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Country Club Middle School

18305 NW 75TH PL, Miami Lakes, FL 33015

<http://countryclubmiddle.dadeschools.net>

Demographics

Principal: Rafael Crespo

Start Date for this Principal: 7/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	89%
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 Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2020-21: (34%) 2018-19: C (49%) 2017-18: C (50%)
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	TS&I
* 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.

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.

Country Club Middle School will support the unique needs of its students as they mature educationally, physically, and socially. All staff, students, and their families will work cooperatively in an atmosphere of mutual respect to help each individual reach their optimum academic and social potential in a safe, respectful, and widely diverse learning community through a broad range of academic and extracurricular activities.

Provide the school's vision statement.

Country Club Middle School will promote academic excellence for all students in a supportive and cooperative environment which encourages mutual respect of persons from diverse, ethnic, and economic backgrounds.

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
Crespo, Rafael	Principal	Guide and direct School Leadership Team in the collaborative efforts to create, implement, and monitor the School Improvement Plan
Ahmed, Mohammed	Teacher, ESE	Collaborate on the creation, implementation, and monitoring of the School Improvement Plan.
Picado, Jessica	Teacher, Career/ Technical	Collaborate on the creation, implementation, and monitoring of the School Improvement Plan.
Perez-Castillo, Amelia	Teacher, K-12	Collaborate on the creation, implementation, and monitoring of the School Improvement Plan.
	Assistant Principal	Collaborate on the creation, implementation, and monitoring of the School Improvement Plan.
Spicer, Lisa	Teacher, K-12	Collaborate on the creation, implementation, and monitoring of the School Improvement Plan.
Cannon, Claudette	Teacher, K-12	Collaborate on the creation, implementation, and monitoring of the School Improvement Plan.
Borges, Theresa	Math Coach	Collaborate on the creation, implementation, and monitoring of the School Improvement Plan.

Demographic Information

Principal start date

Monday 7/29/2019, Rafael Crespo

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.*

0

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.*

2

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

629

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

11

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

5

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	189	220	245	0	0	0	0	654
Attendance below 90 percent	0	0	0	0	0	0	24	44	99	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	2	42	74	0	0	0	0	118
Course failure in ELA	0	0	0	0	0	0	15	6	32	0	0	0	0	53
Course failure in Math	0	0	0	0	0	0	22	27	21	0	0	0	0	70
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	37	67	124	0	0	0	0	228
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	57	103	124	0	0	0	0	284
Number of students with a substantial reading deficiency	0	0	0	0	0	0	77	99	137	0	0	0	0	313

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	46	93	145	0	0	0	0	284

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	1	4	3	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	3	2	1	0	0	0	0	6

Date this data was collected or last updated

Monday 9/12/2022

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	247	225	234	0	0	0	0	706
Attendance below 90 percent	0	0	0	0	0	0	54	60	74	0	0	0	0	188
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	27	20	54	0	0	0	0	101
Course failure in Math	0	0	0	0	0	0	45	21	87	0	0	0	0	153
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	38	51	0	0	0	0	120
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	39	51	0	0	0	0	121
Number of students with a substantial reading deficiency	0	0	0	0	0	0	116	117	147	0	0	0	0	380

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	51	44	94	0	0	0	0	189

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	2	7	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	1	0	3	0	0	0	0	4

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	199	217	230	0	0	0	0	646
Attendance below 90 percent	0	0	0	0	0	0	46	91	78	0	0	0	0	215
One or more suspensions	0	0	0	0	0	0	34	78	78	0	0	0	0	190
Course failure in ELA	0	0	0	0	0	0	2	32	17	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	23	19	29	0	0	0	0	71
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	71	114	133	0	0	0	0	318
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	109	121	173	0	0	0	0	403
Number of students with a substantial reading deficiency	0	0	0	0	0	0	106	134	135	0	0	0	0	375

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	92	138	163	0	0	0	0	393

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	5	3	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	2	2	6	0	0	0	0	10

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	37%	56%	50%	35%			38%	58%	54%
ELA Learning Gains	45%	56%	48%	36%			49%	58%	54%
ELA Lowest 25th Percentile	36%	48%	38%	37%			51%	52%	47%
Math Achievement	28%	55%	54%	23%			30%	58%	58%
Math Learning Gains	42%	64%	58%	19%			37%	56%	57%
Math Lowest 25th Percentile	52%	63%	55%	24%			44%	54%	51%
Science Achievement	34%	51%	49%	29%			45%	52%	51%
Social Studies Achievement	69%	73%	71%	48%			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	30%	58%	-28%	54%	-24%
Cohort Comparison						
07	2022					
	2019	33%	56%	-23%	52%	-19%
Cohort Comparison		-30%				
08	2022					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	25%	58%	-33%	55%	-30%
Cohort Comparison						
07	2022					
	2019	19%	53%	-34%	54%	-35%
Cohort Comparison		-25%				
08	2022					
	2019	17%	40%	-23%	46%	-29%
Cohort Comparison		-19%				

