

Miami-Dade County Public Schools

Arvida Middle School



2021-22 Schoolwide Improvement Plan

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Arvida Middle School

10900 SW 127TH AVE, Miami, FL 33186

<http://arvida.dade.k12.fl.us/>

Demographics

Principal: Angela Holbrook M

Start Date for this Principal: 7/19/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (67%) 2016-17: A (65%)
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	
* 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.

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Arvida Middle School

10900 SW 127TH AVE, Miami, FL 33186

<http://arvida.dade.k12.fl.us/>

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	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Arvida Middle School exemplifies a progressive commitment to recapturing traditional excellence and incorporating innovative approaches into the educational process. We believe in meeting the students where they are and assisting them in reaching their potential while encouraging them to reach for higher goals.

Provide the school's vision statement.

Arvida Middle School is committed to providing educational excellence for all.

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
Holbrook, Angie	Principal	The principal's role is to oversee that all aspects and components are being carried out with fidelity.
Lherisson, Ronald	Assistant Principal	The assistant principal's role is to ensure all processes are being carried out with fidelity. The assistant principal also reviews data with the school leadership team, counselor and classroom teachers to determine which students need more intensive services.
Paolella, Angela	Teacher, K-12	Represents the Math grade levels and acts as a liaison between the classroom teachers and the leadership team.
Justiniano, Grace	Teacher, K-12	Represents the ELA grade levels and acts as a liaison between the classroom teachers and the leadership team.
Kekich, Nicole	Teacher, K-12	Professional development liaison. Responsible for facilitating professional developments that are aligned to Arvida's academic, culture, and climate needs.

Demographic Information

Principal start date

Monday 7/19/2021, Angela Holbrook M

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.*

23

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.*

33

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

1,230

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

12

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

3

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	358	433	462	0	0	0	0	1253
Attendance below 90 percent	0	0	0	0	0	0	13	41	49	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	5	10	13	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	8	7	27	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	29	30	0	0	0	0	79
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	25	28	21	0	0	0	0	74
Number of students with a substantial reading deficiency	0	0	0	0	0	0	56	129	104	0	0	0	0	289

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	18	27	29	0	0	0	0	74

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

Date this data was collected or last updated

Wednesday 6/30/2021

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	463	480	457	0	0	0	0	1400
Attendance below 90 percent	0	0	0	0	0	0	45	47	43	0	0	0	0	135
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	11	14	5	0	0	0	0	30
Course failure in Math	0	0	0	0	0	0	9	27	13	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	30	31	0	0	0	0	89
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	26	20	26	0	0	0	0	72

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	28	28	30	0	0	0	0	86

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

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				77%	58%	54%	75%	56%	53%
ELA Learning Gains				64%	58%	54%	60%	56%	54%
ELA Lowest 25th Percentile				58%	52%	47%	55%	52%	47%
Math Achievement				81%	58%	58%	80%	56%	58%
Math Learning Gains				65%	56%	57%	66%	56%	57%
Math Lowest 25th Percentile				54%	54%	51%	56%	55%	51%
Science Achievement				63%	52%	51%	65%	52%	52%
Social Studies Achievement				87%	74%	72%	82%	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	75%	58%	17%	54%	21%
Cohort Comparison						
07	2021					
	2019	78%	56%	22%	52%	26%
Cohort Comparison		-75%				
08	2021					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	81%	58%	23%	55%	26%
Cohort Comparison						
07	2021					
	2019	73%	53%	20%	54%	19%
Cohort Comparison		-81%				
08	2021					
	2019	62%	40%	22%	46%	16%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	44%	43%	1%	48%	-4%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	68%	29%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	73%	13%	71%	15%
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	99%	63%	36%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used for ELA and Math in grades 6, 7, and 8 was iReady Diagnostic Assessment.

