North Dade Middle School

2021-22 Schoolwide Improvement Plan

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North Dade Middle School

1840 NW 157TH ST, Miami Gardens, FL 33054

http://ndms.dadeschools.net/main.htm

Demographics

Principal: Kharim Armand

Start Date for this Principal: 7/27/2016

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (41%) 2016-17: C (43%)
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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	95%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North Dade Middle School is to inspire and empower students to excel both academically and socially and prepare them to be productive citizens and future leaders.

Provide the school's vision statement.

The vision of North Dade Middle School is for all stakeholders to be committed to developing the whole child by providing a nurturing and safe environment that fosters a rigorous academic and technological curriculum that will prepare students to become productive citizens and future leaders.

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
Armand, Kharim	Principal	Oversees the day-to-day building operations to ensure a safe learning environment, effectively communicates with faculty and staff, and facilitates the implementation of school initiatives that will support an increase in student achievement. Also, promotes a positive school culture by encouraging staff, parental, and community engagement.
Interian, Ubaldo	Assistant Principal	Supports the principal with cultivating the vision and mission of the school. This instructional leader supports the Mathematics and Social Studies departments.
Edwards, Kayla	Assistant Principal	An educational leader that assists the principal with the implementation of the school curriculum and school initiatives; Oversee the Literacy, Science, and Electives department.
Webster, Taneisha	Magnet Coordinator	Magnet Lead Teacher: Oversee implementation of magnet program within the school. Support teachers in planning, delivering, and assessing quality magnet instruction. Plan effective lessons with magnet teachers. Assist magnet teachers with classroom organization, material, and learning activities that support the schools magnet theme.
Smith, Lisa	Math Coach	Instructional Coach over the Mathematics department. Support teachers in planning, delivering, and assessing quality math instruction. Plan, model, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Antoine, Diana	Instructional Coach	Instructional coach over ELA and Social Studies departments. Support teachers in planning, delivering, and assessing quality ELA instruction. Plan, model, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Mathurin, Markelita	Instructional Coach	Instructional Coach over Reading department. Support teachers in planning, delivering, and assessing quality Reading instruction. Plan, model, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.

Demographic Information

Principal start date
Wednesday 7/27/2016, Kharim Armand

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.*

5

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.*

16

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

514

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

9

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

4

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	226	149	139	0	0	0	0	514
Attendance below 90 percent	0	0	0	0	0	0	82	75	84	0	0	0	0	241
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	52	9	10	0	0	0	0	71
Course failure in Math	0	0	0	0	0	0	41	15	10	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	54	39	46	0	0	0	0	139
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	35	34	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	0	0	0	141	100	87	0	0	0	0	328

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	71	52	71	52	0	0	0	246

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	6	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	9	13	12	0	0	0	0	34

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	163	167	154	0	0	0	0	484
Attendance below 90 percent	0	0	0	0	0	0	73	96	72	0	0	0	0	241
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	7	10	4	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	12	12	8	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	36	54	57	0	0	0	0	147
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	41	54	0	0	0	0	126

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	48	63	59	0	0	0	0	170

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	4	4	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	8	15	9	0	0	0	0	32

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				27%	58%	54%	27%	56%	53%
ELA Learning Gains				43%	58%	54%	39%	56%	54%
ELA Lowest 25th Percentile				38%	52%	47%	39%	52%	47%
Math Achievement				25%	58%	58%	26%	56%	58%
Math Learning Gains				40%	56%	57%	33%	56%	57%
Math Lowest 25th Percentile				44%	54%	51%	36%	55%	51%
Science Achievement				36%	52%	51%	37%	52%	52%
Social Studies Achievement				58%	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	22%	58%	-36%	54%	-32%
Cohort Comparison						
07	2021					
	2019	22%	56%	-34%	52%	-30%
Cohort Comparison		-22%				
08	2021					
	2019	28%	60%	-32%	56%	-28%
Cohort Comparison		-22%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	17%	58%	-41%	55%	-38%
Cohort Comparison						
07	2021					
	2019	19%	53%	-34%	54%	-35%
Cohort Comparison		-17%				
08	2021					
	2019	13%	40%	-27%	46%	-33%
Cohort Comparison		-19%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	26%	43%	-17%	48%	-22%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	54%	73%	-19%	71%	-17%
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	84%	63%	21%	61%	23%