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	32%	43%	-11%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	68%	28%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	73%	-7%	71%	-5%
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	83%	54%	29%	57%	26%

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	32	47	48	33	48	51	28	54			
ELL	30	42	31	19	44	55	24	56	72		
BLK	34	42	47	31	38	47	27	68	67		
HSP	39	46	32	27	44	55	36	70	68		
WHT	31	45		31	50						
FRL	36	44	37	27	42	51	31	68	68		

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	24	24	20	23	21	20	23	32			
ELL	30	40	44	20	20	31	18	40	47		
BLK	42	35	19	23	16	15	36	48	61		
HSP	33	36	41	24	20	26	26	47	55		
FRL	33	33	33	21	17	21	26	45	55		

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	18	39	39	19	34	33	30	65			
ELL	29	53	54	23	38	43	42	59	76		
BLK	42	38	43	33	27	38	37	88	76		
HSP	36	52	52	29	39	44	47	66	79		
WHT	40	50		50	50						
FRL	35	48	52	30	36	42	44	71	77		

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)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	47
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	58
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
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	48
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

Multiracial Students	
Number of Consecutive Years Multiracial Students 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
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

2022 Data Findings:

Learning Gains increased for ELA and Math across all grade levels. Overall ELA Achievement increased by 2 percentage points from 35% in 2021 to 37% in 2022. However, ELA learning gain scores for ELL went up from 36% in 2021 to 45% in 2022. Math achievement scores also increased from 23% in 2021 to 28% in 2022. Science Achievement increased by 5 percentage points to 34% in 2022 when compared to the Science achievement scores in 2021 of 28%.

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

2022 Data findings:

A comparison of the 2021 versus the 2022 Mathematics proficiency percentage, exhibits a slight increase of 5 percentage points from 23% in 2021 to 28% in 2022. While these results indicate an

improvement in proficiency the current percent passing of 28% is well below the district average of traditional middle schools which is 47%

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

2022 Data findings:

Contributing to this data finding is the lack of courses providing interventions such as intensive mathematics, the lack of a mathematics coach, and tutoring to remediate deficiencies. To address this need intensive mathematics courses will be implemented, as well as an interventionalist to conduct pull-outs to tutor students, and the hiring of a dedicated Math Coach.

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

2022 Data findings:

Based on a comparison of the results of the 2022 and 2021 state assessment, Learning gains for the lowest 25% subgroup demonstrated to most improvement by increasing from 24% in 2021 to 52% in 2022 which represents an increase of 28 percentage points. This increase exhibited our greatest overall improvement from the 2021 to 2022 state assessment administration.

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

2022 Data findings:

Factors that contributed to this increase in scores were the addition of Mathematics intensive courses for the lowest 25% math students. Also, informational parent meetings were held to inform parents about the end of the year assessment and resources available to help their child.

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

2022 Data findings:

In order to accelerate learning, teachers will incorporate a variety of strategies to ensure effective understanding of content being taught. These strategies include checking for understanding through bell ringers and exit tickets, conducting data chats with students after district assessments to identify areas of weakness, and then providing differentiated instruction based on the data derived to target identified weaknesses. Teachers will incorporate meaningful data-driven instruction that targets specific areas that need reinforcement to provide additional support based on progress monitoring data findings. Additionally, more intensive mathematics courses will be added to ensure that all struggling learners receive daily acceleration.

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.

2022 Data findings:

A professional development mini-session will be offered on effective data-driven instruction models. The Math Coach will provide data and assistance to teachers on conducting effective quarterly data chats with students. The Math Coach will identify students for need based pullouts based on data from district assessments, i-Ready, and state progress monitoring assessment data.

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

2022 Data findings:

Mathematics teachers will implement the use of the new Savvas online text resources to provide additional support/tutoring based on data collected to target areas of need. The school will also provide targeted tutoring using an interventionist via need based pullout, and incorporate the new Savvas foundations resources in intensive mathematics classes.

