

Miami-Dade County Public Schools

Howard D. Mcmillan Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	21
Positive Culture & Environment	33
Budget to Support Goals	34

Howard D. Mcmillan Middle School

13100 SW 59TH ST, Miami, FL 33183

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

Demographics

Principal: Justin Koren A

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (69%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	34

Howard D. Mcmillan Middle School

13100 SW 59TH ST, Miami, FL 33183

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

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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Howard D. McMillan Middle School's mission is through collaboration and participation with parents and the community, our school will provide exceptional educational opportunities by addressing the unique needs of all students of our multicultural community. The school will use data to promote high quality instruction and motivate students in an intellectually and technologically rich environment, preparing them to meet the challenges of the future.

Provide the school's vision statement.

The vision of Howard D. McMillan Middle School is to increase student achievement and incorporate college and career readiness at a globally competitive level through innovative, rigorous curricula utilizing Cambridge Frameworks, Robotics Engineering and Medical Health Science technological advancement in a global 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
Joseph, Felicia	Principal	Principal- Instructional and Operational Leader of the school. Creates and leads in building systems that serve as the function of the school in all aspects. Some examples of leadership include but not limited to pertaining to safety and security, curriculum, activities, athletics, program design, operations, personnel, stakeholder partnerships, parent involvement and student education and well being.
Abate, Amy	Assistant Principal	Assists in planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient and safe instructional learning environment which provides maximum opportunity for student's growth potential. Coordinates and develops curriculum programs and the schools master schedule.
Rimmer, Wayne	Teacher, K-12	Plans and delivers lessons. Administers assessments and uses data to drive instruction teaching Algebra 1 to middle school aged children. As the Mathematics Department Chairperson, he leads weekly common planning sessions with the department.
Deangeli, Patricia	Other	Plans and delivers lessons. Administers assessments and uses data to drive instruction. As the Language Arts Department Chairperson, she leads weekly common planning sessions with the department.
Jelenszky, Adrian	Other	Plans and delivers lessons. Administers assessments and uses data to drive instruction teaching Biology to middle school aged children. As the Science Department Chairperson, he leads weekly common planning sessions with the department.
Clarke Toussaint, Nathasha	Other	Plans and delivers lessons. Administers assessments and uses data to drive instruction. As the Social Studies Department Chairperson, she leads weekly common planning sessions with the department.
Alvarez, Jeanette	School Counselor	Student Service Department Chairperson
Adamson, Dale	Other	Administers assessments and uses data to drive instruction teaching Algebra 1 to middle school aged children. He creates, plans and delivers differentiated professional development to the staff serving on the Professional Learning Support Team as the Digital Innovator. He serves as one of the grade 8 team leaders planning and promoting social emotional learning through team building activities. Mr. Adamson leads our World Champion Robotics team and teaches our Magnet Robotics/Stem elective.
Gonzalez, Natalia	Teacher, ESE	Plans and delivers lessons. Administers assessments and uses data to drive instruction as an Intensive Reading teacher and an Inclusion Teacher in English Language Arts (ELA). As the Special Education Department

Name	Position Title	Job Duties and Responsibilities
		Chairperson, she leads the department with Individualized Education Plans serving and participating as the LEA.
Haliniewski, Brian	Other	Plans and delivers lessons. Supports and promotes the Fine Arts program at McMillan by organizing shows to showcase the talent in the arts. As the Electives Department Chairperson, he leads weekly common planning sessions with the department.
Diaz, Joel	Assistant Principal	Assists in planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient and safe instructional learning environment which provides maximum opportunity for student's growth potential.
Nodal, Martha	ELL Compliance Specialist	Plans and delivers lessons. Administers assessments and uses data to drive instruction as an ELA teacher and an ESOL Teacher. As the ESOL Department Chairperson, she leads in conducting and scheduling annual LEP plans with parents and guardians. Additionally, she coordinates and is a test administrator for the ACCESS exam administer to ESOL students annually.
Adamson, Karen	Other	Administers assessments and uses data to drive instruction teaching Geometry to middle school aged children. She creates, plans and delivers differentiated professional development to the staff serving on the Professional Learning Support Team as the Lead Mentor. She serves as one of the grade 8 team leaders planning and promoting social emotional learning through team building activities. Dr. Adamson serves as a the department chairperson coordinating and drafting Educational Plans (EP) for the students with an eligibility of Gifted.
Adamson, Katelyn	Other	Administers assessments and uses data to drive instruction teaching Algebra 1 to middle school aged children. She serves as one of the grade 6 team leader planning and promoting social emotional learning through team building activities. Ms. Adamson also serves as a magnet lead facilitator coordinating and planning events and videos promoting and branding our school magnet programs.
Rodriguez, Idelsy	Curriculum Resource Teacher	Creates, plans and organizes school wide state and district testing serving on the leadership team as the test chairperson. Ms. Rodriguez serves as the Professional Development Liaison involved in coordinating, planning and delivering differentiated professional development to the staff serving on the Professional Learning Support Team. She also serves as the Magnet Lead Teacher coordinating and planning events that promote and branding our school magnet programs.

