Miami-Dade County Public Schools

Hammocks Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

Hammocks Middle School

9889 HAMMOCKS BLVD, Miami, FL 33196

http://hammocks.dadeschools.net/

Demographics

Principal: Maritza Correa

Start Date for this Principal: 7/19/2012

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)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (61%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

Through a cross curricular, interdisciplinary approach, students will be given the necessary tools and nurturing so they may produce individualized growth and ultimately reach their highest potential.

Provide the school's vision statement.

The Hammocks Middle School community will develop students into confident, well-balanced and independent young people who will strive toward high academic standards.

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
Leal, Deborah	Principal	Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
Bonilla, Nicolina	Assistant Principal	Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs. Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school. Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.
Llano-Scherker, Beatriz	Instructional Technology	The Verizon Innovative Learning Schools (VILS) instructional coach is a full-time position with the primary responsibility for implementation of the VILS program at the school level. The VILS coach provides teachers with pedagogical support to effectively leverage technology in the classroom.
Perez, Kerra	School Counselor	Provides advice and helpful resources to students regarding certain personal and academic situations. Their main duties include offering counseling to students or Teachers, conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to middle school students.
Shaw, Ana	School Counselor	Provides advice and helpful resources to students regarding certain personal and academic situations. Their main duties include offering counseling to students or Teachers, conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to middle school students.
Tamayo, Isabel	Teacher, K-12	Provide strategies and resources to students focused on learning new behavior skills.

Demographic Information

Principal start date
Thursday 7/19/2012, Maritza Correa

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.*
10

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.*

14

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

553

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

2

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

2

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	177	184	192	0	0	0	0	553
Attendance below 90 percent	0	0	0	0	0	0	21	13	14	0	0	0	0	48
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	13	0	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	24	4	4	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	62	93	100	0	0	0	0	255
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	26	18	21	0	0	0	0	65

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

Date this data was collected or last updated

Monday 7/19/2021

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	187	208	206	0	0	0	0	601
Attendance below 90 percent	0	0	0	0	0	0	10	13	11	0	0	0	0	34
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	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	22	30	55	0	0	0	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	34	35	50	0	0	0	0	119

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	15	21	37	0	0	0	0	73

The number of students identified as retainees:

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

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				53%	58%	54%	57%	56%	53%
ELA Learning Gains				55%	58%	54%	60%	56%	54%
ELA Lowest 25th Percentile				46%	52%	47%	53%	52%	47%
Math Achievement				58%	58%	58%	54%	56%	58%
Math Learning Gains				57%	56%	57%	62%	56%	57%
Math Lowest 25th Percentile				51%	54%	51%	51%	55%	51%
Science Achievement				57%	52%	51%	49%	52%	52%
Social Studies Achievement				85%	74%	72%	88%	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	41%	58%	-17%	54%	-13%
Cohort Comparison						
07	2021					
	2019	46%	56%	-10%	52%	-6%
Cohort Comparison		-41%				
08	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison						
07	2021					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-56%				
08	2021					
	2019	29%	40%	-11%	46%	-17%
Cohort Comparison		-39%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	73%	6%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	63%	26%	61%	28%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	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 district wide progress monitoring tools that were used to compile the data below are the iReady Diagnostic Assessments and Miami-Dade County Public Schools Mid Year Assessments.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.6	40.4	36.1
	Economically Disadvantaged	36.9	37.7	30.8
	Students With Disabilities		23.5	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.7	37.4	41
	Economically Disadvantaged	25.4	33.9	38.5
	Students With Disabilities			23.5
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.9	40.7	43.5
	Economically Disadvantaged	37.5	37.5	43.4
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.5	34.5	37.3
	Economically Disadvantaged	30.9	30.2	33.8
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		63.8	
	Economically Disadvantaged		61.9	
	Students With Disabilities		40	
	English Language Learners		17.9	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.2	44.6	47.9
	Economically Disadvantaged	34.9	41.1	44.5
	Students With Disabilities		21.4	32.1
	English Language Learners		22.6	25.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.2	37.1	38.2
	Economically Disadvantaged	22.6	34.3	35.6
	Students With Disabilities		25	28.6
	English Language Learners		29	32.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		22.8	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	28	25	15	27	44	19	42			
ELL	36	46	47	29	29	34	19	60	57		
ASN	75	63		75	41						
BLK	35	54		35	62						
HSP	44	46	45	33	29	39	31	67	57		
WHT	44	43		63	36						
FRL	42	45	44	32	28	41	31	65	55		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	42	37	25	37	36	21	62			
ELL	38	50	44	48	55	51	41	76	69		
ASN	57	62		77	85						