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 Standards-aligned Instruction

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

Based on the 2021 and 2022 data review, the Leadership Team will implement additional curriculum support and closer monitoring of instruction. The data findings are significant due to the fact that mathematics is the area that had the lowest percentage of learning gains and proficiency as compared to other accountability areas. This indicates a need for the Leadership Team to provide curriculum support during department meetings, and further constructive feedback from walkthroughs.

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

Successful implementation of additional curriculum support and closer monitoring of instruction will result in an increase in proficiency that will increase by at least 10 percentage points as demonstrated on the 2023 FAST PM3 State Assessments.

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

The School's Leadership Team will provide meaningful feedback from walkthroughs as part of our effort to closely monitor instruction. Additionally, The Leadership Team will provide curriculum support via departmental meetings and in-house professional development in order to ensure that instruction is more closely aligned to the BEST standards tested on State Assessments. All core subject area teachers will utilize the feedback given to them to adjust their lessons and instructional strategies as needed while using assessment data to guide instruction and interventions.

Person responsible for monitoring outcome:

Theresa Borges (tborges@dadeschools.net)

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

Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of: curriculum support through Instructional Walkthroughs. Walk-throughs will be used as a strategy to facilitate discussions amongst professionals and administrators about classroom practice with a focus on the delivery of the Florida BEST standards.

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

In order to provide meaningful Curriculum Support, our school will focus on observing standards taught during walkthroughs for alignment to the intended standards. This focus on standards will provide the necessary evidence to provide feedback on areas of the curriculum that students exhibit deficiencies and are crucial for improved performance. Constructive conversations based on observational data provides the context to enable an improved understanding of the new standards which will deliver improved student performance on State Progress Monitoring assessments.

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

Action Steps to Implement

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

08/22/22 - 10/14/22: 1. Survey will be conducted to identify teachers that need additional training on the new BEST standards in order to guide standards focused instruction.

Person Responsible Mohammed Ahmed (mahmed@dadeschools.net)

08/22/22 - 10/14/22: 2. Based on the survey results, Professional Activities will be planned through the core departments to enhance the understanding of the standards and assessment item specifications of the new FAST assessments.

Person Responsible Mohammed Ahmed (mahmed@dadeschools.net)

08/22/22 - 10/14/22: 3. Administrators will conduct weekly walk-throughs for core area teachers, in order to observe BEST standards delivery and identify student acquisition of the content to pinpoint areas in need of remediation and/or modification.

Person Responsible Theresa Borges (tborges@dadeschools.net)

08/22/22 - 10/14/22: 4. Administration will meet with core area teachers to debrief on observational data to ensure improved alignment with the standards based on the appropriate complexity and benchmark clarifications.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

10/31/22 - 12/16/22: 5. The leadership team will continue to utilize the walk-through schedule for informal teacher observations. As a result, the teachers will continue to be informally observed weekly.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

10/31/22 - 12/16/22: 6. Administrators will continue to provide feedback to all instructional personnel on a monthly basis. This feedback will be based on informal instructional walk-throughs. Additionally, this feedback will incorporate data results from recent administrations of Performance Matters and i-Ready assessments. As a result, the teachers will be able to adjust their instructional practices as needed.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

#2. ESSA Subgroup specifically relating to White**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 the review of FSA trend data through 2022, our school will implement the Targeted Element of Differentiation in all core courses. We selected the overarching area of Differentiation based on our findings that demonstrated Proficiency for all students including the white student subgroup were the lowest when compared to other content areas. It is evident that we did not meet the unique needs of all learners. Differentiation will enable us to reach all learners and improve learning gains as well as proficiency.

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

Successful implementation of Differentiation will demonstrate an increase in all student learning and proficiency including those of our white students by an average of 10 percentage points as evidenced by the 2023 FAST PM3 State Assessment.

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

The core area Department Chairs will conduct quarterly data chats, adjust groups based on current data in real time, and school administration will follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will also review bi-weekly lesson plans for evidence of differentiation for white students, in particular. Data Analysis of formative assessments of all students will be reviewed monthly to observe progress. All core subject area teachers will utilize PowerBi reports to monitor assessment data on a monthly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on ongoing progress monitoring.

Person responsible for monitoring outcome:

Rafael Crespo (pr6611@dadeschools.net)

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of all students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of PowerBi to drive instructional planning and data driven conversations to include ongoing progress monitoring.

**implemented
for this Area
of Focus.**

**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 relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually modify their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

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

08/22/22 - 10/14/22: 1. Department Chairs will provide information on DI models and strategies that can be implemented in their daily lessons. As a result, teachers will be able to meet the needs of their diverse students, through DI.