Name	Position Title	Job Duties and Responsibilities
Grimaldo, Victor	Other	Administers assessments and uses data to drive instruction teaching Advanced and Inclusion Mathematics. He serves on the leadership team as our Activities/Athletics chairperson coordinating the school annual calendar of the events. Additionally, he assist the team leaders in planning and promoting social emotional learning through grade level team building activities.
Porzio, Amy	Other	Administers assessments and uses data to drive instruction teaching Grade 6 science to children of the gifted. She creates, plans and delivers differentiated professional development to the staff on Professional Development Days. She serves as one of the grade 6 team leaders planning and promoting social emotional learning through team building activities.

Demographic Information

Principal start date

Monday 7/19/2021, Justin Koren A

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.*

17

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.*

39

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

871

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

5

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

1

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	277	264	330	0	0	0	0	871
Attendance below 90 percent	0	0	0	0	0	0	22	24	22	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	2	3	11	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	26	35	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	23	23	24	0	0	0	0	70
Number of students with a substantial reading deficiency	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	43	55	81	0	0	0	0	179

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				71%	58%	54%	69%	56%	53%
ELA Learning Gains				59%	58%	54%	60%	56%	54%
ELA Lowest 25th Percentile				43%	52%	47%	52%	52%	47%
Math Achievement				74%	58%	58%	77%	56%	58%
Math Learning Gains				58%	56%	57%	67%	56%	57%
Math Lowest 25th Percentile				45%	54%	51%	61%	55%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Science Achievement				66%	52%	51%	59%	52%	52%
Social Studies Achievement				85%	74%	72%	84%	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	70%	58%	12%	54%	16%
Cohort Comparison						
07	2021					
	2019	65%	56%	9%	52%	13%
Cohort Comparison		-70%				
08	2021					
	2019	68%	60%	8%	56%	12%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	71%	58%	13%	55%	16%
Cohort Comparison						
07	2021					
	2019	54%	53%	1%	54%	0%
Cohort Comparison		-71%				
08	2021					
	2019	35%	40%	-5%	46%	-11%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	42%	43%	-1%	48%	-6%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	68%	25%	67%	26%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	73%	10%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	63%	36%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	54%	42%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

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

Howard D. McMillan Middle School uses iReady to progress monitor student in grade 6-8 during Fall, Winter, and Spring for Reading and Mathematics. The progress monitoring tool for the End Of Course (EOC) Civics Exam grade 7 in the Winter, is the Mid Year Assessment found on Performance Matters. Additionally, the progress monitoring tool for FCAT grade 8 Science is the Mid Year Assessment also found on Performance Matters.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57.5	61.7	58.8
	Economically Disadvantaged	53.1	59.2	56.7
	Students With Disabilities	27.3	40.5	39.5
	English Language Learners	13.0	8.3	12.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50.2	54.4	63.5
	Economically Disadvantaged	46.9	48.7	58.5
	Students With Disabilities	24.4	34.1	42.9
	English Language Learners	29.2	29.2	37.5
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.7	54.3	52.7
	Economically Disadvantaged	43.1	50.6	48.9
	Students With Disabilities	21.4	26.5	27.5
	English Language Learners	17.9	20.7	17.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.7	51.5	49.8
	Economically Disadvantaged	38.6	46.8	46.4
	Students With Disabilities	22.7	24.6	26.5
	English Language Learners	7.1	14.3	7.1
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		55	
	Economically Disadvantaged		52	
	Students With Disabilities		37.3	
	English Language Learners		27	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49.8	59.9	52.6
	Economically Disadvantaged	44.6	55.6	50.4
	Students With Disabilities	20.5	27.0	23.7
	English Language Learners	9.1	41.2	40.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.2	50.4	50.7
	Economically Disadvantaged	34.8	45.7	49.5
	Students With Disabilities	18.4	25.6	28.9
	English Language Learners	22.7	31.8	31.8
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		16	
	Economically Disadvantaged		15	
	Students With Disabilities		21	
	English Language Learners		19	