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
BLK	48	45		65	70			82			
HSP	53	55	46	56	56	52	56	87	79		
WHT	75	57		63	43						
FRL	51	53	46	56	57	50	54	83	78		
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	26	48	49	10	33	40	29	73			
ELL	28	53	55	39	55	49	22	79	94		
ASN	58	64		58	64						
BLK	55	52		55	52						
HSP	56	61	54	53	62	52	49	88	80		
WHT	69	67		59	74		60				
FRL	55	59	53	53	62	51	49	88	78		

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	46
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	47
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
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?

2019 data finding:
When comparing the school-wide FSA Mathematics Proficiency, there was a continuous yearly increase in 2017 at 36 percent, in 2018 to 48 percent, and in 2019 to 54 percent; a total increase of 18 percentage points in three years.

2021 data finding:
When comparing the iReady Reading Diagnostic data from fall to spring, both seventh and eighth grade showed an increase in proficiency, with a 5.9 percentage point increase in seventh grade from 37.5 to 43.4 percent and a 9.6 increase in eighth grade from 34.9 to 44.5 percent. In contrast, sixth grade decreased from 36.9 to 30.8 percent reflecting an overall decrease of 6.1 percentage points. Additionally, 43% of students scored proficient on the 2021 ELA FSA compared to 49% in 2019. Twenty-six percent of students scored proficient on the Math FSA in 2021 compared to 42% in 2019. Twenty-one percent of students scored proficient on the 2021 NGSSS Science compared to 44% in 2019. Sixty-five percent of students scored proficient on the 2021 Civics EOC compared to 79% in 2019.

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

Sixth grade Reading showed a decrease of 2.5 percentage points on iReady from 38.6 to 36.1 percent on the iReady Diagnostic Assessments. Additionally, the economically disadvantaged sixth grade students decreased in proficiency by 6.1 percentage points when comparing the fall to spring iReady Reading Assessments.

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

2019 data finding:
For the last 3 years, we have focused on ongoing progress monitoring in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our learners. We will also develop teachers using strategies that focus on differentiated instruction and intervention for lower performing students. We will be strategic with aligning resources and include OPM in our data chats.

2021 data finding:
During the 2020 - 2021 school year, there was limited evidence of students completing the iReady Reading minutes required with a passing rate of 75 percent or above. We will monitor completion and passing rate weekly and provide rewards or incentives to keep students motivated. Students will be scheduled in homerooms based on their FSA reading level. They will complete iReady lessons during homeroom time.

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

2019 data finding:
When comparing the school-wide FSA Mathematics Proficiency, there was a continuous yearly increase in 2017 at 36 percent, in 2018 to 48 percent, and in 2019 to 54 percent; a total increase of 18 percentage points in three years.
2021 data finding:
When comparing the Fall to Spring iReady Mathematics Diagnostic data, Hammocks Middle School shows an increase in proficiency of an average of 10 percentage points in all grade levels.

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

2019 data finding:
For the last 3 years, we have focused on collaborative planning. We will continue to provide opportunities for teacher collaboration by department as well as interdisciplinary.
2021 data finding:
During the 2020 - 2021 school year, we focused on the administration of topic assessments and data-driven decision making. Data was monitored after each assessment.

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

The strategies of on-going Progress Monitoring, Differentiated Instruction, Data-driven Decision Making, and Collaborative Planning will be implemented in order to accelerate learning.

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 PLST will develop whole group sessions using data-driven decision making, on-going progress monitoring, and performance matters.