Midyear Assessments were utilized for Algebra, Geometry, and Biology. Performance Matters was utilized for Civics grade 7.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.3	61.1	61.4
	Economically Disadvantaged	49.5	54.5	53.4
	Students With Disabilities	20	25	17.5
	English Language Learners			26.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.9	64.3	67.5
	Economically Disadvantaged	47.7	59.2	61.7
	Students With Disabilities	17.5	25	32.5
	English Language Learners		36.7	26.7

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63.8	71.4	68.8
	Economically Disadvantaged	60.4	70.7	65.7
	Students With Disabilities	26.5	44.1	38.2
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.5	66.8	70.5
	Economically Disadvantaged	50.4	65.7	69.3
	Students With Disabilities	17.7	32.4	35.3
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		89.4	
	Economically Disadvantaged		86.8	
	Students With Disabilities		70	
	English Language Learners		47.6	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.4	61.4	63.7
	Economically Disadvantaged	46.0	57.3	58.8
	Students With Disabilities	25.6	30.8	43.6
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43.0	61.9	63.3
	Economically Disadvantaged	36.5	57.7	59.9
	Students With Disabilities	18	28.2	33.3
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		22.2	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	32	28	17	28	22	17	22	69	47		
ELL	55	47	43	53	28	27	17	77	46		
ASN	76	43		80	36		70		85		
BLK	47	30	7	40	19	18	33	69	40		
HSP	71	54	41	66	34	30	58	85	64		
MUL	90	70									
WHT	74	56	35	73	44	35	63	97	72		
FRL	66	49	35	61	31	29	50	81	58		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	48	42	49	47	41	29	67	31		
ELL	62	61	56	70	58	48	31	72	35		

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
ASN	86	77		89	71		69	100	82		
BLK	55	49	34	59	50	27	41	79	56		
HSP	78	65	62	81	65	54	63	87	71		
MUL	71	36		86	57						
WHT	79	58	47	87	76	74	79	88	79		
FRL	72	61	54	77	61	52	52	85	62		
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	35	49	52	51	55	51	33	52	13		
ELL	43	54	52	59	59	53	31	68	17		
ASN	79	73		100	79			93			
BLK	56	59	54	58	64	56	43	63	50		
HSP	76	60	55	80	66	55	66	83	63		
MUL	71	69		93	62						
WHT	78	54	44	84	63	52	61	84	73		
FRL	70	59	56	75	63	53	61	77	57		

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	566
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	46
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	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
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	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	61
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	52
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?

Based on the analysis of the 2019 and 2021 FSA data, the scores revealed a downward trend in all subject areas. To begin, the 2019 score in ELA was 77% and the 2021 ELA score is 70%. This reflects a decrease of 7 percentage points. Furthermore, the 2019 ELA LG was 64% and the 2021 ELA LG score is 53%. This reflects a decrease of 11 percentage points. Next, the 2019 ELA L25 was 58% and the 2021 ELA L25 score is 37%. This reflects a decrease of 21 percentage points. Also, the 2019 Math results were 81% and the 2021 Math score is 66%. This reflects a decrease of 15 percentage points. Next, the 2019 Math LG results were 65% and the 2021 Math LG score is 35%. This reflects a decrease of 30 percentage points. Furthermore, The 2019 Math L25 results were 54% and the 2021 Math score is 29%. This reflects a decrease of 25 percentage points. Next, the 2019 Science results were 63% and the 2021 Science score is 58%. This reflects a decrease of 5 percentage points. Last, the 2019 Social Studies results were 87% and the 2021 Social Studies score is 86%. This reflects a decrease of 1 percentage point.

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

According to 2018 and 2019 progress monitoring data, SWD in grade 6 showed a decrease of 2.5% in ELA while showing an increase of 19% in Mathematics. In Math, grade 6 ELL showed a decrease of 10% and ED showed an increase of 14%. The 7th and 8th grade students both showed consistent increases in all subgroups for both ELA and math.

Based on the analysis of the 2019 and 2021 FSA data, the Math LG reflects the greatest need for improvement.

The 2019 Math LG results were 65% and the 2021 Math LG score is 35%. This reflects a decrease of 30 percentage points.

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

For the last 3 years, Arvida Middle School has been implementing standards-based instruction in all subject areas. We must continue to implement this instruction with fidelity and incorporate differentiated instruction to target all subgroups while focusing on the Math LG in all grades.

