

Miami-Dade County Public Schools

Rockway Middle School



2021-22 Schoolwide Improvement Plan

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Rockway Middle School

9393 SW 29TH TER, Miami, FL 33165

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

Demographics

Principal: Josephine Otero

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: A (63%) 2016-17: I (%)
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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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	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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<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.

Rockway Middle School's mission is to provide an innovative, nurturing, and mutually respectful academic and social environment.

Provide the school's vision statement.

Our vision is to foster academic excellence, inspire innovative thinking, and build a sense of belonging in our students.

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
Otero, Josephine	Principal	Instructional leader supervising student services and the overall curriculum/ effective functioning of the school.
Gant, Eugenio	Assistant Principal	Instructional leader supervising language arts, reading, SPED, and electives.
Gonzalez, Eric	Teacher, K-12	Student Services Department Chair, SCSi Instructor, Magnet Lead Teacher, and Professional Development Liaison on the Professional Learning Support Team
Caceres, Sarah	Teacher, K-12	Language Arts Department Chairperson and Content Expert on the Professional Learning Support Team
Rodriguez, Maria	Teacher, K-12	8th Grade Team Leader, Media Specialist, and Activities Director
Baeza, Miladys	Teacher, K-12	7th Grade Team Leader and New and Early Career Teacher Support/Lead Mentor on the Professional Learning Support Team
Mejer, Annette	Teacher, K-12	6th Grade Team Leader and Digital Innovation Leader on the Professional Learning Support Team
Mayor, Evie	Assistant Principal	Instructional leader supervising mathematics, science, social studies, ESOL, and gifted.

Demographic Information

Principal start date

Monday 7/19/2021, Josephine Otero

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.*

18

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.*

35

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

1,010

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

10

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	302	318	390	0	0	0	0	1010	
Attendance below 90 percent	0	0	0	0	0	0	26	55	80	0	0	0	0	161	
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	11	14	13	0	0	0	0	38	
Course failure in Math	0	0	0	0	0	0	18	12	32	0	0	0	0	62	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	22	42	41	0	0	0	0	105	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	37	38	0	0	0	0	103	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	82	123	145	0	0	0	0	350	

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	24	43	51	0	0	0	0	118

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	2	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	5	3	5	0	0	0	0	13

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	335	400	386	0	0	0	0	1121	
Attendance below 90 percent	0	0	0	0	0	0	58	83	97	0	0	0	0	238	
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	17	13	8	0	0	0	0	38	
Course failure in Math	0	0	0	0	0	0	13	34	20	0	0	0	0	67	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	44	41	56	0	0	0	0	141	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	40	40	66	0	0	0	0	146	

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	46	53	65	0	0	0	0	164	

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	5	2	2	0	0	0	0	9	
Students retained two or more times	0	0	0	0	0	0	4	5	2	0	0	0	0	11	

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				66%	58%	54%	62%	56%	53%
ELA Learning Gains				63%	58%	54%	59%	56%	54%
ELA Lowest 25th Percentile				52%	52%	47%	56%	52%	47%
Math Achievement				63%	58%	58%	61%	56%	58%
Math Learning Gains				57%	56%	57%	59%	56%	57%
Math Lowest 25th Percentile				44%	54%	51%	55%	55%	51%
Science Achievement				51%	52%	51%	55%	52%	52%
Social Studies Achievement				70%	74%	72%	75%	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	62%	58%	4%	54%	8%
Cohort Comparison						
07	2021					
	2019	64%	56%	8%	52%	12%
Cohort Comparison		-62%				
08	2021					
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	58%	1%	55%	4%
Cohort Comparison						
07	2021					
	2019	57%	53%	4%	54%	3%
Cohort Comparison		-59%				
08	2021					
	2019	28%	40%	-12%	46%	-18%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	68%	24%	67%	25%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	73%	-6%	71%	-4%

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	94%	63%	31%	61%	33%
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 progress monitoring tool(s) by grade level used to compile the below data were iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.6	54.5	54.8
	Economically Disadvantaged	45.5	51.8	53.2
	Students With Disabilities	8.7	12.8	23.9
	English Language Learners	3.8	13.8	12.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.3	49.6	55.2
	Economically Disadvantaged	42.6	47.8	53.8
	Students With Disabilities	12.0	20.9	22.2
	English Language Learners	13.3	13.8	17.2

