

Miami-Dade County Public Schools

# W. R. Thomas Middle School



## 2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>26</b>
<b>Budget to Support Goals</b>	<b>27</b>

# W. R. Thomas Middle School

13001 SW 26TH ST, Miami, FL 33175

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

## Demographics

**Principal: Laura Tennant**

Start Date for this Principal: 8/19/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: B (60%) 2016-17: A (66%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>27</b>

## W. R. Thomas Middle School

13001 SW 26TH ST, Miami, FL 33175

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission at W.R. Thomas Middle School is to encourage each student to achieve the highest standards in academics, health, fitness, and the arts by creating an atmosphere of excellence that will instill the importance of lifelong learning within the school, home, and community.

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

We are committed to provide educational excellence for all and to encourage the pursuit of the highest standards in academic and organizational performance following integral core values.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Arttime, Maria	Curriculum Resource Teacher	Ms. Arttime assists the principal with ensuring appropriate placement of students in the Master Schedule. She is a core subject area teacher of the Mathematics program at W. R. Thomas Middle School. Ms. Arttime is responsible for biweekly meetings to disseminate information, collaborate, discuss, recommend suggestions and problem solve barriers to student achievement identified in the school improvement plan. Mathematics-Curriculum Leader.
Figueroa, Cristina	Curriculum Resource Teacher	Ms. Figueroa assists the principal with ensuring appropriate placement of students in the Master Schedule. She is a core subject area teacher of the Reading program at W. R. Thomas Middle School. Ms. Figueroa is responsible for biweekly meetings to disseminate information, collaborate, discuss, recommend suggestions and problem solve barriers to student achievement identified in the school improvement plan. Reading Curriculum Leader.
Gonzalez, Marleen	Curriculum Resource Teacher	Ms. Gonzalez assists the principal with ensuring appropriate placement of students in the Master Schedule. Ms. Gonzalez is also responsible for proper notification of meetings for parents whose child/children are being considered for evaluation. In addition, she assists with the identification of students who may be experiencing difficulty with academic performance and/or middle school adjustment and refers these children to the school's social worker for assistance as needed. Exceptional Student Education - Curriculum Leader
Hernandez, Audrey	Teacher, K-12	Ms. A. Hernandez is responsible for facilitation of on-site Professional Development. She is also responsible for working with colleagues in the planning of professional learning and articulation of intended results of staff development programs. Professional Development Liaison/Coordinator.
Rodriguez, Sandra	Teacher, K-12	Ms. S. Rodriguez assists the principal with ensuring appropriate placement of students in the Master Schedule. She is a core subject area teacher of the Science program at W. R. Thomas Middle School. Ms. S. Rodriguez is responsible for biweekly meetings to disseminate information, collaborate, discuss, recommend suggestions and problem solve barriers to student achievement identified in the school improvement plan. Science Teacher
Argilagos, Janet	Assistant Principal	Assistant Principal responsible for supporting the school's vision and mission by providing assistance to teachers in the delivery of curriculum.
Tennant, Laura	Principal	Ms. Laura Tennant, Principal's primary responsibility is to coordinate the school's collective efforts across grade levels, departments, and subjects to build and support the school's mission and vision. Ms. Tennant will ensure that the instructional program, school culture and climate, community engagement, and partnerships at W. R. Thomas Middle School are highly effective and tightly aligned to the school mission and goals.

## Demographic Information

### Principal start date

Thursday 8/19/2021, Laura Tennant

**Number of teachers with a 2019 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.*

20

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

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

46

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

722

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

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

0

### Demographic Data

## Early Warning Systems

### 2021-22

**The number of students by 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	220	227	275	0	0	0	0	722
Attendance below 90 percent	0	0	0	0	0	0	23	35	28	0	0	0	0	86
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	19	28	34	0	0	0	0	81
Course failure in Math	0	0	0	0	0	0	26	28	39	0	0	0	0	93
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	32	23	31	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	24	27	26	0	0	0	0	77
Number of students with a substantial reading deficiency	0	0	0	0	0	0	75	104	106	0	0	0	0	285

**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	37	43	48	0	0	0	0	128

**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	4	6	9	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	2	3	4	0	0	0	0	9