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

Create an intervention schedule, use blended learning across the curriculum, continue with collaborative planning, and after-school homework help.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Teachers share an understanding of expectations for standards, curriculum, assessment, and instruction. It allows them to review curriculum documents to ensure alignment to the intent and rigor of the standards which will yield learning gains. The percentage of our lowest 25 percent of students who made learning gains in ELA FSA went from 46% in 2019 to 44% in 2021. The percentage of our lowest 25 percent of students who made learning gains in the Math FSA went from 51% in 2019 to 41% in 2021. Although our percent of students who scored proficient in the Civics EOC went down from 85% in 2019 to 68% in 2021, we still scored higher than both the District Average, 63%, and State average, 65%.
Measurable Outcome:	If we successfully implement collaborative planning, then each grade level will show at least a three percentage point increase when comparing the fall and spring iReady Reading and Math assessment results.
Monitoring:	All Departments will meet weekly to review student iReady data to make data-driven decisions, and plan for differentiated instruction. Administrative Team will participate in Collaborative Planning sessions to facilitate the planning process and ensure end-products are focused and aligned with the standards.
Person responsible for monitoring outcome:	Nicolina Bonilla (nbonilla@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. It will allow for teachers to work together for the purpose of learning from one another and to collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.
Rationale for Evidence-based Strategy:	When teachers come together to share information, resources, ideas, and expertise, learning becomes more accessible and effective for students. Since teachers who collaborate on instruction are all on the same page, they will increase the level of academic rigor to match the core competencies they want students to meet. Standards-based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets.

Action Steps to Implement

From August 31, 2021 until October 11, 2021, a Collaborative Planning Calendar will be created and provided to teachers. At the beginning of each month, teachers will receive the Collaborative Planning Calendar which states the dates and times of various Collaborative Planning meetings. This will ensure that teachers are addressing the standards with fidelity throughout their lessons, ultimately leading to increased student achievement on the quarterly assessments.

Person Responsible	Nicolina Bonilla (nbonilla@dadeschools.net)

Every Friday, from August 31, 2021 until October 11, 2021, teachers will Attend Collaborative Planning Sessions from 8:50am-9:20am in the department chairpersons' classroom. This time will enable teachers to share best practices with one another, provide teachers with enhanced blended learning techniques, and to allow inhouse curriculum-leaders to showcase expertise, leading to improved delivery of standards and increased student achievement on the quarterly assessments.

Person Responsible	Nicolina Bonilla (nbonilla@dadeschools.net)

During weekly collaborative planning sessions, from August 31, 2021 until October 11, 2021, teachers will create and review their Weekly Lesson Plans. Review sessions will allow teachers the time to fine-tune their lessons to provide differentiated instruction based on observation and results of weekly assessments, ultimately leading to improved student achievement on quarterly course grades.

Person Responsible   Nicolina Bonilla (nbonilla@dadeschools.net)

The leadership team will Conduct Classroom Walkthroughs on a weekly basis from August 31, 2021 until October 11, 2021. This will provide teachers with feedback to improve classroom instruction and lead to enhanced student comprehension of standards.

Person Responsible   Nicolina Bonilla (nbonilla@dadeschools.net)

During weekly collaborative planning sessions, from November 1, 2021 until December 17, 2021, teachers will create lesson plans which demonstrate differentiated instruction designed to meet the needs of the Lowest 25% of students. By creating lessons which focus on the needs of their students, teachers will positively impact learner achievement on state assessments.

Person Responsible   Nicolina Bonilla (nbonilla@dadeschools.net)

During weekly collaborative planning sessions, from November 1, 2021 until December 17, 2021, teachers will work together to unpack the grade level standards. This will lead to an increase in student achievement on quarterly topic assessments and iReady AP2 data.

Person Responsible   Nicolina Bonilla (nbonilla@dadeschools.net)

During weekly collaborative planning sessions, from January 31, 2022 until April 29, 2022, Mid-Year, Topic Assessments, and iReady AP2 data will be reviewed to make data-driven decisions and plan for reteaching of skills or reinforcement of key benchmarks. Teachers will plan to utilize research-based and proven strategies and resources, such as iReady Toolbox, Performance Coach, IXL, FLoridastudents.org, during their crunch time lessons and afterschool boot camp sessions. This will lead to increased student achievement on the Spring FSA and EOC.