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 tool utilized to compile the mathematics and reading data below is i-Ready. The progress monitoring tool utilized to compile the science and civics data below is the MYA, Topic Assessments, and Mini-Assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.6	21.7	19.5
	Economically Disadvantaged	15.6	21.7	19.5
	Students With Disabilities		7.1	5.0
	English Language Learners		10.0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.6	22.4	22.5
	Economically Disadvantaged	15.6	22.4	22.5
	Students With Disabilities			5.0
	English Language Learners	15.4	15.4	15.4

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.7	24.6	23.1
	Economically Disadvantaged	19.8	25.4	24.6
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.9	22.4	29.1
	Economically Disadvantaged	15.1	21.4	28.6
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		54.9	
	Economically Disadvantaged		54.1	
	Students With Disabilities		38.1	
	English Language Learners		29.4	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.2	30.7	36.3
	Economically Disadvantaged	24.0	28.9	34.7
	Students With Disabilities			
	English Language Learners			41.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.3	23.4	33.9
	Economically Disadvantaged	11.6	22.3	32.2
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		6.0	
	Economically Disadvantaged		6.0	
	Students With Disabilities		0.0	
	English Language Learners		0.0	

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	5	25	40	4	13	23	19	25			
ELL	21	45	58	14	22	37	8	37			
BLK	21	34	58	18	19	21	33	45	74		
HSP	39	51	57	18	16		39	53			
FRL	24	36	58	18	19	23	33	46	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	11	33	33	19	51	54	20	9			
ELL	16	40	38	16	42	56	19	58			
BLK	26	42	37	23	40	43	36	57	79		
HSP	27	49	45	29	38	62	38	57			
FRL	27	43	39	25	40	45	36	58	84		

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	14	33	33	10	22	24	9	41			
ELL	15	39	39	19	33	46	35	56			
BLK	26	37	37	25	32	33	39	67	70		
HSP	30	50	52	25	36	48	30	67	54		
FRL	26	39	40	26	33	36	37	68	70		

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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
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	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The school to district comparison report shows that the achievement gap between Reading and Math is increasing. Proficiency in both areas remains stagnant with limited growth. All subgroups in the Math lowest 25 subgroup increased from 2018-2019. All subgroups in the English Language Arts lowest 25 subgroups remained stagnant with the exception of the Hispanic subgroup which decreased by 7 percentage points. In the Social Studies achievement category, all subgroups decreased however, the students in the SWD group significantly decreased by 32 percentage points. In Science, all subgroups decreased in performance except for the SWD and Hispanics subgroups. According to the 2021 FSA data results, the achievement gap between Reading and Math continues to increase. Additionally, proficiency in other content areas declined in the 2020-2021 school year. Proficiency in Reading on the 2019 and 2021 FSA declined from 27% to 24% while learning gains for the lowest 25% achievement levels increased from 38% to 57%. In Math, proficiency declined from 25% in 2019 to 18% in 2021. Math learning gains decreased from 40% to 19%. Science proficiency declined from 36% in 2019 to 34% in 2021. This is a 2 percentage point decrease. Math lowest 25 achievement levels decreased from 44% in 2019 to 24% in 2021. Social Studies proficiency declined from 58% to 46% over the 2019 and 2021 school years. This is a 12 percentage point decrease.

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

The majority of our Social Science subgroups' learning gains decreased by at least 10 percentage points. FRL, Black, and Hispanic students decreased by 10 percentage points and SWD decreased by 32 percentage points.

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

The contributing factors leading to this need for improvement include the implementation of diverse activities that will support the needs of each subgroup. For the past 2 years, we focused on effective curriculum and resources utilization. We will build on this practice by infusing the use of data to differentiate instruction and diversifying the lesson materials so that the needs of all students are met.

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

Based on the progress monitoring tool and 2019 state assessments, learning gains in mathematics increased from 33% during 2018 to 40% on the 2019 FSA.

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

As a leadership team, we alloted time during collaborative planning for teachers to create student groupings by performance on specific standards. The groups were created to differentiate instruction. Administrators will monitor the creation of differentiated groups during common planning and oversee the implementation of effective differentiated instruction practices in the classrooms.