**Person
Responsible** Claudette Cannon (cfcannon@dadeschools.net)

08/22/22 - 10/14/22: 2. Department chairs will provide information on Check for understanding, a formative assessment system in which teachers can plan instruction based on student's errors and misconceptions and student performance. As a result, teachers will incorporate check for understanding throughout lessons and units.

**Person
Responsible** Claudette Cannon (cfcannon@dadeschools.net)

08/22/22 - 10/14/22: 3. Teachers will use data collected from Progress Monitoring assessments (PM1), i-Ready, and classroom assessments to create individualized DI groups. As a result, teacher created lessons will address the distinct student learning needs of individual students and groups of students.

**Person
Responsible** Mohammed Ahmed (mahmed@dadeschools.net)

08/22/22 - 10/14/22: 4. Ongoing student interventions using DI will be conducted in all core classes to address the distinct student learning needs of individual students and groups of students. As a result, students should exhibit progress on state benchmarks.

**Person
Responsible** Claudette Cannon (cfcannon@dadeschools.net)

10/31/22 - 12/16/22: 5. Teachers will utilize DI skills acquired from department meetings to implement strategies that address deficiencies identified on Performance Matters, iReady, and Progress Monitoring (PM). Teachers will continue to create individualized DI groups based on data pulled from the aforementioned assessments. As a result, teacher created lessons will address the distinct student learning needs of individual students and groups of students.

Person Responsible Claudette Cannon (cfcannon@dadeschools.net)

10/31/22 - 12/16/22: 6. Department chairs will continue to provide information on Check for understanding, a formative assessment system in which teachers can plan instruction based on student's errors and misconceptions and student performance. The PLST will follow-up on these practices to ensure fidelity and effectiveness of the implementation. As a result, teachers will incorporate check for understanding throughout lessons and units.

Person Responsible Claudette Cannon (cfcannon@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

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 the data reviewed from the school climate survey, our school will implement the Targeted Element of Positive Behavior Intervention and Supports. Positive behavior strategies will include restorative justice practices, rewards and incentives, and special privileges. This initiative will support the decrease of student referrals, increase student attendance thereby enhancing core instruction which will lead to raising total school performance.

Measurable

Outcome:

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

Once the Positive Behavior Intervention and Supports are successfully implemented, student referrals will decrease by 15%. This improvement will indirectly improve student academic achievement as they will be learning in a safe, inclusive environment that is conducive to excelling in all academic areas.

Monitoring:

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

The Leadership Team will monitor adherence to the Positive Behavior interventions and Supports with set checkpoints to ensure fidelity of implementation. Reflective feedback will be provided to both teachers and students as positive behavior strategies are implemented and incentives provided. This will serve to verify effectiveness and allow for modification as we strive to improve.

Person responsible for monitoring outcome:

Luis Gutierrez (lpgutierrez@dadeschools.net)

Evidence-based

Strategy:

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

Within the Targeted Element of Positive Behavior Intervention and Supports, we will focus on three tiered evidence-based strategies of: Universal interventions, targeted interventions, and intensive individualized interventions. This will enable the school to reach students at all levels of need.

Rationale for Evidence-based

Strategy:

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

As a result of the Positive Behavior Support, which includes proactive strategies for defining teaching and supporting appropriate student behavior. This will enhance stakeholder empowerment which will create a sense of community, ownership, and belonging, leading to accomplishment of set goals, and increased student achievement.

Action Steps to Implement

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

08/22/22 - 10/14/22: 1. The Professional Learning Support Team will introduce themselves and their roles to all members of the faculty in a faculty meeting. As a result the faculty will become familiar with all members.

Person Responsible Jessica Picado (jpicado@dadeschools.net)

08/22/22 - 10/14/22: 2. The PLST will review the goals in the SIP with the faculty to ensure that all stakeholders are aware and will participate in implementing the systems created to increase positive student outcomes. As a result, all teacher stakeholders will be expected to adhere to the SIP.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

08/22/22 - 10/14/22 3. Administrators will monitor adherence to the systems designed to ensure that members of the PLST are accessible to the faculty in assisting them with the implementation of the SIP. As a result, the members of the PLST will fulfill their assigned roles.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

08/22/22 - 10/14/22: 4. A survey will be sent out to the faculty in order to receive feedback on the steps and systems implemented and improvements will be made based on the feedback. As a result, PD sessions will be adjusted or created to meet teacher needs.