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	38	42	31	34	26	20	34	53	50		
ELL	51	49	36	50	25	21	44	48	68		
ASN	86	71		79	71						
BLK	82	64		73	36						
HSP	62	51	36	54	28	23	57	62	71		
WHT	86	68		77	21		75		91		
FRL	59	49	36	52	28	25	54	61	69		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	43	31	43	45	36	30	49	75		
ELL	54	54	40	59	51	39	46	71	74		
BLK	83	55		83	45						

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
HSP	70	59	43	74	58	45	65	84	87		
WHT	84	70		88	70			93	94		
FRL	67	59	43	71	56	45	60	83	82		
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	34	45	39	48	53	50	38	47	56		
ELL	36	51	49	59	66	64	25	67	67		
BLK	85	77		85	69						
HSP	68	60	52	76	67	61	56	84	88		
WHT	89	77		92	77		100		100		
FRL	66	60	55	74	65	61	53	80	86		

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
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	64
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	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	70
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	50
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?

Howard D. McMillan Middle School on Florida Standards Assessment in 2020 overall Learning Gains in ELA was 52% a decline of 7 percentage points. On the FSA in 2020 the overall Learning Gains in Mathematics was a 29% a decline of 29 percentage points. The data trend with overall learning gains is showing a decrease for Math and ELA. A similar downward trend was noted in the i-Ready diagnostic data when reviewing annual growth targets. This downward trend in overall learning gains for both subjects was observed in overall trend data from 2017-2019. In 2021, from Fall to Spring i-Ready diagnostics across grade level and subjects, there as a minimum of a 1 percent proficiency decrease to an upwards of 10 percent proficiency point decrease. During 2017-2019, Algebra and Geometry proficiency shows continual upward trends which positively affects the school grade in the area of Mathematics proficiency as well as acceleration points. During 2020-2021 school year, grade 6 Mathematics i-Ready, fall percent proficiency was at 50.2 percent and increased to 63.5 in Spring, a 13.3 increase.

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

According to the Florida Standards Assessment in 2020 overall learning gains demonstrates the greatest need for improvement. In 2020, the Math learning gains indicated a 29 percentage point decline and the ELA learning gains indicated a 7 percentage point decline. According to the 2018-2019 FSA data School Data Map on Power BI in the graph titled 2019 FSA Math percent making learning gains, 58% of the students made learning gains as compared to 67% in 2018, a 9 percentage decrease. In ELA percent making learning gains, 59% of the students made learning gains as compared to 60% in 2018, a 1 percentage point decrease. According to i-Ready progress monitoring data, the percentage of students making annual typical growth (ATG) in grade 6 decreased from 72% in 2020 to 47% in 2021, a 25 percentage point decrease. A similar trend was observed in Math and ELA across all subgroups.

According to Spring 2019 Panorama data, only 43% of students responded favorably in the category titled Sense of Belonging. Specifically, 32% of students felt connected to the adults at Howard D. McMillan Middle School. This area of Social Emotional Learning represents our lowest data points from the Spring 2019 Panorama survey.

Additionally, according to the School Climate Survey from Spring 2021, 26% felt their ideas were listened to and considered.

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

The contributing factors for the data findings to increase overall learning gains is a need to improve the instruction by implementing common planning, aligning lessons to the standards and incorporating technology. The data finding had the most impact because while we conducted data chats, there is a need for professional learning and planning lessons with peers that are aligned to the standards. Student engagement in the lesson delivery should increase with technology resources integrated. Additionally, there is a need for i-Ready data to be analyzed in order to progress monitor the students performance on a consistent basis.

