

Miami-Dade County Public Schools

# Highland Oaks Middle School



## 2021-22 Schoolwide Improvement Plan

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# Highland Oaks Middle School

2375 NE 203RD ST, Miami, FL 33180

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

## Demographics

**Principal: Cheryl Kushi L**

Start Date for this Principal: 7/19/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (59%) 2016-17: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Highland Oaks Middle School

2375 NE 203RD ST, Miami, FL 33180

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

### School Grades History

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

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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.**

Highland Oaks Middle School is committed to excellence by ensuring that our students develop the knowledge and skills needed to succeed in a global society by providing opportunity for life long learning.

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

Highland Oaks Middle School envisions that our students are prepared to face the future with a set of moral values, academic and intellectual skills, a desire for knowledge, strong self-esteem, and tolerance and respect for others. Highland Oaks Middle School provides our students with a quality education and ensures that parents, teachers, students, community, and administration work cohesively to achieve all of the goals set forth. We are defined by high academic standards, the middle school philosophy, and the implementation of current educational practices so that all students become valuable and productive members of society.

### 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
Kushi, Cheryl	Principal	Oversees entire school operations
Brito-Miguez, Zorida	School Counselor	Restorative Justice Coordinator/ Counselor
Caraccia, Christina	Teacher, ESE	Teacher, Truancy Coordinator, Professional Development Liaison
Carr, Connie	Teacher, K-12	Reading Chair
Faggans, Shenequa	Teacher, K-12	Gifted Chairperson
Avila, Daicy	Teacher, K-12	Mathematics Department Chairperson
Green, Edith	Teacher, K-12	Language Arts Department Chairperson Test Chair
McFarland, Robert	Teacher, K-12	ESOL Department Chairperson
McMillan, Amy	Teacher, K-12	Activities Director, SCSI
Michles, Sally	Teacher, K-12	SPED Department Chairperson
Torres, Angel	Teacher, K-12	Technology Coordinator
Valmana, Leonardo	Teacher, K-12	Social Studies Department Chairperson
Miguez, Julio	Teacher, K-12	Science Department Chairperson
Selwood, Ethel	Assistant Principal	Assist with the operations of the school.

### Demographic Information

#### Principal start date

Monday 7/19/2021, Cheryl Kushi L

**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.*

27



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

16

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

33

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

700

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

3

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

3

### Demographic Data

## Early Warning Systems

### 2021-22

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	208	193	299	0	0	0	0	700
Attendance below 90 percent	0	0	0	0	0	0	21	24	52	0	0	0	0	97
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	10	6	8	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	36	0	4	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	9	27	48	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	41	47	0	0	0	0	110
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	96	130	0	0	0	0	289

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	28	26	46	0	0	0	0	100

**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	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	1	1	0	0	0	0	4

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

Friday 7/30/2021

**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	209	310	320	0	0	0	0	839
Attendance below 90 percent	0	0	0	0	0	0	23	56	71	0	0	0	0	150
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	5	9	12	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	0	3	10	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	26	48	38	0	0	0	0	112
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	40	46	65	0	0	0	0	151

**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	46	50	0	0	0	0	120

**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	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	2	0	0	0	0	4

**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				65%	58%	54%	63%	56%	53%
ELA Learning Gains				62%	58%	54%	64%	56%	54%
ELA Lowest 25th Percentile				47%	52%	47%	58%	52%	47%
Math Achievement				52%	58%	58%	50%	56%	58%
Math Learning Gains				51%	56%	57%	47%	56%	57%
Math Lowest 25th Percentile				44%	54%	51%	36%	55%	51%
Science Achievement				58%	52%	51%	58%	52%	52%
Social Studies Achievement				76%	74%	72%	73%	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	63%	58%	5%	54%	9%
Cohort Comparison						
07	2021					
	2019	62%	56%	6%	52%	10%
Cohort Comparison		-63%				
08	2021					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	33%	58%	-25%	55%	-22%
Cohort Comparison						
07	2021					
	2019	46%	53%	-7%	54%	-8%
Cohort Comparison		-33%				
08	2021					
	2019	33%	40%	-7%	46%	-13%
Cohort Comparison		-46%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	68%	28%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	73%	0%	71%	2%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	63%	18%	61%	20%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	54%	43%	57%	40%