Person Responsible   Nicolina Bonilla (nbonilla@dadeschools.net)

Civics and 8th grade Science Mid-Year and Topic Assessment data will be analyzed during weekly collaborative planning sessions from January 31, 2022 until April 29, 2022. Based on the data, students will be assigned individualized Edgenuity lessons focusing on the benchmarks in which students need improvement. Based on the data, Civics teachers will plan for weekly Civics tutoring sessions where benchmarks showing need for improvement, will be reviewed. This will lead to increased student achievement on the Civics EOC and 8th grade Science Test.

Person Responsible   Nicolina Bonilla (nbonilla@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Engagement. The percentage of students proficient in ELA FSA went from 53% in 2019 to 45% in 2021. The percentage of students proficient in the Math FSA went from 58% in 2019 to 36% in 2021.
Measurable Outcome:	If we implement Blended Learning as a Verizon Innovative Learning School (VILS), then student motivation will increase as evidenced by a three percentage point increase on time on task, with a minimum passing rate of 70 percent, when comparing fall and spring iReady data.
Monitoring:	iReady Data Usage Reports will be pulled on a weekly basis to identify students who are not meeting their weekly goal and shared by the Administrative Team with teachers during Collaborative Planning.
Person responsible for monitoring outcome:	Nicolina Bonilla (nbonilla@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of student engagement, our school will focus on the evidence based strategy of Blended Learning. Blended Learning will assist by providing students with technology based individualized instruction in order to meet their academic needs. Blended Learning will be monitored through walkthroughs and a review of teachers' lesson plans.
Rationale for Evidence-based Strategy:	When students are engaged, they become active learners. The use of technology will ensure that teachers are able to differentiate instruction and monitor learner progress to ensure students remain focused and on task.

Action Steps to Implement

On August 19th, teachers will participate in Professional Development on the topic of Blended Learning. The concepts learned will lead to an increased use of technology to enhance delivery of the standards and enhanced teaching practices, as evidenced on teacher lesson plans.

Person Responsible	Beatriz Llano-Scherker (beallano@dadeschools.net)

From August 31, 2021 until October 11, 2021, Blended Learning best practices will be shared during collaborative planning and faculty meetings. Teachers will meet every Friday to collaborate. Faculty meetings take place the second and fourth Wednesday of every month. This is designed to encourage teachers to use a variety of delivery modes designed to increase student comprehension of the standards and increase student achievement on quarterly assessments.

Person Responsible	Nicolina Bonilla (nbonilla@dadeschools.net)

All students are provided an iPad during the week of August 30-September 3, 2021. Use of the iPad will enhance student achievement through the use of interactive apps and the iReady program.

Person Responsible	Beatriz Llano-Scherker (beallano@dadeschools.net)

From August 31, 2021 until October 11, 2021, our VILS Coach will provide additional support to teachers on Blended Learning. She will participate in the weekly collaborative planning meetings which take place every Friday. This added level of support will enable teachers to utilize technology enhanced instruction as

evidenced in their lesson plans, ultimately leading to high-interest lessons and improved quarterly student grades.

Person Responsible Beatriz Llano-Scherker (beallano@dadeschools.net)

From November 1, 2021- December 17, 2021, mathematics teachers will the implement IXL program. Student engagement and achievement will be monitored through IXL's reports. The reports will assist teachers in ensuring that they are meeting their students' academic needs. The use of the IXL Program, will ultimately lead to increased student engagement and mathematical fluency.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From November 1, 2021 until December 17, 2021, teachers will collaborate with the Verizon Innovative Learning Schools Coach to extend the use of digital learning tools, in an effort to expand the blended learning activities designed to conduct mini assessments. These assessments will be designed to measure comprehension of short term and long term learning goals. By monitoring understanding on a regular basis, teachers will be able to reinforce the concepts students failed to grasp.