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

Wednesday 7/21/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated****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	256	292	339	0	0	0	0	887
Attendance below 90 percent	0	0	0	0	0	0	35	27	38	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	26	34	35	0	0	0	0	95
Course failure in Math	0	0	0	0	0	0	27	36	31	0	0	0	0	94
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	27	32	61	0	0	0	0	120
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	32	27	46	0	0	0	0	105

#### 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	45	46	68	0	0	0	0	159

#### 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	4	6	9	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	3	3	2	0	0	0	0	8

## 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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	58%	54%	61%	56%	53%
ELA Learning Gains				62%	58%	54%	55%	56%	54%
ELA Lowest 25th Percentile				46%	52%	47%	36%	52%	47%
Math Achievement				65%	58%	58%	67%	56%	58%
Math Learning Gains				57%	56%	57%	60%	56%	57%
Math Lowest 25th Percentile				44%	54%	51%	42%	55%	51%
Science Achievement				60%	52%	51%	62%	52%	52%
Social Studies Achievement				72%	74%	72%	68%	73%	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	2021					
	2019	61%	58%	3%	54%	7%
Cohort Comparison						
07	2021					
	2019	59%	56%	3%	52%	7%
Cohort Comparison		-61%				
08	2021					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	67%	58%	9%	55%	12%
Cohort Comparison						
07	2021					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison		-67%				
08	2021					
	2019	30%	40%	-10%	46%	-16%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	51%	43%	8%	48%	3%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	68%	17%	67%	18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	73%	-4%	71%	-2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	63%	26%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	54%	44%	57%	41%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data listed below was compiled using the percent of proficient students based on iReady Reading and Mathematics Diagnostic, AP1 and AP2 Assessment data results as well as District Assessment data for all other subject areas.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.3	48.5	47.8
	Economically Disadvantaged	42.7	45.9	44.9
	Students With Disabilities	16.7	19.1	17.4
	English Language Learners	3.6	16.1	16.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.8	56.0	57.1
	Economically Disadvantaged	36.4	53.8	54.7
	Students With Disabilities	13	25	31
	English Language Learners	16.7	19.4	26.7

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53.8	55.7	55.3
	Economically Disadvantaged	52.7	51.9	50
	Students With Disabilities	22.7	25	19.1
	English Language Learners	14.3	10.7	7.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.9	55.4	57.2
	Economically Disadvantaged	47.8	51.9	55.5
	Students With Disabilities	12.8	25.5	27.7
	English Language Learners	3.8	7.1	7.1
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	71	0
	Economically Disadvantaged	0	70	0
	Students With Disabilities	0	52	0
	English Language Learners	0	15	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	62.3	62.6
	Economically Disadvantaged	55.6	59	59.1
	Students With Disabilities	19.4	27	15.2
	English Language Learners	13.9	16.2	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51.9	60.6	66.4
	Economically Disadvantaged	48.4	57.6	63.0
	Students With Disabilities	10.5	16.7	17.1
	English Language Learners	10.8	33.3	40
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	22	0
	Economically Disadvantaged	0	21	0
	Students With Disabilities	0	16	0
	English Language Learners	0	19	0

## Subgroup Data Review

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	21	31	28	18	18	18	25	25	58		
ELL	45	48	35	41	28	23	29	55	63		
HSP	59	53	34	52	31	22	49	64	73		
WHT	73	60		73	50						
FRL	55	52	34	49	29	22	46	61	73		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	41	36	31	43	33	33	25	63		
ELL	44	53	46	49	51	41	43	50	80		
HSP	65	61	45	65	57	43	60	72	86		
WHT	59	80		64	60		50	80	90		
FRL	62	60	46	61	54	43	57	69	87		

2018 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 2016-17	C & C Accel 2016-17
SWD	20	28	24	24	29	19	30	29	50		
ELL	25	39	34	35	44	35	18	41	87		
ASN	80	80		90	90						
HSP	61	54	36	66	60	41	61	68	92		
WHT	63	66		71	75	70	71		88		
FRL	59	54	36	64	59	41	59	68	91		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
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	46
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

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%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
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%	
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%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis



## 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?**

In review of 20-21 FSA data we experienced declines in ELA and Mathematics proficiency, learning gains, and lowest 25% categories. There was a 13 point decline in Mathematics achievement, a 26 point decrease in Math learning gains, and a 22 point decline in Mathematics L25% category. Science and Social Studies subjects also experienced some declines.

### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Based on the progress monitoring and 2019 state assessments, the data components that demonstrate the greatest need for improvement is in the area of mathematics instruction. Students with disabilities have a (-10) point gap in comparison with the ELL subgroup and (-9) point gap when compared to the Hispanic subgroup.

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

The contributing factors were a lack of in-person instruction, school wide mathematics intervention, appropriate course scheduling, and remediation/intervention scheduled time. Actions that need to be taken is to examine instructional practices in the Mathematics classrooms, to determine strategies needed to address intervention and remediation and to ensure implementation with fidelity.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based on the progress monitoring and 2019 state assessments, data components that showed the most improvement were the single digit increases in reading proficiency. ELA achievement showed a 3% increase, ELA learning gains a 7% increase, and ELA lowest 25% category showed a 10% improvement. Social studies also improved by 4%. The ELL subgroup in ELA achievement experienced a 19 point increase in performance (from 25 to 44).

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

The contributing factors to this improvement were the alignment of supplemental software resources, explicit instruction, and the use of digital technology to enhance the user experience.

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

Strategies that need to be implemented in order to accelerate learning include: checks for understanding, collaborative data chats, differentiated instruction, effective curriculum and resource utilization, establishing and implementing instructional frameworks, extended learning opportunities, goal oriented learning, gradual release of responsibility model, standards aligned instruction, standard-based grading, student engagement, and effective technology integration.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at our school are those that include: the unwrapping

of the BEST Standards, item specification review, Social Emotional Learning, Student Engagement and Standard-Aligned Instruction.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year include academic enhancements of tutorial programs that differentiate learning for student deficiencies, SEL Strong roundtable discussions; iReady Challenges; SEL Challenges; Restorative Justice Practices; and the use of Tiger Tickets to enhance student efficacy and engagement.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Student Engagement**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of Student Engagement because if students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. Our students have demonstrated substantial deficiencies in ELA, Mathematics, Science, and Social Studies. If students are engaged in their learning they are most likely to be invested in their own success.
<b>Measurable Outcome:</b>	If students who demonstrate disengagement are highly engaged in their learning they will demonstrate increases in ELA, Mathematics, Science, and Social Studies by a minimum of 10 percentage points as evidenced by district and classroom assessments.
<b>Monitoring:</b>	Student engagement will be monitored through participation, student perception via survey, and objective mastery on informal and formal assessments.
<b>Person responsible for monitoring outcome:</b>	Laura Tennant (lauratennant@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Goal Oriented Learning. Goal Oriented Learning will ensure that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson.
<b>Rationale for Evidence-based Strategy:</b>	Students invested in learning goals, both short term and long term, are more invested and highly engaged in learning outcomes.

**Action Steps to Implement**

09/01/21-10/28/21 - Provide professional development to teachers focused on guiding student understanding. Teachers will be able to identify desired outcomes, determine assessment evidence, and plan meaningful engaging learning experiences. As a result of focused professional development, teachers will plan purposefully and teach with intention, and our students will have greater opportunities to focus on creating meaningful learning connections along a path that naturally leads toward goal achievement.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

09/01/21-10/28/21 - Teachers will participate in professional learning communities and team meetings to share best practices about goal oriented learning. As a result of participation, teachers will be inspired and receive best-practice ideas focused on increasing student engagement. These strategies will be implemented in the classrooms and administration will observe improved student engagement via enhanced participation and goal trackers in student notebooks.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

09/01/21-10/28/21 - All teachers will provide clearly stated learning goals accompanied by a rubric that describes levels of performance relative to the learning goal and facilitate tracking of student progress using a formative approach to assessment. As a result of teachers providing clear learning goals and rubrics and tracking their progress, students will be able to explain the learning goal for the lesson, and how their current activities relate to the goal, and where the student measures against the goal. When

asked by a visitor, students will be able to describe their status relative to the learning goal using the rubric, and students will systematically update their status on the learning goal.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

09/01/21-10/28/21 - All teachers will provide students with recognition of their current status and their knowledge gain relative to the learning goal. The school will use a variety of ways to celebrate our students success. As a result of student recognition activities, our students will show signs of pride regarding their accomplishments in the class and will want to continue making progress.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

11/01/21- 12/17/21 - 20% of Elective Courses instructional activities delivered during classroom time will connect learning to the real world to engage students with content that they know is relevant to life beyond school. Using anecdotes, case studies, and real-life examples from outside the classroom to root teaching in the "real world." As a result of connecting learning to the real world, our students will be engaged in their learning.