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49.6	55.3	54.4
	Economically Disadvantaged	46.5	50.2	51.4
	Students With Disabilities	22.4	21.6	21.7
	English Language Learners	12.9	13.3	27.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.4	55.9	52.0
	Economically Disadvantaged	37.4	50.0	50.2
	Students With Disabilities	13.7	34.7	27.9
	English Language Learners	18.5	18.5	27.3
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		68.0	
	Economically Disadvantaged		62.0	
	Students With Disabilities		29.0	
	English Language Learners		23.0	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.7	50.3	50.0
	Economically Disadvantaged	38.9	48.6	50.0
	Students With Disabilities	16.0	24.5	26.7
	English Language Learners	5.7	5.9	14.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.0	42.2	25.4
	Economically Disadvantaged	34.4	45.3	25.5
	Students With Disabilities	18.4	8.2	11.4
	English Language Learners	9.7	21.9	39.3
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		23.0	
	Economically Disadvantaged		23.0	
	Students With Disabilities		10.0	
	English Language Learners		29.0	

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	31	34	30	30	27	19	31	40	45		
ELL	51	51	46	42	27	19	30	57	72		
HSP	63	53	43	51	30	21	49	67	73		
WHT	46	44		48	23	10					
FRL	59	52	43	47	28	19	46	62	70		
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	33	49	43	33	44	35	25	47	77		
ELL	51	58	52	51	50	42	32	53	79		
HSP	66	63	53	63	57	44	49	70	86		
WHT	67	62		67	50						
FRL	64	63	50	61	56	43	46	66	83		

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	40	34	44	43	32	35	69		
ELL	39	53	54	43	45	43	30	48	69		
HSP	62	59	57	61	59	55	55	74	83		
WHT	73	65		62	58						
FRL	61	58	58	60	59	57	55	74	82		

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	50
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	54
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	45
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	51
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	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
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 the 2021 FSA ELA, 60% of students in grades 6-8 showed proficiency, a 3 percentage point decrease. In 2021, 52% of students made learning gains on the FSA ELA, an 11 percentage point decrease. In the 2021 FSA Math, 41% of students in grades 6-8 showed proficiency, a 10 percentage point decrease. In 2021, 30% of students made learning gains on the FSA Math, a 12 percentage point decrease. In 2021, 68% of students showed proficiency in the Algebra 1 EOC and 95% in the Geometry EOC, a decrease of 27 and 3 percentage points respectively. In 2021, 93% of students showed proficiency in the Biology EOC, a 1 percentage point increase. In 2021, the proficiency on the science state assessment was 33%, a 1 percentage point increase. In 2021, the proficiency on the Civics EOC was 64%, a 3 percentage point decrease. In the 2019 FSA ELA, 66% of students in grades 6-8 showed proficiency, a 4 percentage point increase from the 2018 FSA ELA overall proficiency. In 2019, 92% of students showed proficiency in the Biology EOC. In 2019, 96% of students of students showed proficiency in the Algebra 1 EOC. In 2019, the proficiency on the science state assessment was 32%, a 9 percentage point decrease from 2018. In 2019, the proficiency on the Civics EOC was 67%, a 5 percentage point decrease from 2018. In 2019, 39% of 6th grade students made learning gains in the FSA Math, a 5 percentage point decrease from 2018.

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

The data components in 2021 that demonstrate the greatest need for improvement are as follows. In 2021, 52% of students made learning gains on the FSA ELA, an 11 percentage point decrease. In the 2021 FSA Math, 41% of students in grades 6-8 showed proficiency, a 10 percentage point decrease. In 2021, 30% of students made learning gains on the FSA Math, a 12 percentage point decrease. In 2021, 68% of students showed proficiency in the Algebra 1 EOC and 95% in the Geometry EOC, a decrease of 27 and 3 percentage points respectively. In 2019, the proficiency on the science state assessment was 32% which demonstrates a 9 percentage point decrease from 2018. In 2019, the proficiency on the Civics EOC was 67% which demonstrates a 5 percentage point decrease from 2018. In 2019, 39% of 6th grade students made learning gains in the math FSA which demonstrates a 5 percentage point decrease from 2018.