Person Responsible Beatriz Llano-Scherker (beallano@dadeschools.net)

From January 31, 2022 until April 29, 2022, teachers will monitor the passing rates of their students' weekly iReady lessons while creating schoolwide iReady competitions, such as the i-Ready Spring Challenge, to increase passing rates, time stamps, and overall participation in the iReady program. Students will receive incentives for their participation. The competitions and incentives will ultimately lead to increased student engagement and learning gains on the ELA and Mathematics FSA.

Person Responsible Isabel Tamayo (itamayo@dadeschools.net)

From January 31, 2022 until April 29, 2022, Teachers will continue to infuse technology beyond the textbook series through the use of Teams and Schoology. Teachers will post assignments and teaching resources on their Teams or Schoology Pages. Students, including those that are quarantined, will have immediate access to this information which will lead to an increase in student engagement and completion of assignments from all learners.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on data review, our school will implement the Targeted Element of Social Emotional Learning. Student responses from the School Climate Survey shows that 52% of the student body feels their teachers make them want to learn. We will emphasize the need to make connections in order to facilitate an engaging learning environment.
Measurable Outcome:	If we successfully implement the targeted Element of Social Emotional Learning initiatives, then data from the 2021-2022 School Climate Survey will show a 3% increase in the number of students who feel their teachers make them want to learn.
Monitoring:	The Leadership Team will ensure that SEL activities are being implemented to increase student engagement and accountability. Counselors will review data and communicate with teachers to determine which students are struggling and in need of supportive services. Counselors will conduct check-ins with students and provide interventions as necessary. The teachers will use strategies learned from various professional developments to build a cognitively stimulating classroom environment.
Person responsible for monitoring outcome:	Nicolina Bonilla (nbonilla@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence based strategy of Character Education/Values Matter. Character Education and Values Matter will assist in building relationships, promote an engaging learning environment, and help establish clearly defined expectations. The Leadership team will monitor that the initiatives are being implemented with fidelity by ensuring that students are nominated for various Character Education and Values Matter Awards.
Rationale for Evidence-based Strategy:	Character Education and Values Matter Initiatives will assist in building relationships and motivating students to be accountable for their learning. The initiatives will provide students with a sense of motivation and in turn will become more engaged in their education.

Action Steps to Implement

The results from the School Climate Survey will be reviewed with Staff Members during the Opening of School's faculty meeting (August 20, 2021). This review will lead to a deeper understanding of the SEL needs of all stakeholders and lead to an improved school climate.

Person Responsible	Kerra Perez (perezk11@dadeschools.net)

From August 31, 2021 until October 11, 2021, weekly SEL activities will be provided to the teachers to implement during homeroom. These activities will lead to a deeper level of understanding and support among stakeholders, which will improve the teaching and learning climate and lower disciplinary issues.

Person Responsible	Ana Shaw (amshaw@dadeschools.net)

From August 18-September 3, 2021, Counselors will review student data and work with teachers to identify students who are at risk. They will ensure that students are placed in the correct classes and receive the support they need. Additionally, when new students are registered, counselors will review their data and create a schedule that meets their needs. This level of care will lead to greater student course satisfaction and improved achievement on quarterly grades.

Person Responsible   Kerra Perez (perezk11@dadeschools.net)

From August 31, 2021 until October 11, 2021, counselors will meet with identified students in order to build relationships and provide social and emotional support. By building this bond and increased trust with all students, learners' attitudes will improve and disciplinary issues will decrease, as evidenced by fewer disciplinary referrals.

Person Responsible   Kerra Perez (perezk11@dadeschools.net)

Through the SEL Strong Day Initiative, counselors will present character-building lessons to students once a month, from November 1, 2021 - December 17, 2021. These presentations will assist students in their character development and further support students' social, emotional, and mental wellness.

Person Responsible   Kerra Perez (perezk11@dadeschools.net)

From November 1, 2021 - December 17, 2021, students will be recognized for demonstrating the Value of the Month. Student names will be submitted to the District. Students will receive a certificate and be recognized schoolwide and on social media platforms. The implementation of this program and the schoolwide recognition will lead to a positive school culture which encourages students to consistently exhibit positive values.