Person Responsible Mohammed Ahmed (mahmed@dadeschools.net)

10/31/22 - 12/16/22: 5. In order to ensure that Positive behavior strategies which include effective disciplinary measures are implemented with fidelity, the school will form a Discipline Committee. This initiative will support the decrease of student behavioral issues, and increase student attendance thereby enhancing core instruction which will lead to raising total school performance.

Person Responsible Luis Gutierrez (lpgutierrez@dadeschools.net)

10/31/22 - 12/16/22: 6. The school will organize an incentives committee to address rewards and incentives that support Positive Behavior Intervention. In order to incentivize implemented positive behavior strategies the school will provide rewards, awards, and special privileges. This initiative will enhance and continue to support the decrease of student referrals, increase student attendance thereby enhancing core instruction which will lead to raising total school performance.

Person Responsible Duysevi Karan-Miyar (dkmiyar@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 the qualitative 2022 staff climate survey data, teachers identified a need for an increase in walkthroughs and feedback to improve student learning. Feedback is an essential tool in improving learning, and ultimately student success. When feedback is provided with data it leads to meaningful conversations that are crucial in the improvement of the academic experience and the learning outcome.

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

The successful implementation of providing meaningful feedback based on walkthrough observations, will provide all instructional staff with specific identified areas for improvement that will directly improve instruction. This constructive feedback practice will result in an overall increase of student performance by at least 10 percentage points as evidenced on the PM State Assessments.

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

The Administrative Team will conduct bi-weekly walkthroughs providing support and constructive feedback to teachers, and will keep a log of all visitations. This log will include notes on feedback provided as well as strategies identified during post walkthrough meetings.

Person responsible for monitoring outcome:

[no one identified]

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

Within the Targeted Element of Instructional Leadership, we will focus on the evidence-based strategy of: Instructional Support/Coaching. The school's leadership team will provide teachers support in meeting their teaching needs, via collaborative brainstorming sessions to select best strategies to address any teacher needs identified during walkthroughs.

Rationale for Evidence-based Strategy:

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

Through instructional support and assessing team effectiveness, teachers will be given targeted feedback that will lead to improved classroom instruction, and ultimately student state PM assessment scores.

Action Steps to Implement

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

08/22/22 - 10/14/22: 1. The leadership team will create a walk-through schedule for informal teacher observations. As a result, the teachers will be observed at least once a month instead of quarterly.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

08/22/22 - 10/14/22: 2. Administrators will create a structured walk-through document that they will use for all informal teacher observations. As a result, teachers will receive impartial and equitable feedback.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

08/22/22 - 10/14/22: 3. Administrators will provide feedback to all instructional personnel on a monthly basis. This feedback will be based on informal instructional walk-throughs. As a result, the teachers will be able to adjust their instructional practices if needed.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

08/22/22 - 10/14/22: 4. Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. As a result of this process the leadership team will create buy-in and bring creative and innovative solutions to the forefront.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

10/31/22 - 12/16/22: 5. The leadership team will continue to utilize the walk-through schedule for informal teacher observations. As a result, the teachers will continue to be informally observed at least once a month.

Person Responsible Rafael Crespo (pr6611@dadeschools.net)

10/31/22 - 12/16/22: 6. Administrators will continue to provide feedback to all instructional personnel on a monthly basis. This feedback will be based on informal instructional walk-throughs. Additionally, this feedback will incorporate data results from recent administrations of Performance Matters, i-Ready assessments, and Progress Monitoring (PM). As a result, the teachers will be able to adjust their instructional practices as needed.

Person Responsible Rafael Crespo (pr6611@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.

All stakeholders have the opportunity to participate in our school's EESAC with representation from all aspects of our community which includes teachers, parents, students, business community, and school administrators. EESAC empowers our school community to make decisions at the school which affect all aspects of the success and development of our school.

Also, we created an incentives committee which is comprised of various stakeholders including students to identify rewards programs and incentives given for student accomplishments.

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

In order for our improvement plan to be successful in promoting a positive culture and environment the entire school community must have certain implementation roles. The Administrators will provide guidance, resources, and support. In order to obtain buy-in from all stakeholders the Leadership Team will present and promote the school goals and objectives pertaining to positive school culture and environment. Once buy-in has been achieved the Department Chairs will break down the school goals and objectives

presented by the Leadership Team as they relate to their specific content/subject areas, and how their department affects the success of achieving the end product. Teachers will then implement the strategies as they relate to the students, and all stakeholders will be responsible for reflection and modification as implementation progresses.