterly data chats using Performance Matters data will occur with teachers and students following Topic/Mid Year Assessments. Differentiated RTI interventions and extended learning opportunities will be provided to support students who are not showing growth based on Performance Matters Data.
Person responsible for monitoring outcome:	Yaset Fernandez (236764@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Our school will focus on the evidence-based strategy of Data-Driven and Differentiated Instruction. Data-Driven instruction will assist in increasing overall achievement scores in core content areas, as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Data-Driven Instruction will ensure that teachers are using timely, and aligned data to plan differentiated instruction that specifically meet student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available to address areas of deficiencies.

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

8/31-10/21-A data tracker by teacher will be created to progress monitor students with Performance Matters Data. As a result, teachers will use data trackers to monitor student progress and differentiate instruction as needed.

Person Responsible	Bertine Triche-Eugene (btriche@dadeschools.net)

8/31-10/21-Administrators will conduct quarterly data chats using Performance Matters data with teachers following Topic Assessments. As a result, teachers will be able to precisely identify student deficiencies for differentiated remediation.

Person Responsible   Yaset Fernandez (236764@dadeschools.net)

8/31-10/21-Teachers will conduct quarterly data chats with students using Performance Matters data following Topic Assessments. As a result, students will be able to precisely identify areas of deficiencies for targeted improvement.

Person Responsible   Yaset Fernandez (236764@dadeschools.net)

8/31-10/21-RTI interventions and extended learning opportunities will be provided to support students who are not showing growth based on Performance Matters Data. As a result, students will continue to be progress monitored following targeted instruction with Performance Matters Data.

Person Responsible   Bertine Triche-Eugene (btriche@dadeschools.net)

10/31-12/16/2022-Teachers will utilize bellringer activities to spiral deficient concepts in need of remediation. As a result, students will attain a better understandiing of misconceptions on deficient concepts.

Person Responsible   Michael Windisch (mwindisch@dadeschools.net)

10/31-12/16/2022-Award top five students demonstrating highest progress and highest achievement scores on the MYA with gift cards and a hallway poster chart. As a result, students will be motivated to increase in performance as they prepare for upcoming Spring assessments.

Person Responsible   Bertine Triche-Eugene (btriche@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on data review of the 2021-2022 Climate Survey, 25 percent more teachers felt Job Embedded professional development offered at our school kept them up to date with new educational strategies. This derived as a result of placing an emphasis on implementing Teach Like a Champion (TLAC) techniques last year, to support instruction with research based educational techniques. We will continue to promote these educational strategies with newly adopted BEST standards, using the Targeted Element of Collaborative Planning. Though data findings demonstrated increases in all content areas our goal is to gradually decrease the percentage of nonproficient students in core content areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	8/17-6/7-If we successfully implement data driven and standards based instruction, then core content areas will increase in proficiency by a minimum of 5 percentage points. Increases will be evidenced by the 2023 State Assessments, and sustained results on the 2022-23 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will offer more in-house, job embedded professional development opportunities for teachers to collaborate in analyzing specifications of BEST standards and plan instruction aligned to standards. To monitor the effectiveness of collaborative planning, administrators will attend collaborative planning meetings, conduct walkthroughs following meetings, and provide timely feedback to teachers. The Area of Focus will be monitored by way of department meeting minutes, professional development agendas, and walkthrough feedback.
Person responsible for monitoring outcome:	Bertine Triche-Eugene (btriche@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Accountability areas will focus on the evidence-based strategy of standards based instruction in Collaborative Planning. Standards based instruction will assist in ensuring classroom instruction is aligned to standard objectives for targeted instruction. Standards based instructions will be monitored through administrative walkthrough following collaborative planning meetings.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Standards Based instruction will ensure that teachers are planning with the end in mind to design lessons that specifically meet student needs and BEST standards targets. Teachers will review standard specifications when planning lessons to ensure planned instructional activities align with learning targets.

Action Steps to Implement

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

8/31-10/21-PD proposals will be submitted for job embedded in house PDs which will be offered throughout the school year. As a result, teachers will have an opportunity to collaborate in analyzing specifications of BEST standards in an effort to plan instruction aligned to standards.

Person Responsible	Angelica Borges (mrsaborges@dadeschools.net)

8/31-10/21-Collaborative Planning Meetings will continue for accountability areas. As a result, collaborative planning meetings will support standards based instruction throughout the 2022-23 school year.