Sense of Belonging data is in need for improvement because of the low levels of school spirit and a lack of team building initiatives. To address the concern about student-staff connections, Howard D. McMillan Middle School needs to implement more team challenges that allow students and staff to

work together to build school spirit. Additionally, in an effort to increase stakeholder voice, we will implement Restorative Justice Practices (RJP) such as circles in parent conferences and other forums where various stakeholders intersect. Finally, to continue to monitor our progress in this critical area, we will be administering student surveys during AP1, AP2, and AP3. The Professional Learning Support Team will use the data to inform ongoing professional learning in our building related to student-staff connections.

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

According to the 2019 FSA Data percent making Algebra learning gains, 84% of students, as compared to 65% in other tier 1 schools, 19 points above the tier 1 average.

According to Spring 2019 Panorama data, 52% of students responded favorably to questions in the category of School Safety. Specifically, 61% of students responded that they rarely worry about violence at school, representing a seven percentage point increase over the previous survey.

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

The contributing factor that leads to this improvement is the collaboration and common planning efforts of the teachers assigned to the courses. Weekly collaboration with lesson planning led to the efforts of adjusting the pacing of standards and aligning the instruction between classrooms. Data was disaggregated to include formal and informal assessments. Student work products were analyzed in weekly common planning to improve the efforts for Differentiated Instruction. Saturday Academy tutoring was included in the plan 6 weeks prior to the EOC assessments to increase the understanding of the assessed standards. The new actions the school took in the area was to increase the tutoring efforts to include before and after school. Some targeted students could not attend tutoring on Saturdays so the tutoring efforts were expanded to include before and after school. The greatest contribution has been data driven and standard aligned instruction. The teachers understand the assessments limits and what is expected of the student on the End of Course Exam.

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

Increasing the teachers pedagogy in the are of monitoring the use of formal and informal assessment data will assist with accelerating learning. During collaborative common planning once a week, teachers will have the opportunity to create lesson plans by first understanding assessment limits and aligning the standards to the content taught. Because of block scheduling, teachers will have the instructional minutes during the school day to create a framework in the period to balance instruction for gradual release model (I Do, We Do, You Do). During the You Do portion, the teacher will monitor the students work and provide differentiated instruction to meet the students needs. Weekly common planning will allow for lesson planning to considerate to the student with regard to the standard and classroom block time for the week. Teachers can utilize common planning time to allow for teacher to share best practices so that ideas are presented and implemented across the department.

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.

Professional Development opportunities will be provided to teachers to accelerate learning and support teachers and leaders by establishing weekly Common Planning. Collaborative planning time is built into the meeting schedule of the school weekly so that teachers can plan data driven and standard align lessons. Additionally, this space is designated to allow for best practices sharing within the department by the core teachers within that department. Howard D. McMillan Middle School has an established and powerful Professional Learning Support Team (PLST) that provides educators with professional development related to SIP goals and needs of the school. During the designated

professional development days on August 19 and October 29 the school will offer full day professional development. Topics for the day will include how to balance providing high quality instruction with standards aligned instruction. These session will include utilizing formal and informal assessment data to assist with the balance. Additionally the leadership team will serve as a space for problem solving school needs. Using the Restorative Justice Practice (RJP) foundation of circling up will allow for leaders to have a sound voice in presenting ideas that will accelerate learning for professional development.