**Person Responsible** Patricia Amaro (pamaro@dadeschools.net)

11/01/21 - 12/17/2021 - All Mathematics Teachers will scaffold tasks with checkpoints and provide periodical brain breaks during instruction. Larger tasks will be broken into achievable steps by utilizing the gradual release model of responsibility. Lessons will be punctuated with brief "checkpoints" of instruction reorienting students and reminding them of what needs to be done next. This will also serve as a periodic call to attention when students are liable to go off track in their learning. As a result of scaffolding math tasks with checkpoints and brain breaks, students will experience enhanced success with learning math objectives.

**Person Responsible** Maria Arttime (mariatartime@dadeschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of standard aligned instruction. We selected the overarching area of standard aligned instruction based on our findings that demonstrated declines in ELA, Mathematics and Science proficiency. If teachers are able to understand the learning target/goal, pre-requisite skills, and desired outcomes embedded in grade level standards, then they will be able to design comprehensive scaffolded learning plans aligned to meet the needs of learners and show evidence of standards mastery.

**Measurable Outcome:** If teachers are equipped with the tools of backward design, then they will implement standard-aligned instructional learning plans that address the needs of all learners and result in improved performance. Therefore, the percentage of students achieving on or above grade-level performance on state assessments in ELA, Mathematics, Algebra I, Geometry, Science, and Social Studies will increase by at least 10 percentage points per content area, by July 2022.

**Monitoring:** The Leadership Team will monitor by conducting quarterly data chats with teachers and students. Administrative team will review student artifacts during classroom visits to ensure alignment with teaching and learning. Teachers will be encouraged to participate in professional learning communities that share best practices in standard aligned lesson development.

**Person responsible for monitoring outcome:** Laura Tennant (lauratennant@dadeschools.net)

**Evidence-based Strategy:** Our school will focus on the evidence-based strategy of: Data-driven Instruction. Instruction will assist in closing achievement gaps and meet students on their current abilities. Data-driven Instructions will be monitored through the use of data chat reflections and tracking activities.

**Rationale for Evidence-based Strategy:** Within the Targeted Element of Standard-Aligned Instruction, our school will focus on the evidence-based strategy of: Data-driven Instruction. Data-driven instruction will allow for teachers to use real-time data that is aligned with the standards in order to meet the students' individual needs. Teaching and assessing for understanding enhances learning of content findings.

**Action Steps to Implement**

09/30/21 - Provide teachers with professional development opportunities that target the implementation of standard aligned data-driven instruction that will guide students through the learning process with clear purpose, explanations, demonstrations of target, and supported with practice and feedback until mastery is achieved. As a result of providing professional development focused on standard aligned data-driven instruction, student engagement will increase and will be evident during walk-thru visitation.

**Person Responsible** Maria Arttime (mariatartime@dadeschools.net)

08/30/21-10/28/21 - During collaborative planning and professional learning communities identify visible scaffolding to standards within a model lesson and across related lessons. Administration will help teachers identify and plan for the level of instruction necessary for students to demonstrate evidence of progress toward grade level standards. As a result of teachers collaborating, they will create an environment in which students are willing and able to focus on rigorous learning and demonstrate their understanding of the standards.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

09/27/21-10/27/21 - Administrative team will conduct standards-based observations/classroom visits specifically to inspect and support standards implementation and achievement. As a result of making standards implementation and evidence in student work the primary focus of the classroom visit, the observation process should become more meaningful for teacher growth and student achievement.

**Person Responsible** Janet Argilagos (jargilagos4@dadeschools.net)

08/30/21-10/28/21 - Teachers will develop learning plans with standards-based criteria to identify critical content and group students (based on data) as they process, elaborate, record, and represent their knowledge. Teachers will learn techniques to monitor the results of strategies on students and adapt instruction so that all students can demonstrate their learning towards the grade level standards. As a result of data-driven student grouping, and standard-aligned lesson delivery, students will become aware of how to practice skills, analyze their reasoning, and revise their knowledge.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

11/01/21-12/17/21 - During Subject Area department meetings, teachers will define the standards of assessment and develop solid learning goals for better teaching. Spiral reviews of secondary benchmarks will be implemented during the Bell Ringer or Do Now component of Math Instructional Blocks. As a result of implementing a spiral review of previous delivered content, students will be consistently refreshed in their learning and improve mastery on objectives.