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

Learning gains in the FSA ELA and Math were identified because of the need to focus on support and early intervention at early grade levels for future progress. Teachers in language arts, reading, science, civics, and math will review current curriculum and resources and engage in a discussion within departments to find or develop effective resources and instructional strategies to remediate instruction. Before and/or after school tutoring and intervention opportunities will be explored for students in these critical areas. There has been insufficient increases in the science statewide assessments and Civics EOC scores for the past two assessed school years, showing that the content being and the application of knowledge needs to be realigned.

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

In 2021, 93% of students showed proficiency in the Biology EOC, a 1 percentage point increase. In 2021, the proficiency on the science state assessment was 33%, a 1 percentage point increase. In the 2019 FSA ELA, 66% of students in grades 6-8 showed proficiency which demonstrates a 4 percentage point increase from the 2018 FSA ELA overall proficiency.

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

There was a focus of progress monitoring of iReady data, effective use of curriculum and resources, collaboration, and data driven instruction. Teachers analyzed diagnostic growth data for iReady to provide differentiated instruction within their classroom. This information was also used to target students for before/after tutoring and interventions.

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

Staff will continue to be provided access to all data platforms, staff will continue to receive professional development in how to analyze reports, staff will continue to meet the school leadership team to discuss results and instructional decisions, staff will continue to utilize data in department planning sessions, staff will continue to utilize progress monitoring protocols, and staff will continue to conduct data chats with students to discuss progress and create goals. Teachers will continue to implement differentiated instruction, interventions will be provided to targeted students, and the school will continue to provide extended learning opportunities to all students.

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.

Through departments teachers will analyze data and share best practices for remediation or enrichment. The Professional Learning Support Team (PLST) will develop whole group sessions and job-embedded sessions on using cross content area reading strategies (July 13th), data analysis and decision making (August 19), and social emotional learning (varies points during the school year via formal and informal professional development).

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

Ongoing support for the professional development needs of our teachers provided by our PLST. Curriculum leaders will provide support and opportunities to engage in conversations on data through department and leadership meetings. Curriculum leaders will provide time and resources for collaborative planning among teachers to ensure fidelity in the implementation of instructional strategies and curricular resources. Extended learning opportunities will be provided with before and after school tutoring and interventions as well as academic focused school clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that demonstrated Learning Gains in the FSA ELA and Math, proficiency on the FSA Math, proficiency in the Algebra 1 EOC, proficiency for 8th grade Science, and proficiency for the Civics EOC were decreasing based on data from 2021 and 2019 Spring Administration. We do not have the same level of collaboration across all disciplines. We will provide the structure and resources for teachers to engage in a streamlined collaborative process via department planning. We will equip the curriculum leaders with the tools to drive such conversations and processes.
Measurable Outcome:	If we successfully implement Collaborative Planning, then our learning gains in FSA ELA and Math, proficiency in the Algebra 1 EOC, proficiency in the Civics EOC, and proficiency in the Science Statewide Assessments will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will create a monthly calendar with specific dates designated for departmental collaborative planning on a bi-monthly basis. Administrators will attend meetings and monitor conversations during departmental collaborative planning meetings. Administrators will conduct classroom walkthroughs to monitor the implementation of best practices and strategies shared during collaborative planning meetings. Data will be collected using district and state assessments during various points in the school year to monitor student progress as a result of collaborative planning. Administrators will engage with teachers on reviewing data and engaging in debriefing of collaborative planning meetings and the classroom implementation of resources following the meeting.
Person responsible for monitoring outcome:	Josephine Otero (pr6821@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of collaborative data chats. Collaborative data chats will assist in accelerating learning gains in math for our 6th grade students and increase student proficiency on the Science Statewide Assessment and Civics EOC. Collaborative data chats will be monitored through the use of content specific data trackers.
Rationale for Evidence-based Strategy:	Collaborative data chats will ensure that teachers are reviewing their own data and making instructional decisions aligned to the needs of their students. Additionally, teachers will be able to strengthen their skills in collaboration and be able to seek assistance, as needed, from their peers. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/31/21 - The school leadership team will create a monthly calendar with specific biweekly dates designated for departmental or grade level collaborative planning as evidenced by the meeting calendar and meeting agendas. As a result, teachers will implement strategies discussed in such meeting in their lesson plans and curricular activities as evidenced through classroom walkthroughs, teacher lesson plans, and portfolio of student work.