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

The ELL students showed a significant achievement increase in all subject areas. Social Studies showed a marked increase in all subgroups.

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 teachers planning and working collaboratively to use data to drive standards-based instruction in all subject areas. In addition, all teachers used the pacing guides and district assessments with fidelity.

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

We will increase the use of differentiated instruction and utilize data to create an active and engaged classroom environment while exposing students to more technological resources. We will also continue to incorporate standards-based collaborative planning and interventions for students in need.

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.

To accelerate learning, there will be in-house collaboration within departments and utilization of PLCs to increase student achievement. In addition, administrators will now attend weekly collaboration planning sessions/PLC's and contribute to conversations with individual departments.

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

In order to ensure sustainability of improvement in the next year and beyond, we will plan and monitor collaborative meetings in order to develop PLCs based on teacher/departmental needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the analysis of the 2019 and 2021 FSA assessment data review, we learned that our math learning gains declined from 65% to 35%. This resulted in a decrease of 30 percentage points. We have determined that we must improve our ability to differentiate instruction. We will provide the scaffolding necessary for all students in order to improve our overall learning gains. Our goal is to increase student proficiency rates in math by at least one percentage point.
Measurable Outcome:	If we successfully implement differentiation, our math learning gains will increase by five percentages point as evidenced by the 2022 state assessments. Furthermore, implementing differentiation will increase our math L25 will increase by 1 percentage point. I addition, our ELA will increase by 5 percentage points.
Monitoring:	The principal and assistant principals will conduct classroom walkthroughs and observations on a daily basis. The administration will provide feedback to teachers within 48 hours of each visit. Professional development logs will be maintained and will be in alignment with differentiated instruction. Student achievement data will be monitored by administration to identify differentiation trends. Data chats will be conducted with faculty, parents, and students.
Person responsible for monitoring outcome:	Ronald Lherisson (288745@dadeschools.net)
Evidence-based Strategy:	Differentiated instruction is a framework or philosophy for effective teaching that involves providing different students with multiple avenues of learning.
Rationale for Evidence-based Strategy:	If we successfully implement the targeted element of DI, our students will be provided with multiple avenues of learning in the classrooms; thus, acquiring content knowledge and improving math learning gains by at least one percent.

Action Steps to Implement

September 2

The Professional Development Liaison will provide PD's for teachers on the effective implementation of differentiated instruction that is aligned to the school goals based on the needs assessment data. As a result, teachers will develop learning environments that focus on targeting different student learning styles through DI execution.

Person Responsible Nicole Kekich (nkekich@dadeschools.net)

8/31-10/11 Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction in the classrooms.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

8/31-10/11 Facilitate bi-weekly department collaborative planning meetings to provide teachers with the opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will plan and model explicit instruction during small groups.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

8/31-10/11 Teachers will collaboratively develop data trackers from sources such as iReady and Edgenuity in order to track mini-assessments that are aligned to bi-weekly small group instruction. Teachers will use the data trackers to monitor student progress and adjust as necessary.

Person Responsible Angie Holbrook (pr6021@dadeschools.net)

11/1-12/17 Mathematics teachers will incorporate IXL in their classroom to personalize math learning. Teachers will use this standard aligned program and utilize reports to drive instruction for the class and the individual student. Mathematics teachers will conduct data chats with students regularly to analyze student progress and monitor standards proficiency and areas of growth using i-Ready, IXL, AP1, and AP2 data.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

11/1-12/17 Students needing additional support in math will be targeted by the teachers to participate in Math Intervention during the school day. Continued collaboration between the interventionist and math teacher will ensure that student progress is monitored, and increased achievement is achieved.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