**Person Responsible** Maria Arttime (mariatartime@dadeschools.net)

11/01/21-12/17/21 - English Language Arts teachers will incorporate weekly i-Ready instruction and Library/Media book checkout to enhance performance on classroom assessments. As a result of personalized i-Ready instruction balanced with independent reading assignments, students will demonstrate mastery on learning objectives.

**Person Responsible** Cristina Figueroa (cfigueroa1@dadeschools.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Our school climate survey, data indicates some deficiencies in relationships and support systems. On the 2020-2021 student climate survey, 47% of students strongly agree or agree that, "adults at my school care about me as an individual."

**Measurable Outcome:** If successfully implemented, Social Emotional Learning will contribute to student's sense of belonging and development of positive relationships with adults who support their educational experiences. By June 2022, 75% of students will agree that their school effectively supports students' social-emotional well-being.

**Monitoring:** Social Emotional Learning will be monitored using daily and weekly check in mechanisms, restorative justice practice circles, classroom discussions, exit slips/reflection activities and student perception surveys. The number of students meeting Early Warning Systems (EWS) indicators, mental health referrals, and threat assessment data will also be monitored to provide students targeted support as needed.

**Person responsible for monitoring outcome:** Janet Argilagos (jargilagos4@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Social and Emotional Learning, our school will focus on the evidence-based strategy of: Staff-Student Connections. Staff-Student Connections will increase feelings of a sense of belonging and the social-emotional well-being of our students.

**Rationale for Evidence-based Strategy:** Staff-Student Connections will involve activities that will build relationships between teachers and students and enrich connections between them. Students will develop skills that will assist them on how to manage their emotions as well as help them set and achieve attainable goals.

**Action Steps to Implement**

08/23/21-10/28/21: Administration and school leadership team will develop schoolwide policies, structures, and supports that promote students' sense of belonging, sense of school community, and provide opportunities for students to develop social emotional competencies. As a result of these policies and structures, students will develop the competencies that help them to be healthy and whole participants of their education.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

08/23/21-10/28/21: School Leadership Team will provide and develop restorative justice practice activities to teachers to integrate into academics to assist in creating a classroom climate that supports Social-Emotional Learning. As a result of restorative justice practices, students will know that mistakes are the portals of discovery and will be equipped with the skills needed to apologize and move forward.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

08/23/21-10/28/21: Administrative team will provide support staff with additional professional development on SEL strategies to support students' well-being and the identification of student mental health challenges. As a result of these PD opportunities, every adult in the school will be equipped to support the emotional needs of all students.



**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

08/23/21-10/28/21: Provide a school-wide mechanism for promoting a monthly 'SEL STRONG' activity that allows students to learn about, talk/discuss and develop strategies, that helps them focus their attention and regulate their emotions . As a result of the SEL STRONG activity, more students will feel comfortable attending and seeking help for their emotional needs.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

11/01/21-12/17/21 - All teachers will start the day with a check - in procedure to make a personal connection with students. As a result of implementing daily check-ins with students, they will feel a sense of belonging and a culture of care throughout the school.

**Person Responsible** Audrey Hernandez (audreyhernandez@dadeschools.net)

11/01/21-12/17/21 - In addition to restorative justice practices, during SCSJ, students will be taught how to manage conflict with peer mediation. As a result of implementing peer-mediation students will be empowered with a problem-solving process that helps students involved in a dispute meet in a private, safe, and confidential setting to work out problems with the help of a student mediator.