Person Responsible Eric Gonzalez (311394@dadeschools.net)

8/31/21 - 10/11/21 - Teachers will be provided with cross curricular instructional strategies and opportunities for collaborative discussions through biweekly department, biweekly grade level teams, and monthly Professional Learning Support Team (PLST) Meetings. As a result, teachers will implement

strategies discussed in such meeting in their lesson plans and curricular activities as evidenced through classroom walkthroughs, teacher lesson plans, and portfolio of student work.

Person Responsible Eugenio Gant (296337@dadeschools.net)

8/31/21 - 10/11/21 - Teachers will infuse acquired strategies learned during collaborative planning into lesson plans and activities as evidenced by, classroom walkthroughs conducted by the school leadership team monthly. As a result, teachers will develop lessons that provide students with enrichment opportunities, as evidenced through classroom walkthroughs, teacher lesson plans, and portfolio of student work.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

8/31/21 - 10/11/21 - Teachers will engage in collaborative data chats with other colleagues to determine areas of strengths and areas of improvement via departmental meetings on a biweekly basis and via Impact Wednesday meetings on a monthly basis. As a result, we expect teachers to analyze data and draw conclusions that spark action which will help them implement data driven instructional practices.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

11/01/21 - 12/21/21 - Teachers will be provided with time, resources, and support to develop and/or enhance STEAM lessons on a monthly basis. As a result, we expect teachers to collaborate and engage in structured dialogue for improvement, as evidenced by teacher lesson plans and meeting agendas, that will help improve student achievement in science and mathematics through a cross-circular approach.

Person Responsible Evie Mayor (210688@dadeschools.net)

11/01/21 - 12/21/21 - Teachers will be provided with resources and support to drive student collaboration in the classroom through formal professional development and informal opportunities (such as PLST, department, and grade level team meetings). As a result, we expect to see more collaboration among students as evidenced through classroom walkthroughs and portfolio of student work.

Person Responsible Sarah Caceres (221307@dadeschools.net)

01/31/22 - 04/29/22- Teachers will continue to be provided with time, resources, and support to develop and/or enhance STEAM lessons on a monthly basis. As a result, we expect teachers to collaborate and engage in structured dialogue for improvement, as evidenced by teacher lesson plans and meeting agendas, that will help improve student achievement in science and mathematics through a cross-circular approach.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

01/31/22 - 04/29/22- Teachers will continue to be provided with resources and support to drive student collaboration in the classroom through formal professional development and informal opportunities (such as PLST, department, and grade level team meetings). As a result, we expect to see more collaboration among students as evidenced through classroom walkthroughs and portfolio of student work.

Person Responsible Sarah Caceres (221307@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Professional Learning. We selected the overarching area of Professional Learning based on our findings that demonstrated that the Civics EOC scores were decreasing, Science Statewide Assessment scores insufficiently increased, and that the FSA ELA and Math proficiency were decreasing. We want to ensure that teachers are participating in professional learning related to their own areas of need and applying learned strategies in their classroom so that student achievement can either increase or remain the same.
Measurable Outcome:	If we successfully implement Professional Learning, then our FSA ELA, FSA Math, Algebra 1 EOC, Civics EOC and Science Statewide Assessment scores will increase by 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Professional Learning Support Team (PLST) will provide professional development opportunities based on the needs of teachers as identified on the 2020-2021 PD Needs Survey. The PLST will periodically survey teachers during the school year to determine additional professional growth needs and adjust offerings accordingly. Administrators will collaborate with the PLST to provide feedback and additional resources and support as needed.
Person responsible for monitoring outcome:	Josephine Otero (pr6821@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Professional Learning, our school will focus on the evidence-based strategy of Job-Embedded Professional Development. Job-Embedded Professional Development will assist teachers in accelerating learning by identifying professional development that is content specific and relevant to their needs and the needs of their students. Job-Embedded Professional Development will be monitored through classroom walkthroughs by administrators and evaluated as a result of the implementation of learning in the classroom.
Rationale for Evidence-based Strategy:	Job-Embedded Professional Development will ensure that teachers are using relevant and recent evidence based practices to plan and deliver lessons. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/31/21 - 10/11/21 - The School Leadership Team will conduct a book study using "Row the Boat" by Jon Gordon and P.J. Fleck to equip school leaders with effective strategies to improve school culture and optimize professional learning opportunities. As a result of this book study, the School Leadership Team will be equipped with strategies and skills as they guide their teams towards improving student achievement. They will also have the tools for when team members encounter challenges to never give up or allow circumstances to dictate their behaviors.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

8/31/21 - 10/11/21 - The Professional Learning Support Team (PLST) will conduct monthly meetings targeted at the needs of teachers as evidenced by the 2020-2021 PD Needs Assessment Survey. As a result, teachers will be provided with the most recent evidence based practices for classroom implementation and student achievement.