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

The strategies that need to be implemented so that learning can be accelerated are Differentiated Instruction, Standards-Based Collaborative Planning, Instructional Support/Coaching, and Data-

Driven Instruction. The effective implementation of these strategies will allow teachers to develop lesson materials that are tailored to students' needs and meet the expectations outlined by the state.

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

The instructional coaches will conduct mini professional development sessions on effectively using curriculum resources to plan grade level standards-aligned lessons and activities (September 2021), using data to differentiate instruction (October 2021), making adjustments to groups as data becomes available (November/December 2021). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Data chats will be conducted quarterly to ensure all stakeholders are utilizing data to effectively plan instruction. The school leadership team will conduct various needs assessment surveys as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Additional opportunities for learning will be provided through targeted interventions, before and after school tutoring, and Saturday School.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	After comparing data from the 2018-2019 school year to the 2020-2021 academic year, our team will implement the targeted element of standards-aligned instruction. During the 2018-2019 academic year, proficiency was 27% in Reading and 25% in Math. Subsequently, proficiency was 24% Reading and 18% in Math for the 2020-2021 school year. This is a 3 percentage point decrease in Reading and a 6 percentage point decrease in Math. As 54% of the student population was MSO, during the 2020-2021 academic year we anticipate they will have substantial learning gaps in one or more content areas. To address the needs of each learner it is imperative that teachers provide standards-aligned instruction. Executing standards-aligned instruction will ensure that students are receiving daily practice and instruction that meets the expectations established by the state. Knowledge and execution of standards-aligned instruction will also allow teachers to scaffold and differentiate instruction based on student needs. This will allow teachers to provide enrichment and remediation to ensure student mastery of content on the 2021-2022 FSA and EOC.
Measurable Outcome:	The proficiency goals for the 2021- 2022 schools year are as follows, ELA 25%, Math 18%, Science 30%, Civics 43%, and acceleration (Biology & Algebra combined) 80%. If teachers provide students instruction that is standards-aligned then student achievement for the 2021-22 school year will reflect the goals in each category.
Monitoring:	The Leadership Team will conduct weekly walkthroughs to ensure quality aligned instruction is taking place and review data from ongoing progress monitoring tools. Administrators will review lesson plans weekly to ensure students are being provided standards-aligned instruction. The Leadership Team will have quarterly data chats with teachers to discuss OPM and instructional delivery.
Person responsible for monitoring outcome:	Kharim Armand (karmand@dadeschools.net)
Evidence-based Strategy:	Within the Target Element of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of: Effective Use of Resources. Effective use of resources will ensure that teachers are using material that is on grade level and aligned to the standard being taught.
Rationale for Evidence-based Strategy:	Effective use of resources will ensure that teachers are providing students with material during instruction that is grade-appropriate and aligned with the expected learning outcome for the standard. Teachers will incorporate new resources in lessons when available or necessary.

Action Steps to Implement

08/2021 - 06/2022: During collaborative planning, transformation coaches will support teachers in creating standards-aligned daily end products/exit tickets. This will provide teachers with knowledge of the level of rigor students need to show mastery by the end of the lesson. Teachers will then be able to use this knowledge to backward plan lesson materials.

Person Responsible	Kharim Armand (karmand@dadeschools.net)

10/2021: The instructional coaches will provide teachers professional development focused on the use of curriculum resources to plan grade level standards-aligned lessons and activities for whole and small groups. Teachers will be able to effectively use item specifications, pacing guides, and content focus reports.

Person Responsible   Kharim Armand (karmand@dadeschools.net)

08/2021 - 06/2022: During collaborative planning, coaches will facilitate demonstration lessons. This will allow teachers to gain insight on how to effectively execute lessons.

Person Responsible   Kharim Armand (karmand@dadeschools.net)

08/2021 - 06/2022: Instructional Coaches will provide one on one support to tier three teachers through coaching cycles. Coaching cycles will support teachers in becoming effective in the process of planning and executing standards-aligned lessons.

Person Responsible   Kharim Armand (karmand@dadeschools.net)

11/2021-12/2021: During planning, teachers will explicitly plan various levels of questions which would be scaffolded in order to lead the students to an answer.

Person Responsible   Diana Antoine (dantoine@dadeschools.net)

11/2021-12/2021:Teachers will plan for different levels of student responses/challenges to better provide immediate corrective feedback.