### Grade Level Data Review - Progress Monitoring Assessments

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

The monitoring tools that are being used to compile the data below are AP1, AP2, AP3 of I-ready. For Science and Civics, district assessments were used for the data below.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.8	41	42.6
	Economically Disadvantaged	38.6	39.3	38.6
	Students With Disabilities	0	24.1	34.5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.2	37.2	42.1
	Economically Disadvantaged	27.9	32.9	39.3
	Students With Disabilities	20.7	24.1	24.1
	English Language Learners	0	0	18.2

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.4	50.0	50.0
	Economically Disadvantaged	44.9	43.9	42.4
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.5	20.8	43.8
	Economically Disadvantaged	31.2	20.5	35.6
	Students With Disabilities	0	17.1	0
	English Language Learners	0	0	20.0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	64.1	0
	Economically Disadvantaged	0	57.8	0
	Students With Disabilities	0	47.8	0
	English Language Learners	0	30.0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.4	52.1	50.7
	Economically Disadvantaged	50.9	50.9	46.9
	Students With Disabilities	0	0	26.7
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.0	20.6	43.8
	Economically Disadvantaged	33.6	19.9	40.3
	Students With Disabilities	0	0	20.0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	8.2	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	31	15	29	29	18	23	48			
ELL	32	41	39	20	15	19	23	34	62		
ASN	73	69		67	38		75		90		
BLK	45	39	32	20	18	29	31	46	60		
HSP	50	44	33	29	20	23	44	58	59		
WHT	72	54	73	49	34	18	75	70	76		
FRL	47	42	36	26	21	23	41	49	63		
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	45	53	37	36	44	20	39	59	92		
ELL	40	56	53	34	52	57	29	57	83		
ASN	75	79		82	74		71				

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	54	55	43	37	44	41	43	68	73		
HSP	66	64	49	52	53	46	60	74	85		
MUL	79	93		62	33						
WHT	85	68	43	75	63	50	84	88	91		
FRL	60	58	46	45	47	42	51	71	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	40	58	58	28	40	33	29	58	50		
ELL	28	58	57	25	37	27	32	40	67		
ASN	76	71		76	54		73	90	100		
BLK	51	57	54	35	37	33	48	66	82		
HSP	65	65	62	49	47	35	56	73	82		
MUL	71	67		52	52		64				
WHT	81	73	53	77	66	55	79	85	84		
FRL	56	60	57	41	41	32	49	69	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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	33



English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	69
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

2019 data findings: Based on the three-year FSA Proficiency Data, there is an upward trend in ELA and math across all grade levels. Science data maintained an overall 3 year average of 53%. Civics data demonstrated a 4% increase over 3 years. Subgroup data indicated that the highest group are the multicultural white students while the lowest overall subgroup are the lowest 25% students and the ELL students in both ELA and math.

2021 data findings: Based on the I-ready AP1-AP3 data, the overall greatest gains were in MATH in all grade levels and in all subgroups. In READING the only increase was at the 6th grade level.

2021 FSA data findings: Based on the the FSA data for math and reading, there is a decrease in students scoring in levels 3-5 (62 to 52 percent of students scoring in levels 3-5 in ELA, 52 to 30 percent of students scoring in levels 3-5 in math) .

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

2019 data findings: The greatest need for improvement is the lowest 25% for ELA and math.

2021 data findings: The greatest need for improvement is 6th grade ELA and math.

2021 FSA data findings: There is a need for improvement in all grade levels for reading and math. The greatest need for improvement is in grade 6 mathematics (5 per cent of students scoring in levels 3-5).

#### 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: The contributing factor is a lack of sufficient interventions with the lowest 25%. The actions that need to be taken are providing prescriptive intervention to the lowest 25% based on progress monitoring data.

2021 data findings: One of the contributing factors are a lack of in person direct and differentiated instruction (DI). The actions that need to be taken are to have more in person instruction through the use of intervention, reteaching and DI grouping.