Person Responsible Eugenio Gant (296337@dadeschools.net)

9/30/21 - During the faculty meeting, teachers will be provided with cross-curricular reading strategies that promotes learning that is interrelated and connected as evidenced by faculty meeting agendas. As a result, we expect teachers to provide instruction with authentic, on-going, multidimensional opportunities to assess student progress, participation, and achievement.

Person Responsible Sarah Caceres (221307@dadeschools.net)

8/31/21 - 10/11/21 - Teachers will engaged in various Miami LEARNS professional development provided by the school's Professional Learning Support Team (PLST) and/or district curriculum support specialists as determined by their individual needs outlined in their Deliberate Professional Growth Target (DPGT). As a result, teachers will engage in a variety of professional learning experiences that will help them develop their skill sets and improve their instructional practices and other IPEGS related areas.

Person Responsible Eric Gonzalez (311394@dadeschools.net)

11/01/21 - 12/21/21 - The Professional Learning Support Team (PLST) will provide resources and support to assist teachers in conducting teacher driven observations. As a result, teachers will be able to learn best practices and instructional strategies from each other while providing peer to peer feedback. The impact of such experience will be made evident through teacher lesson plans.

Person Responsible Eugenio Gant (296337@dadeschools.net)

11/01/21 - 12/21/21 - During grade level team meetings, teachers will be provided with strategies to increase social emotional learning and Restorative Justice Practices in their classrooms. As a result, teachers will be able to further meet the social and emotional needs of students in their classroom. The impact of this job-embedded professional learning will be made evident through meeting agendas, teacher lesson plans, and classroom walkthroughs.

Person Responsible Annette Mejer (320004@dadeschools.net)

01/31/22 - 04/29/22-During grade level team meetings, teachers will continue be provided with strategies to increase social emotional learning and Restorative Justice Practices in their classrooms. As a result, teachers will be able to further meet the social and emotional needs of students in their classroom. The impact of this job-embedded professional learning will be made evident through meeting agendas, teacher lesson plans, and classroom walkthroughs.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

01/31/22 - 04/29/22- The Professional Learning Support Team (PLST) will continue to provide resources and support to assist teachers in conducting teacher driven observations. As a result, teachers will be able to learn best practices and instructional strategies from each other while providing peer to peer feedback. The impact of such experience will be made evident through teacher lesson plans.

Person Responsible Sarah Caceres (221307@dadeschools.net)

01/31/22 - 04/29/22- The Professional Learning Support Team (PLST) will continue to provide resources and support to assist teachers in conducting teacher driven observations. As a result, teachers will be able to learn best practices and instructional strategies from each other while providing peer to peer feedback. The impact of such experience will be made evident through teacher lesson plans.

Person Responsible Sarah Caceres (221307@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

Based on the attendance data review, the area that showed the greatest need for improvement was that 40% of our students were absent at most 5 days as compared to 48% across the school district. Additionally, in 2020-2021, 39% of students had at least 11 absences compared to 27% in 2019-2020. We recognize that connectivity issues, quarantine protocols, and lack of engagement were factors that caused student attendance to decrease. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high. We will work with grade level team leaders to develop attendance incentives for students. We will work with our Community Involvement Specialist to provide parents with support and resources on how to engage their students and monitor their progress.

Measurable Outcome:

If we successfully implement the Targeted Elements of Student Attendance, then our percentage of students absent at most 5 days and the amount of students with at least 11 absences will decrease by 5 percentage points as evidenced by the 2021-2022 Student Attendance Data.

Monitoring:

The Leadership Team will work to connect families who struggle with attendance and identify the root cause of absences and create a plan of action to ensure students are able to be present daily. Grade level team leaders, the school social worker, and teachers will support attendance initiatives by communicating with families about attendance expectations. Attendance will be tracked on daily attendance reports and attendance referrals, referrals to the school social worker, or truancy interventions will be provided as needed. The grade level team leaders will plan regular student incentives to promote consistent student attendance. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Josephine Otero (pr6821@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

Rationale for Evidence-based Strategy:

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

8/31/21 - 10/11/21 - Teachers will be able to nominate students through our SPOT Success Positive Referral Program for improved attendance and/or any of the Values Matter Core Focus Areas on a biweekly basis. As a result, students will develop a sense of belonging and we expect to see increases in our daily attendance rates.