Person Responsible   Diana Antoine (dantoine@dadeschools.net)

01/31/22-04/29/22:During common planning transformation coaches will model strategies for providing corrective feedback.

Person Responsible   Lisa Smith (269393@dadeschools.net)

01/31/22-04/29/22:During common planning teachers and transformation coaches will create/modify the instructional calendar to include a designated day for D.I./small group learning.

Person Responsible   Lisa Smith (269393@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the Data Review, our school will implement the Targeted Element of Differentiation. We selected this overarching area of Differentiation because, in the 2018-2019 academic year, proficiency was 27% in ELA and 25% in Math. Learning gains in the 2018-2019 academic year was 43% in ELA and 40% in Math. Overall proficiency in Science and Social Studies 36% and 58% respectively. Based on 2020-2021 raw data, the percentage of proficient students decreased in every content area. The following were the achievement percentages for each content area: ELA 24%, Math 18%, Science 34%, and Social Studies 46%. After further analysis of the data, our school will focus more on implementing differentiated instruction to alleviate all learning gaps. We will provide scaffolded remediation, enrichment intervention, and extended learning opportunities to ensure we meet the needs of all learners in all subgroups.
Measurable Outcome:	By successfully implementing Differentiation, we will cater to the needs of all students, and our proficiency percentage and learning gains will increase by 5 percentage points in ELA, 4 percentage points in Mathematics, 12 percentage points in Science, and 12percentage points in Civics on the 2021-2022 FSA/EOC.
Monitoring:	The Leadership Team will conduct weekly walkthroughs to evaluate the effectiveness of differentiated instruction. The Leadership Team will meet weekly to discuss the execution of enrichment and interventions to ensure that students are on track to gain and maintain proficiency. Teachers and coaches will have quarterly data chats with administration to discuss data for the proficient, bubble, and L25 subgroups.
Person responsible for monitoring outcome:	Kharim Armand (karmand@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data Driven Instruction. Data driven instruction will ensure our high performing students remain proficient and support our regressed proficient students in demonstrating proficiency on the upcoming FSA/EOC.
Rationale for Evidence-based Strategy:	Data-Driven instruction will ensure that teachers are using relevant and recent data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instructional plans and instructional delivery as new data becomes available.

Action Steps to Implement

08/2021 - 10/2021: The leadership team will support teachers by facilitating professional development sessions on effectively using data to differentiate instruction. Teachers will learn how to use data platforms such as Performance Matters, iReady, and Power Bi to analyze student data and plan for instruction.

Person Responsible	Kharim Armand (karmand@dadeschools.net)

08/2021 - 06/2022: During common planning, teachers will create flexible groups based on data to ensure students' abilities or deficiencies are addressed. As a result of this action step, teachers will meet the needs of students.

Person Responsible	Kharim Armand (karmand@dadeschools.net)

09/2021: Create a standards-based monitoring/tracking log. This log will be used to monitor the progress of students' performance on specific standards.

Person Responsible   Kharim Armand (karmand@dadeschools.net)

09/2021 - 12/2021: Extended learning enrichment opportunities for Biology and Algebra students. This will support our students in retaining and practice content that will be tested during this higher-level course.

Person Responsible   Kharim Armand (karmand@dadeschools.net)

11/2021-12/2021:Daily end products will be used to adjust instruction for Differentiated Instruction.

Person Responsible   Lisa Smith (269393@dadeschools.net)

11/2021-12/2021:During collaborative planning teachers will reflect upon the work samples to determine effectiveness of lessons.

Person Responsible   Markelita Mathurin (lmathurin@dadeschools.net)

(1/31- 4/29/22) During whole group and small group learning, teachers, coaches, and interventionists will reteach necessary lessons as needed to ensure that all student needs are being met.