2021 FSA data findings: One of the contributing factors are a lack of in person direct and differentiated instruction (DI). The actions that need to be taken are to have more in person instruction through the use of intervention, reteaching and DI grouping.

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

2019 data findings: ELA proficiency in all grade levels in on a steady increase, in 2017-58%, 2018-63, in 2019-65%.

2021 data findings: Our Economically Disadvantage subgroup showed an overall increase in all grade levels in Math.

2021 FSA data findings: Our Biology scores have maintained at 98% of student's passing with a level 3 or above.

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

2019 data findings: We infused collaborative planning throughout the school year amongst all departments and grade levels. The standards and resources were in alignment with the curriculum that was being taught. A scheduled collaborative planning was initiated each week for staff to share best practices and strategies.

2021 data findings: We created intervention through the ESSER Grant. Morning, after school, Saturday and Sunday tutoring was provided to all students. Intervention camps for all EOCs which included Geometry, Algebra, Biology and Civics. These camps gave students the opportunity to practice skills in which they were weak. The students were able to work in small groups with the teachers to focus more in detail to the benchmarks in which they struggled as a grade level.

2021 FSA data findings: We implemented Biology camps that give students the opportunity to practice skills in which they were weak. We also created intervention groups through the ESSER Grant for additional interventions.

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

Data- driven instruction, Interventions-RTI, Technology integration, SAMR Model and the implementation of remediation and intervention.

**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 team will develop whole group sessions that focus on technology integration (September/ 21), sessions on how to use data within instruction (October/21), continuous data chats (November/ 21), tracking data (December/January 22),and making adjustments to instructional grouping (ongoing).

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

Collaborative planning will continue to be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity. Extended learning opportunities consisting of before/after school, Saturday and Sunday tutoring will continue. These opportunities gave students the chance to hone in on the skills in which they struggled. Teachers were able to provided more intensive remediation of all the standards that the grade levels were weak in. STEAM related after school club will continue.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	Based on the 2021 FSA data review, our school will implement the Target Element of Differentiation. We selected this area because we want to decrease the number of students scoring in the lowest 25% in ELA and math in all grade levels. We are not meeting the unique needs of all learners, therefore we must improve the differentiated instruction that will be provided to the lowest 25% of students across all grade levels in ELA and math. In addition, students are returning from a year of learning loss and academic regression. We need to provide assistance to all students through DI.
<b>Measurable Outcome:</b>	By 2022, if we successfully implement Differentiation, the lowest 25% will increase by a minimum of 10 percentage points as evidenced by the 2022 FSA Assessments in ELA and math.
<b>Monitoring:</b>	The Leadership Team will conduct quarterly data chats with teachers. Teachers will then conduct data chats with their students and discuss their greatest deficiencies and how they can improve on them. Teachers will continue to adjust DI groups based on current data. The Progress Monitoring Data of the lowest 25% will be reviewed quarterly to observe progress.
<b>Person responsible for monitoring outcome:</b>	Cheryl Kushi (pr6241@dadeschools.net)
<b>Evidence-based Strategy:</b>	Our school will focus on the evidence based strategy of Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains of our lowest 25%. Data-Driven Instruction will be monitored through data chats.
<b>Rationale for Evidence-based Strategy:</b>	As a result of implementing Data-Driven Instruction, teachers to use relevant and up to date data to plan for instruction and to customize the lessons to fit the needs of each student. Thus, closing the achievement gap between all learners in all subgroups.

**Action Steps to Implement**

Department heads will provide professional development on evidence-based, reading and math strategies to support differentiated instruction for our Tier 1 and Tier 2 students. Some strategies include providing explicit instruction and decoding skills. Professional development will begin on 8/13 during department meetings. This instruction will result in an increase in student achievement.

**Person Responsible** Edith Green (egreen@dadeschools.net)

After the focused professional development, department heads will collaborate with teachers to assist with the implementation of best practices utilizing the pacing guides. This practice will result in better quality instruction and positive outcomes in student achievement.

**Person Responsible** Edith Green (egreen@dadeschools.net)

Teachers and department heads will debrief to assess the success of the implementation of the evidenced-based strategies. These strategies will be revised as needed based on the evaluated and the end result will be more targeted instruction with positive student outcomes.