Person Responsible   Kerra Perez (perezk11@dadeschools.net)

The Student Services Team will conduct follow-up discussions at the end of each Youth Mental Health unit, from January 31, 2022 until April 29, 2022, during every Language Arts class. These discussion questions will encourage students to reflect on their feelings and help students identify healthy coping skills and mindfulness practices. Consequently, students will be equipped with better decision-making skills and the number of disciplinary referrals will decrease.

Person Responsible   Kerra Perez (perezk11@dadeschools.net)

From January 31, 2022 until April 29, 2022, on a weekly basis, teachers will implement the Restorative Practices Check Ins with their students. These activities will encourage and enhance a connection and relationship between the teacher and student, among students, and also assist in creating and maintaining a more inclusive school culture.

Person Responsible   Ana Shaw (amshaw@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate Survey and the SIP Survey, we will focus on the Targeted Element of Leadership Development. Nineteen percent of our teachers frequently feel overloaded and overwhelmed at their job. By developing teachers into leaders and allowing them the opportunity to grow, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to participate in various leadership positions in the school. The percentage of teachers in new leadership roles will increase by at least 3% during the 2021-2022 school year.
Monitoring:	Staff members that are experts in areas will serve as leads with new initiatives and departments. By making connections a positive sense of belonging will be established. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. Teachers who receive support will share the knowledge that they gained during collaborative planning meetings. The administrative team will monitor the development of aspiring leaders.
Person responsible for monitoring outcome:	Nicolina Bonilla (nbonilla@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of setting high expectations for leadership and staff. By setting high expectations, teachers and staff are aware of what is expected of them while participating in goal setting activities. Teacher leaders will provide a summary of support tot he administrative team on a weekly basis to ensure we on track.
Rationale for Evidence-based Strategy:	By Developing Leaders, teachers will form a sense of belonging while holding themselves accountable. They will strive to meet and exceed their goals, while holding themselves and their students to the highest standards. This will improve the learning environment and the school's academic success.

Action Steps to Implement

On August 18, 2021, the school will host its Opening of School's meeting. Ms. Bonilla will survey the staff to see who is interested in a leadership role. The Opening of School meeting content will provide teachers with a clear vision and goals for the upcoming school year, while covering necessary District material. This will enable teachers to plan for success and differentiate instruction as they prepare to meet learners. Planning and differentiation will lead to improved achievement on quarterly assessments. The teacher survey will produce an extended list of interested candidates who are willing to take on leadership roles.

Person Responsible	Nicolina Bonilla (nbonilla@dadeschools.net)

From August 31, 2021-October 11, 2021, school leaders will share their expertise while providing support during weekly collaborative planning meetings. This collaboration will lead to expert use of the Standards across the curriculum in order to raise student achievement on quarterly assessments.

Person Responsible	Nicolina Bonilla (nbonilla@dadeschools.net)

On Fridays, from August 31, 2021-October 11, 2021, collaborative planning meetings will take place with the leadership team to set goals which address the cognitive and affective needs of students. By setting

clear goals, we project that the school climate will improve and that student achievement will rise on quarterly assessments.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From August 31, 2021-October 11, 2021, during the monthly leadership team meetings, the leadership team will discuss the expectations of the leadership team and their departments, while receiving support from the administrative team. Regularly planned discussions of expectations with teacher-leaders will keep the team focused on the school's goals and ultimately lead to an improved school climate and increased student achievement.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From November 1, 2021 - December 17, 2021, the school's Reading Coach will implement the Coaching Cycle with selected teachers. By completing the Coaching Cycle, which includes observations, debriefing, and modeling, we will be building teacher capacity while developing the Reading Coach's leadership role.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From November 1, 2021 - December 17, 2021, new teachers will have the opportunity to collaborate with at least one member of the leadership team each week. It is expected that these weekly meetings will result in new teachers building a professional network while receiving guidance, support, and feedback.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From January 31, 2022 until April 29, 2022, the school's Reading Coach will work closely with the District's Curriculum Support Specialist and all teachers in order to implement the Close Reading Strategy, schoolwide. It is expected that this collaboration will provide support to all teachers on how to teach students to delve deeper into a text by analyzing, interpreting, and inferring content using a variety of literacy skills. Since reading is used across the curriculum, it is expected that as a result of this implementation, all teachers will gain an additional tool that will improve their teaching practices, while students benefit from an increase in their reading comprehension levels.