#2. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Teachers feel supported and motivated to teach when authentic feedback and genuine support are provided by administrators. As evidenced in the 2021 School Climate Survey data and SIP survey, 14% of teachers expressed a need for better communication with the leadership team of the school.
Measurable Outcome:	Administrators will work collaboratively with departments and attend department meetings, Leadership Team meetings, and PLC's on a monthly basis. Administrators will conduct formal observations and provide timely, authentic, and supportive feedback to teachers. Administrators have also requested specific feedback from all faculty members during the implementation of all daily operational practices.
Monitoring:	This area of focus will be monitored through Leadership, department and PLC meeting agendas, meeting minutes, and attendance logs. Administrators will conduct data chats individually with teachers as needed.
Person responsible for monitoring outcome:	Angie Holbrook (pr6021@dadeschools.net)
Evidence-based Strategy:	<p>This Area of Focus will be implemented by administrators attending department and PLC meetings. In addition, administrators will conduct data chats individually with teachers as needed to share ideas, complete quarterly check-ins, and encourage peer interactions; thus, building a positive rapport with instructional staff.</p> <p>We want to use the Targeted Element of Instructional Leadership Team. Teachers in the building did not feel that they had any voice in the decision-making process; therefore, we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving teachers in the design and development of all school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.</p> <p>By administrators coordinating and attending data chats with instructional staff, they will in turn create a greater harmonious relationship and understanding. Teachers feel supported and motivated to teach when authentic feedback and genuine support are provided by administrators.</p>
Rationale for Evidence-based Strategy:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided with the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers that feel supported through effective communication will increase by at least 1% during the 2021-2022 school year School Climate Survey.

Action Steps to Implement

8/31-10/11 The Leadership Team will identify staff members that are motivated to serve as leaders. By involving new teachers, we plan to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person Responsible Angie Holbrook (pr6021@dadeschools.net)

8/31-10/11 Department chairs will conduct meetings and administrators will be included to address all the concerns as a unified team.

Person Responsible Angie Holbrook (pr6021@dadeschools.net)

8/31-10/11 Leadership team will involve staff in important decisions by creating an experts in my building list and involving teachers in the decision making process.

Person Responsible Angie Holbrook (pr6021@dadeschools.net)

8/31-10/11 Administration will oversee all steps and take the lead in conducting monthly meetings which include all teachers. Administrators will also create surveys to include the staff and use the feedback provided to improve systems in place.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

11/1-12/17 Each department will plan a team building activity to be incorporated in monthly department meetings to ensure teachers feel as though they have membership in the school community. Administration will allot time during monthly faculty, department, and leadership meetings to have faculty share concerns and collaborate to offer and establish solutions.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

11/1-12/17 The school will implement an anonymous suggestion box in the Teacher's Lounge where teachers can provide suggestions of concern to the Leadership Team.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Based on the 2021 School Climate Survey data, teachers expressed a desire to participate in meaningful PLC's. Through these collaborations, teachers will share best practices in their subject areas and develop strategies for infusing technology in the classroom. Thus, resulting in increased student engagement and achievement.

Measurable Outcome: By teachers conducting data chats and participating in the PLC's with fidelity, student achievement will increase.
The School climate survey will also reflect that more than 90% of the faculty will feel satisfied with the communication and feedback from the administrators and leadership team.

Monitoring: This will be monitored by teacher attendance logs and agendas of PLC meetings.

Person responsible for monitoring outcome: Ronald Lherisson (288745@dadeschools.net)

Evidence-based Strategy: Through these PLC's, teachers will share best practices, conduct data chats, and work collaboratively to drive instruction to achieve efficacy in student achievement.

Rationale for Evidence-based Strategy: By instructional staff sharing best practices, conducting data chats, and working collaboratively to drive instruction, student achievement will increase for all students.

Action Steps to Implement

8/31-10/11 Facilitate weekly collaborative planning meetings or PLC's to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Nicole Kekich (nkekich@dadeschools.net)

8/31-9/10 Common planning time will be set aside for teachers to participate in PLC's.

Person Responsible Angie Holbrook (pr6021@dadeschools.net)

8/31-10/11 Data from iReady, Topic Tests, district and teacher assessments, etc. will be analyzed and discussed to drive instruction and to increase student achievement in the PLC's.