**Person Responsible** Ethel Selwood (eselwood@dadeschools.net)

Department heads and administrators will monitor the success of the implemented strategies based on the most recent data. This will result in more strategic interventions where students will be academically successful.

**Person Responsible** Ethel Selwood (eselwood@dadeschools.net)

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

<b>Area of Focus</b>	Based on the 2021 FSA data review, our school will implement the Target Element of Standards-Aligned Instruction. We selected this due to the fact that our lowest 25% of students need instruction and remediation that is aligned with the assessed standards.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	If we successfully implement Standard- Aligned Instruction, the lowest 25% will show a 10% point increase in ELA and Math for all grades.
<b>Monitoring:</b>	The Leadership Team will continue to monitor through the use of I-ready data, data chats, and interventions that target the lowest 25% of students. The LT will monitor scores/data to see where the grade levels are the weakest so that remediation can be implemented.
<b>Person responsible for monitoring outcome:</b>	Cheryl Kushi (pr6241@dadeschools.net)
<b>Evidence-based Strategy:</b>	Our school will focus on the evidence based strategy of Differentiated Instruction. This will assist in accelerating the learning gains of the lowest 25% in ELA and math. This acceleration will occur because teachers will use small groups to DI where they can pinpoint the areas of concern for the students.
<b>Rationale for Evidence-based Strategy:</b>	Standard Based Instruction will ensure that teachers are using relevant, up to date standards that align with state and district assessments. This will also insure that students are being taught the up to date standards that they are responsible for knowing by the end of the academic school year. This will ensure student success on the state assessment.

**Action Steps to Implement**

After every assessment, administrators will provide data chats with teachers, then teachers will provide data chats with students. This will result in all responsible parties knowing where their strengths and weakness are so that necessary support can be provided for teachers and students.

**Person Responsible** Ethel Selwood (eselwood@dadeschools.net)

Teachers will use this data to monitor and redirect instruction that is aligned with the assessed standards. This practice will result in more focused instruction that is aligned to the standards that are being assessed.

**Person Responsible** Ethel Selwood (eselwood@dadeschools.net)

Department heads and administrators will monitor the data of the lowest 25% in ELA and math to ensure each student is making progress. This practice will result in all students in the lowest 25% receiving an opportunity to be successful.

**Person Responsible** Ethel Selwood (eselwood@dadeschools.net)

If a student is not making adequate progress, the team will conduct individual data chats to motivate students to be successful. This will result in identifying students not making progress and provide individual motivation and support so students will have an invested interest in their success.

**Person Responsible** Ethel Selwood (eselwood@dadeschools.net)

**#3. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Based on the data review our school will implement the Targeted Element of Student Attendance. It was observed that students who are failing or struggling are also students who have a higher number of unexcused absences. We recognize the need to improve attendance incentives. Data showed that the higher the grade level the more likely the student had unexcused absences.

**Measurable Outcome:** If we successfully implement the Targeted Area of Attendance, our students will receive monthly incentives and our unexcused absences will decrease by 5% points.

**Monitoring:** Truancy Liaison and Administration will continually monitor the Early Warning Indicators report in real time. Truancy meetings will be held with the students, parents, teachers and Administration to discuss attendance concerns, A plan of action will be developed to ensure that the students are present daily for instruction in all classes. The Leadership Team will plan for monthly incentives.

**Person responsible for monitoring outcome:**

Christina Caraccia (ccaraccia@dadeschools.net)

**Evidence-based Strategy:** The Evidence Based Strategy that will be targeted is Attendance Initiatives. Student attendance (unexcused absences) will be monitored on a bi-weekly basis and incentives will be provided to motivate students to come to school.

**Rationale for Evidence-based Strategy:** Attendance Initiatives will assist in decreasing the number of unexcused absences. This will allow the Leadership Team to create a systematic approach to identify truancy issues, what remediation will be implemented, and what rewards will be offered as incentives to increase attendance.