Person Responsible   Diana Antoine (dantoine@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	After careful analysis of qualitative and quantitative data our school will focus on implementing the Targeted Element of Equity and Diversity with a focus on building relationships. According to the 2020-2021 school climate survey, only 50% of the faculty believed staff morale was high. Our findings revealed that establishing equitable and positive relationships will improve school culture and morale. The increased need to cultivate relationships is critical to foster a positive staff and student relationship. We will create positive social interactions and support systems for students and teachers through incentives, effective collaboration, and team-building activities.
Measurable Outcome:	If we successfully implement equitable and diverse systems focusing on improving relationships, then at least 95% of staff members will indicate that staff morale is high at the school on the 2021-2022 school climate survey. Additionally, improving staff attendance by at least five percentage points will benefit staff and student relationships and gauge the effectiveness of this focus area.
Monitoring:	The Leadership Team will meet with the activities director and team leaders to plan and implement activities focused on improving staff and student relationships within the classroom. Additionally, the activities director and team leaders will meet monthly to develop a calendar of activities and identify key stakeholders to supervise each event. This information will be shared with the faculty and students to encourage participation. Teachers will be responsible for promoting student participation for all planned activities and support team- building initiatives to improve the overall school culture and morale.
Person responsible for monitoring outcome:	Kharim Armand (karmand@dadeschools.net)
Evidence-based Strategy:	After identifying the Targeted Element of Equity and Diversity (Relationships), our school will concentrate on the evidence-based strategy of: Team-Building. By implementing team-building and social activities, an atmosphere of professional, caring, and trusting relationships will be fostered.
Rationale for Evidence-based Strategy:	Implementing team-building initiatives will facilitate collaboration amongst the teachers and staff which will improve the overall school morale and culture. This will create a sense of belonging, build a sense of collegiality and purpose for our teachers. Ultimately, leading to a positive impact on student achievement.

Action Steps to Implement

08/2021 - 05/2022: The Leadership Team will organize monthly meetings with the activity director and team leaders to plan a monthly calendar of events. This will allow leaders to consistently plan events that will ensure diversity is highlighted in our school culture.

Person Responsible	Kharim Armand (karmand@dadeschools.net)

08/2021 - 05/2022: A monthly activities calendar will be developed and shared with teachers and students. This will be shared via the school's social media pages and email. This will provide all stakeholders with event details ahead of time so that they can plan to participate.

Person Responsible	Kharim Armand (karmand@dadeschools.net)

08/2021 - 05/2022: Students will be provided with various incentives throughout the quarter to promote i-Ready usage, positive behavior, and academic performance on assessments. As a result of this action step, students will be rewarded for the positive behaviors that lead to academic success.

Person Responsible   Kharim Armand (karmand@dadeschools.net)

08/2021 - 05/2022: Staff will participate in quarterly team-building activities to promote facilitate collaboration and relationship building amongst the staff. This action step will lead to high staff morale.

Person Responsible   Kharim Armand (karmand@dadeschools.net)

11/21-12/21:One faculty meeting per month will allow teachers to participate in a team building activity in alignment with our focus to build positive relationships.

Person Responsible   Kharim Armand (karmand@dadeschools.net)

11/21-12/21: Students will be celebrated for their achievements through "Shout-Out Wednesdays", Students of the Month, teacher shout-out boards, and in class celebrations.

Person Responsible   Kayla Edwards (kjenkins@dadeschools.net)

01/31/22-04/29/22:Team Leaders will be tasked with planning one team building event per quarter to boost staff morale and participation.

Person Responsible   Taneisha Webster (tawebster@dadeschools.net)

01/31/22-04/29/22:Student Council members will be deployed to assigned homerooms as ambassadors to conduct various activities that align to the school's vision and mission goals.

Person Responsible   Taneisha Webster (tawebster@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on the qualitative data from the school climate survey, we want to utilize the Targeted Element of Instructional Leadership Team. The school leadership team felt that it was important to have a clear daily vision and mission to keep everyone focused on accomplishing our daily goal. The school leadership team has developed a daily mission and vision which will be shared with all teachers and staff. This will allow all stakeholders to have an understanding of how they can support the school's goals on a daily basis and create a sense of ownership while establishing a community that is aligned to one vision.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our staff will execute shifts in behaviors that are aligned to the daily vision and mission. All teachers, staff, and students will be aware of the the mission and vision statements and will work toward to achieving these statements daily. This will lead to a positive impact in culture, academics and professional growth for all.
Monitoring:	The leadership team will conduct walkthroughs during homeroom to ensure that the daily vision and mission are recited by all teachers and students.
Person responsible for monitoring outcome:	Kharim Armand (karmand@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of shared leadership. The school principal will work together with parents, students, teachers and staff to solve problems and create an engaging school climate that fosters student learning. This can be achieved by making sure all stakeholders are aware of the daily vision and mission and work together towards accomplishing a shared purpose.
Rationale for Evidence-based Strategy:	Implementing shared leadership initiatives will facilitate collaboration amongst all stakeholders which will lead to creating a better school community. Utilizing shared leadership will empower all stakeholders to develop their leadership capacity and work towards achieving our goal.