Person Responsible	Michael Windisch (mwindisch@dadeschools.net)

8/31-10/21-Teachers will take turns sharing best practices in Collaborative Planning to support Job Embedded PD efforts. As a result, teachers will have an opportunity to collaborate and brainstorm challenges, needs, and shared best practices.

Person Responsible	Michael Windisch (mwindisch@dadeschools.net)

8/31-10/21-Administrators will conduct walkthrough observations following Collaborative Planning meetings to observe implementation of planning in instructional delivery and assess effectiveness. As a result, timely feedback will be provided to teachers following walkthroughs.

Person Responsible	Michael Windisch (mwindisch@dadeschools.net)

10/31-12/16/2022-Teachers in accountability areas will use the Baseball Card and SIA reports to disaggregate data and complete a data reflection form following Topic Assessments. As a result, teachers will identify areas of deficiency to plan for prescriptive remediations.

Person Responsible	Bertine Triche-Eugene (btriche@dadeschools.net)

10/31-12/16/2022-After administrative-teacher data chats are conducted, teachers will ensure that all students have set individual goals. As a result, students will identify areas of deficiency to set goals and work toward achieving proficiency.

Person Responsible	Bertine Triche-Eugene (btriche@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social 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.**	Based on data review of the Climate Survey, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed only 33% of students at our school felt adults cared about them. Considering the effects of the pandemic and obstacles students may be facing in and out of school during the current times we recognize the need to improve in staff-student connections to support social emotional learning.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	8/17-6/7-If we successfully implement the Targeted Element of Social Emotional Learning, our students will receive quality instruction that will contribute to improved student outcomes and students will feel that staff members care about them. This will be evidenced by a 5 percentage point increase on each question related to safety and feeling valued on the 2023 student climate survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The SLT will continue to collaborate with the student services department and the mental health coordinator to promote student social emotional growth utilizing growth mindset strategies. This area of focus will be monitored with the implementation of Spot Success Awards for students demonstrating positive core values to build student morale and mindfulness. A staff/student mentorship program will also be implemented.
Person responsible for monitoring outcome:	Michael Windisch (mwindisch@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Social Emotional Learning, our school will implement the evidence-based strategy of student-staff connections. Being that only 33% of students at our school felt adults cared about them, we plan to address this area of focus through availability of counseling to students, staff members reinforcing positive core values displayed by students, and the continuation of our student staff mentorship program.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We anticipate increasing the percentage of students who feel adults care about them by 5 percentage points. Improved student staff connections will assist in enhancing students' level of motivation and promote learning . Students who have access to more strong relationships are more academically engaged, have stronger social skills, and experience more positive behavior.

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

8/31-10/21-Continue promoting mindfulness strategies via presentations, individual counseling, and group counseling. As a result, students will be supported in social emotional development, and utilizing mindfulness strategies.

Person Responsible   Vanessa DeArmas (282729@dadeschools.net)

8/31-10/21-Acknowledge and reinforce core values and positive behaviors attributing to mindfulness with Spot Success Awards for students. As a result, we will build student morale and mindfulness to ingrain this into our school culture.

Person Responsible   Bertine Triche-Eugene (btriche@dadeschools.net)

8/31-10/21-Students will continue to receive five hour mental health instruction in ELA courses. As a result, students will become more informed on mental health awareness.

Person Responsible   Charlesette Chavis (cchavis-dunn@dadeschools.net)

8/31-10/21-Student staff mentorship program to provide emotional and social support to L25/35 students. As a result, L25/35 students would receive an additional layer of support from a trusted adult to build student and staff connections within our school.

Person Responsible   Bertine Triche-Eugene (btriche@dadeschools.net)

10/31-12/16/2022-Feature a monthly Core Value Focus, and nominate students and staff members for Values Matter Miami recognition. As a result, we will build student morale and mindfulness to ingrain this into our school culture.

Person Responsible   Vanessa DeArmas (282729@dadeschools.net)

10/31-12/16/2022-Host monthly SEL Strong student seminars and roundtable discussions to provide support and empowerment to students' physical and mental well-being. As a result, students will be supported in social emotional development.