**Action Steps to Implement**

All students are provided with a study hall within their schedules to provide interventions and additional assistance based on students' individual needs. As a result of the study hall, interventions will also be provided so that students will receive the necessary assistance to be successful on skills still not mastered.

**Person Responsible** Ethel Selwood (eselwood@dadeschools.net)

As motivation, students are encouraged to join clubs and sports to promote attendance. This will result in students coming to school because they are involved in extra curricular activities that they enjoy.

**Person Responsible** Amy McMillan (amcmillan@dadeschools.net)

Attendance rosters are submitted by club sponsors and coaches. This attendance is monitored by administration. As a result, students that are not attending clubs/sports can be contacted to find out if additional assistance is needed from the school.

**Person Responsible** Ethel Selwood (eselwood@dadeschools.net)

Students with perfect attendance will be rewarded by administration with a certificate and breakfast with their parents. This will result in more students wanting to be in school everyday so they can be celebrated. If students are in school, they are more successful both academically and socially.

**Person Responsible** Cheryl Kushi (pr6241@dadeschools.net)



**#4. Leadership specifically relating to Specific Teacher Feedback**

**Area of Focus Description and Rationale:** The Core Area of Leadership Competency that needs to be addressed is Specific Teacher Feedback. 25% of the 21 teachers that responded to the School Climate Survey stated that they never had a data chat with administration to gather specific feedback.

**Measurable Outcome:** If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be provided the opportunity to increase quality and targeted instruction and therefore positively impact student performance.

**Monitoring:** The Leadership Team will meet monthly to discuss the most recent student data and provide research based strategies to redirect instruction and interventions.

**Person responsible for monitoring outcome:** Cheryl Kushi (pr6241@dadeschools.net)

**Evidence-based Strategy:** The Leadership Team will focus on the evidence-based strategy of Developmental Feedback. Feedback will be provided to help teacher develop their instructional skills and methodology.

**Rationale for Evidence-based Strategy:** Administration will provide teachers with timely, corrective feedback in the areas of classroom management, student centered learning and alignment of instruction.

**Action Steps to Implement**

The Leadership Team will consistently disseminate information from the District in the form of professional development to teachers to improve classroom instruction. This will result in teachers having the most recent information and strategies to better prepare students for the upcoming state assessments.

**Person Responsible** Cheryl Kushi (pr6241@dadeschools.net)

Administration will provide teachers with some opportunities for improvement based on an informal observation. This will result in teachers taking ownership of their practices in order to improve their skills to better prepare students for upcoming assessments.

**Person Responsible** Cheryl Kushi (pr6241@dadeschools.net)

Based on the informal observation, administrators and teachers will schedule a meeting to develop a plan to improve in 1 - 2 areas. Teachers will be included in the development of a strategic plan to improve their instructional practices, this will result in an increase in student achievement.

**Person Responsible** Cheryl Kushi (pr6241@dadeschools.net)

Administration will monitor the implementation of the plan and provide assistance based on specific, targeted feedback. Timely, targeted feedback to teachers will result in an increased improvement in instructional practices, thereby increasing student understanding of the standards.

**Person Responsible** Cheryl Kushi (pr6241@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.

**Utilizing the SafeSchoolsforAlex.org and the District Climate Survey data, we will create opportunities for guest speakers to educated students on tobacco products, specifically vaping. Counseling will also be provided to students regarding the dangers of vaping. This information and data was determined by student referrals from 2019-2020 school year.**

#### **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.**

Highland Oaks Middle School fosters Support, Care and Connections by providing ongoing support for the development of a safe and supportive school environment. By doing this, we encourage family and community participation in order for them to be engaged in the school. The school leadership is always accessible and supportive to staff and all stakeholders. Social and Emotional skills are integrated into academic instruction throughout the school year. Adults also model the expected behaviors that are to be displayed throughout the school year.

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

The stakeholders that are responsible for promoting a positive culture and environment at school are the school Principal, counselor, teachers and support staff, student leaders and parents and the community. The Principal and Administrators lead with an open door policy. On going support from the school counselor, teachers and support staff allow for communication and provide social and emotional support for student through the use of academic instruction, parent conferences and the Values Matter Campaign.

#### **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00

3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00