Person Responsible Nicole Kekich (nkekich@dadeschools.net)

8/31-10/11 Provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible Nicole Kekich (nkekich@dadeschools.net)

11/1-12/17 Teachers will continue to facilitate weekly collaborative planning meetings or PLC's to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices.

Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

11/1-12/17 Data from AP1, AP2, and Topic Assessments will be analyzed and discussed to drive instruction and to increase student achievement in the PLC's.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

11/1-12/17 Teachers will continue to facilitate weekly collaborative planning meetings or PLC's to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

11/1-12/17 Data from AP1, AP2, and Topic Assessments will be analyzed and discussed to drive instruction and to increase student achievement in the PLC's.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the 2019-2020 and 2020-2021 school culture data, students with 11 or more absences increased by 3%. Our school will implement the targeted element of student attendance. This data point is important because student attendance is directly correlated to student achievement.
Measurable Outcome:	If we successfully implement the targeted element of student attendance, our students will receive quality instruction that will contribute to improved student achievement outcomes. With consistent student incentives, our attendance will increase 3% by June 2022.
Monitoring:	The assistant principal and the attendance committee will monitor daily attendance on a monthly basis to develop implementation strategies for targeting and rewarding students with minimal absences and tardiness. The leadership team will work to connect with families who struggle with attendance and identify the root cause for absences to create a plan of action for ensuring that students are able to be present daily.
Person responsible for monitoring outcome:	Ronald Lherisson (288745@dadeschools.net)
Evidence-based Strategy:	The attendance committee and assistant principal will develop a plan to provide rewards and incentives to encourage student attendance. Teachers will attend PLC's to share best practices related to effective student engagement.
Rationale for Evidence-based Strategy:	If we successfully implement the targeted element of student attendance, our students will receive quality instruction that will contribute to improve student learning outcomes. With consistent student incentives and engaging lessons, our attendance will increase 3% points by June 2022.

Action Steps to Implement

8/31-10/11 The professional development liaison will provide teachers with opportunities to attend professional developments that focus on student engagement. Teachers will also meet by departments each quarter to discuss best practices for student attendance and engagement.

Person Responsible Nicole Kekich (nkekich@dadeschools.net)

8/31-10/11 The assistant principal will create an attendance committee to monitor attendance and develop a school-wide incentive plan inclusive of all teachers across the curriculum.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

8/31-10/11 The leadership team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward and encourage attendance efforts. Also, the leadership team will work with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

8/31-10/11 The principal will oversee all steps and provide updates pertaining to overall attendance. The principal will highlight the students who continue to attend school with perfect attendance.

Person Responsible Angie Holbrook (pr6021@dadeschools.net)

11/1-12/17 School-wide incentive activities such as dances, no uniform days, etc. will be planned as an incentive for students monthly based on attendance.

Person Responsible Ronald Lherisson (288745@dadeschools.net)

11/1-12/17 Truancy meetings will be conducted for students who are chronically absent and/or tardy. Truant students will be referred to community organizations who will assist families.

Person Responsible Ronald Lherisson (288745@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.

Arvida Middle School reported 1.6 overall incidents per 100 students. This is less than the statewide middle school rate of 4.2 incidents per 100 students. Arvida ranks as very low in both violent and property incidents. The only area of concern is drug and public order incidences. The CSI teacher, Student Services team, and security team will work to monitor and develop proactive strategies to deter student involvement in these activities.

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.

The school addresses building a positive school culture and environment through implementation of PLCs and faculty/staff led committees. This helps to promote a sense of cohesiveness in the school's culture and environment. In addition, the PTA works with administration to provide recognition for teachers and students.

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

The administration promotes a positive culture and environment at the school by creating and facilitating committees for all stakeholders to participate in meaningful team building activities. In addition, departments are encouraged to participate in PLCs regularly.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	239-Other	6021 - Arvida Middle School	General Fund		\$2,500.00
2	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	239-Other	6021 - Arvida Middle School	General Fund		\$1,500.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	239-Other	6021 - Arvida Middle School	General Fund		\$1,500.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	239-Other	6021 - Arvida Middle School	General Fund		\$5,000.00
Total:						\$10,500.00