Person Responsible Isabel Tamayo (itamayo@dadeschools.net)

From January 31, 2022 until April 29, 2022, the school's Reading Coach will implement the Coaching Cycle with selected teachers. By completing the Coaching Cycle, which includes observations, debriefing, and modeling, we will build teacher capacity while developing the Reading Coach's leadership role.

Person Responsible Isabel Tamayo (itamayo@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.

Discipline data from the past three school years (2018-2019, 2019-2020, and 2020-2021) indicates that the sixth-grade students received the highest percentage of disciplinary referrals as compared to the other grade levels. In 2018-19, 61% of 6th graders received one or more disciplinary referrals, as compared to only 60% for seventh-graders, and 38% for eighth graders. In 2019-20, 52% of sixth-graders received one or more disciplinary referrals as compared to 25% for 7th grade and 33% for grade 8. In 2020-21, 22% of 6th-graders received one or more referrals, as compared to 14% for 7th grade and 18% for 8th grade. The primary focus will be to ensure that sixth-grade students are aware of behavioral expectations while in class in order to maintain a safe and productive learning environment. The implementation of Behavioral Infraction Sheets will be used to track students who receive disciplinary consequences to provide students the opportunity to correct the misbehavior before an administrative referral needs to be written. Throughout the year, communication will be ongoing with all stakeholders on a regular basis via School Messenger, weekly announcements, reviewing the Progressive Discipline Plan, and using RJP circles to conduct mediations.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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

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

Our strengths within School Culture are in physical and emotional safety and support and setting high expectations. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through the Values Matter Program, Restorative Justice Practices (RJP), digital citizenship. Do the Right Thing, Social Emotional Learning (SEL) Lessons. The school also offers a program-within-a-school pre-law magnet program. The vision of the Hammocks Academy of Legal Studies (HALS) Pre-Law Magnet program is to provide students with an in-depth study of the legal, justice, and democratic systems through an interdisciplinary thematic approach to the concepts of civics, justice, ethics, diplomacy and the principles of democracy. Magnet and nonmagnet students participate in a variety of activities throughout the school year while learning about democracy, law, ethics and conflict resolution. These unifying global topics work to bring teachers and learners together to build a positive working and learning environment. The ultimate goal of the magnet curriculum is to provide students with the opportunity to explore their interests in the judicial system, while they study law history, the applications of the law, and the ramifications of the law in real-world situations. In 2019 the school applied and was selected to take part in the national Verizon Innovative

Learning Initiative (VILS) in which all students at the school are provided with iPads and free Internet service. The VILS program is being infused across the curriculum by enabling students to use high-interest and educational apps to support, and extend, their learning. Extracurricular opportunities are open to magnet and non-magnet students in the form of Coding Club and the "Writing Challenges" in which students are coached as they enter District, State, and National speech writing competitions. During the 2021 school year, all students will have the opportunity to take technology-supported electives in the state-of-the-art VIL laboratory, designed to give students coding, virtual reality, webcasting, and many more innovative educational experiences. These types of experiences lead to excitement and learner satisfaction. The school's stakeholders work together as a "global village" providing what learners need to grow into positive and productive citizens of an ever-changing world.

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

The staff members who are involved in building a positive school culture, include Principal, Assistant Principal, Teachers, and Counselors. All of these stakeholders have a vested interest in making sure that relationships are established with students and parents. The Principal will oversee all of the school's initiatives. The Assistant Principal will monitor to ensure that all programs and initiatives are implemented with fidelity. Counselors and teachers will engage the students in the different programs and initiatives. Staff are provided opportunities to nominate students to be rewarded and recognized. They participate in professional development on the topics of mental health, inclusivity, diversity, and RJP. We ensure information is provided to all stakeholders through School Messenger messages and our school website. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning. The school will work closely with the community and will continue partnerships with Fresco y Mas, McDonalds, and Flannigan's. We are also working closely with other stakeholders such as the Verizon Innovative Learning Schools Initiative and Arizona State University.

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: Student Engagement	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
		Total:	$0.00