Person Responsible

Eugenio Gant (296337@dadeschools.net)

8/31/21 - 10/11/21 - Grade Level Team Leaders will meet to create goal based incentives that motivate attendance and positive student behavior for each grading period. As a result, students will develop a sense of belonging and we expect to see increases in our daily attendance rates.

Person Responsible Maria Rodriguez (rodriguezma@dadeschools.net)

8/31/21 - The Administrative Team will form an attendance tracking team to monitor the daily attendance bulletin, track progress towards attendance goals, and communicate with parents and students with issues as they arise. As a result, interventions will be provided, when appropriate, to improve student attendance and parents will be equipped with resources to engage their students.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

9/10/21 - The School Leadership Team will develop an engaging school-wide activities calendar that shares events aimed at motivating students to come to school and participate in fun and educational experiences. As result, we expect for students to develop positive social and emotional character, build a connecting environment with their peers, increase attendance, and ultimately, impact academic achievement.

Person Responsible Maria Rodriguez (rodriguezma@dadeschools.net)

11/01/21 - 12/21/21 - The School Leadership Team and the Community Involvement Specialist will develop community partnerships with organizations to support our attendance initiatives as well as provide resources to families and students with attendance issues. As a result, student attendance will improve and parents will be equipped with resources to engage their students.

Person Responsible Eugenio Gant (296337@dadeschools.net)

11/01/21 - 12/21/21 - The School Leadership Team will create opportunities for family nights to engage parents and students. This will allow for families to develop a sense of belonging between the school and increase student attendance as result of their feeling of belongingness.

Person Responsible Eric Gonzalez (311394@dadeschools.net)

01/31/22 - 04/29/22- The School Leadership Team and the Community Involvement Specialist will continue to develop community partnerships with organizations to support our attendance initiatives as well as provide resources to families and students with attendance issues. As a result, student attendance will improve and parents will be equipped with resources to engage their students.

Person Responsible Eugenio Gant (296337@dadeschools.net)

01/31/22 - 04/29/22- The School Leadership Team will continue to create opportunities for family nights to engage parents and students. This will allow for families to develop a sense of belonging between the school and increase student attendance as result of their feeling of belongingness.

Person Responsible Maria Rodriguez (rodriguezma@dadeschools.net)

01/31/22 - 04/29/22- The School Leadership Team will continue to create opportunities for family nights to engage parents and students. This will allow for families to develop a sense of belonging between the school and increase student attendance as result of their feeling of belongingness.

Person Responsible Maria Rodriguez (rodriguezma@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Based on the qualitative data from the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Managing Accountability Systems. The data components that demonstrate the greatest need for improvement were in the areas of Developing Others and Focus on Sustainable Results. Based on the Developing Others data, in 2020-2021, 50% of teachers stated that they received guidance in using data on weekly and/or monthly basis compared to 56% in 2019-2020. Based on the Focus on Sustainable Results data, in 2020-2021, 78% of teachers stated that data chats were held with administrators on a weekly and/or biweekly basis compared to 74% in 2019-2020. Additionally, in 2020-2021, 50% of teachers stated that classroom walkthroughs occurred daily, weekly, and/or bi-weekly compared to 58% in 2019-2020.
Measurable Outcome:	If we successfully implement the Targeted Element of Managing Accountability Systems, our teachers will be provided with resources and processes by which to disaggregate data and monitor systems to make instructional decisions. This will be realized through allocating time, creating systems, and providing professional learning support will assist teachers in Managing Accountability Systems. The attendance roster of various meetings that target areas related to Managing Accountability Systems will show at least 90% teacher participation during the 2021-2022 school year.
Monitoring:	Administrators will monitor teacher participation based on meeting attendance provided by curriculum leaders and grade level team leaders. Administrators will conduct classroom walkthroughs to identify changes made in instructional practices due to a review of their data and the needs of their students based on the data. To ensure we are on the right track, teachers can share their knowledge and best practices during designated meetings.
Person responsible for monitoring outcome:	Josephine Otero (pr6821@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Managing Accountability Systems, we will focus on the evidence-based strategy of Consistent, Developmental Feedback. Through Consistent, Developmental Feedback, teachers will be provided with clear expectations and informed of their progress as they work to meet their goals and support their students.
Rationale for Evidence-based Strategy:	Consistent, developmental feedback provides the opportunity for growth by monitoring progress towards goals and the ability to make timely necessary adjustments to reach the end goal. Throughout the process, the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