Action Steps to Implement

09/2021: Administrative Team will share the daily vision and mission statements with the faculty, staff, and students. The principal will ensure that the mission and vision statements are publicized through social media posts, school website, and morning announcements in order to provide access to all stakeholders.

Person Responsible	Kharim Armand (karmand@dadeschools.net)

09/2021 - 05/2022: Homeroom competitions and grade level student orientations will be held to promote learning the mission and vision statements. As a result of this action step, students will internalize the vision and mission of the school.

Person Responsible	Kharim Armand (karmand@dadeschools.net)

09/2021: The mission and vision statements will be consistently be shared with teachers and staff during faculty, department, and team meetings. This will ensure that there is a clear message around our purpose as educators and a school site.

Person Responsible	Kharim Armand (karmand@dadeschools.net)

09/2021: The mission and vision statements will be shared with parents during Open House, parent events, and community partner events. This will ensure that all stakeholders are aware of the vision and mission of the school.

Person Responsible Kharim Armand (karmand@dadeschools.net)

11/2021-12/21: Teacher Leaders implementing effective teaching practices will be identified and spotlighted to effectuate positive student outcomes that are impactful toward instructional delivery.

Person Responsible Kharim Armand (karmand@dadeschools.net)

11/2021-12/21: Monthly meetings will be held with the student council members and selected Teacher Leaders to ensure the school's vision/mission and academic objectives are continuously supported academically and culturally.

Person Responsible Kharim Armand (karmand@dadeschools.net)

01/31/22-04/29/22:The leadership team, team leaders, and the student council president will meet periodically to discuss innovative ideas that encourage teacher and student participation in school-wide activities. As a result of this, these new incentives will help to motivate those who did not participate.

Person Responsible Markelita Mathurin (lmathurin@dadeschools.net)

01/31/22-04/29/22:Leadership team will devise a consistent plan and system to hold teachers accountable for ensuring that activities are completed. Ultimately, if teachers are consistent then this will help close the non-motivational gap.

Person Responsible Markelita Mathurin (lmathurin@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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 SafeschoolsforAlex,org discipline data, North Dade Middle School reported 4.2 incidents per 100 students similar to the statewide average. Total reported suspensions for the 2019-2020 school year were 0, in comparison to the state's average of 18.3. Violent incidents were reported as 2.12 per 100 students and Drug/Public Order incidents were reported at 2.12 per 100 students. The state's average for identical categories was 2.77 and 2.04 per 100 students respectively. Our primary and secondary areas of concern are violent incidents followed by drug and tobacco incidents. We will use this data to monitor the effectiveness of our action steps outlined to improve school culture and environment. The data will allow us to target specific incidents and provide immediate remedies to reduce the number of occurrences.

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 school addresses School Culture through Engaging Learning Environment, Support, Care and Connections, and Physical & Emotional Safety Support. Our school encourages school pride through various grade level activities and celebrate students' successes quarterly. We model high expectations in the classroom and provide positive reinforcements through inspirational quotes, incentives, and Shout Wednesdays. We ensure the well-being of our students and families through initiatives such as the "See Free" initiative. Students are taught practices to address bullying and harassment through Restorative Justice practices. Increased efforts will be made to foster professional relationships and communicate clearly defined expectations schoolwide with teachers and students.

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

The key collaborators involved in cultivating a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, Counselors, and all Teachers. The Principal's role will include monitoring the implementation of all team building initiatives, incentive activities, and assisting with problem solving issues that may materialize. The Assistant Principals will organize various committees to lead the implementation of grade level and team building activities. The Instructional Coaches and Teacher Leaders will ensure that academic incentive programs are in place to support student achievement, the Counselor will ensure that Restorative Justice practices and SEL strategies are utilized to mitigate student behaviors. Teachers will provide in class incentives, positive reinforcements, and monitor the effectiveness of each initiative to promote a positive school culture and learning environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00

	Total:	$0.00