Person Responsible   Vanessa DeArmas (282729@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on data analysis from the School Climate survey, and Spring 2022 FSA achievement scores, our school will continue implementing the targeted element of Walkthroughs. We selected this targeted element last school year and 2023 data findings demonstrated increases in all accountability areas as evidenced by Spring 2022 FSA achievement scores. We are also aiming to increase the visibility and availability of administrators to students and staff members with this target element as well.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	8/17-6/7- If we successfully implement the Targeted Element of Walkthroughs, our teachers will be provided with support and feedback from administrators to enhance instruction, and administrators may be afforded more opportunities to be available to students while visiting classrooms. We are aiming to increase proficiency in all accountability areas by a minimum of 5 percentage points on the 2023 State Assessments and climate survey responses regarding administrator availability.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will continue implementing collaborative planning meetings in accountability areas. To monitor the effectiveness of collaborative planning, administrators will attend collaborative planning meetings, conduct walkthroughs following meetings, and provide timely feedback to teachers.
Person responsible for monitoring outcome:	Yaset Fernandez (236764@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of utilizing Teach Like a Champion (TLAC) techniques with the incorporation of FEI indicators. All teachers will receive a copy of the TLAC text, and the Framework for Effective Instruction (FEI) which will be reviewed and discussed in collaborative planning. Following collaborative planning meetings administrators will conduct focused walkthroughs to observe the implementation of TLAC techniques and provide timely feedback to teachers. Administrators will also discuss the progression and effectiveness of Walkthroughs in leadership team meetings with Performance Matters and Power BI data.
Rationale for Evidence-based	Conducting Walkthroughs will allow us to be strategic with monitoring effectiveness of classroom instruction, as well as demonstrate presence for students to feel more comfortable approaching administrators.

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

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

8/31-10/21- Promote the implementation of TLAC techniques by providing each teacher with a copy of the TLAC text and the FEI. As a result teachers will model techniques in Collaborative planning meetings and learn enhanced techniques to support pedagogy.

**Person
Responsible**   Bertine Triche-Eugene (btriche@dadeschools.net)

8/31-10/21-Administrators will conduct walkthroughs to monitor standards based instruction aligned to planning. As a result, timely feedback will be provided to teachers following walkthroughs.

**Person
Responsible**   Yaset Fernandez (236764@dadeschools.net)

8/31-10/21-Spotlight instructional best practices in Faculty Meetings. As a result, teachers will learn enhanced techniques to support pedagogy.

**Person
Responsible**   Bertine Triche-Eugene (btriche@dadeschools.net)

8/31-10/21-Provide walkthrough feedback to teachers to support continued pedagogical development. As a result, teachers would use timely feedback to improve practices, and engage in effective reflection for continued development.

**Person
Responsible**   Yaset Fernandez (236764@dadeschools.net)

10/31-12/16/2022-Department Teams will take turns presenting a TLAC technique at monthly faculty meetings. As a result, teachers will learn enhanced techniques to support pedagogy..

**Person
Responsible**   Bertine Triche-Eugene (btriche@dadeschools.net)

10/31-12/16/2022-Conduct leadership team meetings to monitor the implementation of instructional programs and adjust as needed. As a result, teachers would use timely feedback to improve practices, and engage in effective reflection for continued development.

**Person
Responsible**   Yaset Fernandez (236764@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

N/A

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

N/a

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

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?

N/A

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?

N/A

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

N/A

Positive Culture & Environment

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

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

Our school addresses building a positive school culture and environment through enhanced communications, engaging student activities, and continuously preserving a culture of excellence. To promote this culture we create opportunities throughout the year to engage with parents and families. This ensure open lines of communication are maintained through various outlets, so parents acquire necessary information to support students. Information is also consistently provided to all stakeholders through our social media pages, parent informational meetings, School Messenger and school webpage. Engaging and traditional activities such as pep rallies, fall festivals, class competitions and etc., promote school spirit, student pride and sense of belonging for students within our school community. We preserve a culture of excellence by supporting professional growth with ongoing Job-Embedded professional development provided to teachers. This year we will be enhancing teacher skill-set by providing teachers with job-embedded professional development on implementing standards-based instruction using the BEST standards and the Framework of Effective Instruction. Best practices will be developed and modeled in collaborative planning meetings.

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

Stakeholders involved in building a positive school culture and environment are the principal, assistant principals, and teacher leaders. The Principal's role will be to continue monitoring and overseeing all school initiatives and provide timely feedback, support and guidance in respond to concerns . The Assistant Principals will monitor the implementation of standards-based developed in collaborative planning and conduct walkthroughs . Teacher leaders will assist in promoting best practices for implementing BEST standards through the modeling, and sharing of information disseminated throughout the year. Teacher leaders will also provide and respond to feedback from stakeholders. All stakeholders are responsible for making specific efforts to maintain open lines of communication and build relationships with students, parents, and families.