8/31/21 - 10/11/21 - The Administrative Team will engage in data chats using their content specific data (i-Ready AP1 for ELA and Math, Math Topic Assessments, Science Baselines, and Civics Mini-Assessments) with teachers during our monthly Impact Wednesday meeting. As a result, we expect for teachers to know and communicate the strengths and needs of their students to the administrative team and produce actionable steps for improvement as evidenced by teacher lesson plans and classroom walkthroughs.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

9/20/21 - 10/11/21 - The Administrative Team will conduct classroom walkthroughs and/or observations and provide teachers with timely and meaningful feedback. As a result, we expect teachers to make

improvements in areas related to IPEGS as evidenced by teacher lesson plans and future classroom walkthroughs and/or observations.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

8/31/21 - 10/11/21 - The Attendance Tracking Team will meet on a monthly basis to monitor the daily attendance bulletin, track progress towards attendance goals, and communicate with parents and students with issues as they arise. As a result, we expect to see a multi dimensional approach to addressing student attendance concerns and improve school-wide student attendance.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

8/31/21 - 10/11/21 - The School Leadership Team will allocate the time and resources for teachers to share cross curricular best practices for remediation and/or enrichment based on the data. As a result of these presentation, during faculty and department meetings, we expect to nurture a learning and innovative culture through collaborative practices and teacher feedback.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

11/01/21 - 12/21/21 - The School Leadership Team will meet to review and analyze trends in academic data from the various content areas to determine future course of action for the departments. As a result of this data analysis, teachers will be guided, during department and Impact Wednesday meetings, in making data driven decisions that align to the needs of their students based on the data examined.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

11/01/21 - 12/21/21 - The Administrative and Student Services Team will meet to review and analyze student disciplinary referral data. As a result of this data analysis, we will be able to identify trends and possible solutions to improve student behavior and services offered to our struggling students.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

01/31/22 - 04/29/22- The School Leadership Team will meet to review and analyze trends in academic data as it becomes available from the various content areas to determine future course of action for the departments. As a result of this data analysis, teachers will be guided, during department and Impact Wednesday meetings, in making data driven decisions that align to the needs of their students based on the data examined.

Person Responsible Evie Mayor (210688@dadeschools.net)

01/31/22 - 04/29/22- The Administrative and Student Services Team will continue meeting regularly to review and analyze student disciplinary referral data. As a result of this data analysis, we will be able to identify trends and possible solutions to improve student behavior and services offered to our struggling students.

Person Responsible Josephine Otero (pr6821@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.

Based on the data, our school outperforms the state in school suspensions by 18.3 per 100 students. Based on the data, our school underperforms the state in drug/public order incidents by 1.99 per 100 students compared to 1.34 statewide. A primary area of concern that our school will monitor during the upcoming school year is the number of incidents related to drug/public order incidents. The secondary area of concern will continue to be violent incidents with the return of all students to the physical classroom setting.

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 by using Restorative Justice Practices, positive incentives for students, and our Spotlight Success Program. Restorative Justice Practices are used to build relationships with our students and teachers during faculty meetings, department meetings, grade level team meetings, and in the classrooms. We continue to ensure that addressing the social emotional wellness of students is a school priority. Students are recognized for their academic achievement every grading period through honor roll ceremonies. Additionally, teachers are provided with opportunities to nominate students for demonstrating positive values in their classes on a weekly basis. Teachers build relationships with each other through activities embedded during faculty meetings, department meetings, and grade level team meetings. Throughout the school year, teachers have multiple opportunities to engage in collaboration through departmental common planning, STEAM meetings, and Professional Learning Support Team (PLST) meetings.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders, and Counselor. Our school uses the Character Counts Coalition to promote various values associated with developing a positive culture and environment at our school. Grade level team leaders promote team building and celebrating student successes throughout the school year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
Total:			\$0.00