**Person Responsible** Janet Argilagos (jargilagos4@dadeschools.net)



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

<b>Area of Focus Description and Rationale:</b>	Based on data from the School Climate Survey, SIP Survey, and review of Core Leadership Competencies, we chose to use the Targeted Element of Instructional Leadership Team. Our data indicates that 66% of students agree/strongly agree that their teachers believe they can succeed.
<b>Measurable Outcome:</b>	If we successfully implement the Targeted Element of Instructional Leadership Team, professional learning activities that promote a culture of collaboration and collective responsibility for student learning will increase by 5 percentage points by June 2022.
<b>Monitoring:</b>	The Leadership Team will work to connect with all teachers to address taking ownership for student learning and setting high expectations for all learners. The Leadership Team will mentor teachers struggling to believe that all students are capable of learning regardless of barriers. To ensure that we are on track, the leadership team will discuss successes and challenges during department meetings.
<b>Person responsible for monitoring outcome:</b>	Laura Tennant (lauratennant@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Take Ownership For Students' Learning. Teachers and Leadership Team will reflect on their own practices in order to determine necessary adjustments needed demonstrating their commitment to students.
<b>Rationale for Evidence-based Strategy:</b>	Taking Ownership for Students' Learning will assist teachers to be accountable and reflect on their own practices.
<b>Action Steps to Implement</b>	
08/23/21-10/28/21: Provide training and support to all teachers on promoting a culture of collaboration and collective responsibility for student learning. As a result of these professional developments, staff and teachers will develop a culture of trust and responsibility for all student learning.	
<b>Person Responsible</b>	Patricia Amaro (pamaro@dadeschools.net)
08/23/21-10/28/21: Align engagement efforts and goal setting across departments. As a result of the alignment of engagement efforts across departments, all students will feel balance regarding their learning and support of progress.	
<b>Person Responsible</b>	Sandra Rodriguez (sandyrodriguez1@dadeschools.net)
08/23/21-10/28/21: Model for Leadership Team and Department Chairs how to set goals and compare present performance to past performance. As a result of modeling leadership goal setting practices, all teachers and students will develop ownership of their learning.	
<b>Person Responsible</b>	Laura Tennant (lauratennant@dadeschools.net)
08/23/21-10/28/21: Provide opportunities to celebrate student success through a variety of activities. As a result of celebrating our students, they will feel like adults are invested in their academic, personal, and emotional well-being.	

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

11/01/21-12/17/21- Increase the amount of positive visuals and messages that students and adults see throughout the building and on social media. As a result of increased positive visuals/messages, both students and adults will actively contribute to a positive culture of care at W. R. Thomas Middle School.

**Person Responsible** Janet Argilagos (jargilagos4@dadeschools.net)

11/01/21-12/17/21- The Leadership Team will hold regular faculty meetings that ensure all teachers feel heard. We will check-in frequently to celebrate what is working and address things that need tweaking within the building community. As a result of frequent check-ins, faculty members will feel empowered and have ownership over their school as a positive environment to work in and for students to learn.

**Person Responsible** Laura Tennant (lauratennant@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to the discipline data review, the District is showing a 1.4% average of students with more than 2 referrals whereas by comparison to WR Thomas Middle School's average is showing as 3%. By June 2022, the occurrence of discipline referrals for all students (6,7, 8) grades will decrease by 2% with the effective implementation of Positive Behavior Support, various incentives implemented, teacher classroom management training and student acclimatization strategies, the systematic teaching practices of social emotional learning coupled with restorative justice practices. Plan will be monitored by tracking the number of discipline referrals (primary area of concern) from classrooms and school-wide common areas. Professional development plans for specified teachers requiring additional intervention will be ongoing through mentoring and coaching support.**

### Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our strengths within School Culture are in Clearly Defined Expectations and Physical & Emotional Safety. Our school creates learning experiences throughout the year to engage with our parents and caregivers, to ensure they have the necessary supports for their children. We strive to maintain a strong connection with all of our families, as such all stakeholders, are committed to improving students' achievement. Students' unique skills, experiences, and talents are continuously nurtured and cultivated through a variety of measures. We consistently celebrate personal achievement and good behavior. We set goals for ourselves as well as our students. We have created school norms that focus on building positive values that help our students to learn. We utilize a proactive approach to discipline that is restorative instead of punitive. At W. R. Thomas Middle School everyone is a teacher by helping our students understand how to correct their own wrongs and also helping them to take responsibility for their own actions. We engage our students through social emotional learning by encouraging them to develop qualities such as empathy, reliability, respect, concern and a sense of humor. The environment in which engaging programs take place must always consider and plan for our families to feel welcomed, valued, and respected. Two-way communication and relationship building with families are adapted to meet all family circumstances and opportunities are provided for family support and development.

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

The stakeholders who promote a positive culture and environment at our school are: the Principal, Assistant Principals; the Leadership Team; the Counselors, and our amazing teachers. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Assistant Principal's will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and team leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

## **Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
<b>Total:</b>			<b>\$0.00</b>