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

Howard D. McMillan Middle School will implement collaborative structures that will assist with improving teaching and learning. The teacher's meeting schedule will include meeting time dedicated to lesson planning with departments, collaborate with stakeholders such as teachers, parents, and students and meet as a faculty and staff to problem solve. Interventions beyond the school day will extend and increase our tutoring efforts from Saturdays to include before school and after school. Expanding Intensive Reading sections on the master schedule will assist with providing additional services to Tier 2 and Tier 3 students whom have the greatest need. Addressing and meeting students' needs are the ultimate goals in professional learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Students faced a variety of challenges leading to academic regression returning to school from a year of learning loss. According to Florida Standards Assessment data of 2020, Howard D. McMillan Middle School showed a decline in overall learning gains in Math and ELA. In 2020, the Math learning gains indicated a 29 percentage point decline and the ELA learning gains indicated a 7 percentage point decline. Based on data review, our school will implement the Targeted Element of Common Planning. Howard D. McMillan selected the overarching area of Common Planning based on our findings that demonstrated by overall Math and English Language Arts Learning Gains and Lowest 25 Learning Gains for Math and ELA are decreasing. Improvement is needed in meeting the unique needs of learners therefore it is evident that there is a need in our ability to plan standards aligned lessons as well as lessons planned to include formal and informal assessments to meet the students needs. During collaborative common planning, teachers will understand the pre-requisites and assessments limits of the standards to plan lessons for instruction.
Measurable Outcome:	If we successfully implement collaborative common planning, then our overall learning gains in Math and English Language Arts (ELA) will increase by a minimum of 5 percentage points from 29% to 33% in Math and 52% to 57% in ELA as evidenced by the 2022 Florida Standards Assessment.
Monitoring:	During weekly collaborative common planning, grade level and/or teachers with similar courses will plan lessons using items specifications, assessment limits, pacing guides, and teacher editions. Administration will conduct classroom walkthroughs to monitor lesson plans and implementation of the plans. Quarterly data chats will occur with administration so that data driven instruction will be planned for during common planning. Data chat schedule and protocol will be evidence for monitoring the process.
Person responsible for monitoring outcome:	Amy Abate (aabate@dadeschools.net)
Evidence-based Strategy:	Within Targeted Element of Common Planning, our school will focus on the evidence-based strategy of Standards Aligned Instruction. Standards Aligned instruction will assist in accelerating the overall learning gains and L25 Learning gains of Math and Reading as it is an aligned approach to teaching the standards. Standards Aligned instruction will be monitored through the use of classroom walkthroughs, lesson plan end products and student work samples.
Rationale for Evidence-based Strategy:	Standard Aligned Instruction will ensure that teachers are using pre-requisite skills, assessment limits, and item specifications to plan lessons that meet students' needs. Teachers will continually make adjustments to their instruction, lesson plans and instructional delivery as new information is shared pertaining to the standard and students' needs in collaborative common planning.

Action Steps to Implement

9/2/21- Provide and analyze School Performance Data by subject and grade level with the Leadership Team. This analysis will be occur with teachers during Department meetings.

The Leadership team and departments will analyze the data following a Restorative Justice circle protocol. The leadership team and departments will reflect and discuss strengths and areas of improvements as a school and grade level. Administration will review the department meeting agendas, meeting minutes and sign in sheets as evidence of performance data reviewed.

Person Responsible Amy Abate (aabate@dadeschools.net)

8/31-10/11- Provide professional development on the continuum of aligned instruction during weekly common planning. The teachers will utilize the continuum of aligned instruction to plan lessons as a department and grade level during collaborative common planning. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will attend collaborative common planning sessions as well as review agendas and sign in sheets as evidence of monitoring weekly common planning to support standard aligned lesson plans.

Person Responsible Amy Abate (aabate@dadeschools.net)

8/31-10/11- Facilitate Collaborative Common Planning to provide teachers with opportunity to plan lessons using item specification to understand the standards pre-requisite skills and assessment limits to plan lessons. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will review agendas, sign in sheets and check lesson plans during informal classroom visits as evidence of standards aligned lesson plans.

Person Responsible Amy Abate (aabate@dadeschools.net)

8/31-10/11- During Collaborative Common Planning, teachers will align resources, activities, and student work to the standards. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will conduct informal walkthroughs to ensure fidelity and evidence of lesson alignment.

Person Responsible Idelsy Rodriguez (223495@dadeschools.net)

11/1- 12/17 - School wide Individual Data Chats will take with administration place following quarter 1 data use a reflective protocol sheet and charts to track their data to prepare. Teachers will analyze data during collaborative common planning by grade and by department prior to analyzing their individual data. Administration will provide professional development during common planning by department as to the Power BI dashboard available to all teachers, Performance Matters and the iReady Dashboard. Administration will review the department meeting agendas, meeting minutes and sign in sheets as evidence of performance data reviewed.

Person Responsible Amy Abate (aabate@dadeschools.net)

11/1- 12/17 - During Collaborative Common Planning, teachers will plan the I Do and Introduction of the lesson aligned to the expectation of the standard. Teachers will continue to align resources, activities, and student work to the standards. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will conduct informal walkthroughs to ensure fidelity and evidence of lesson alignment.

Person Responsible Amy Abate (aabate@dadeschools.net)

1-31 - 4-29 - During Collaborative Common Planning, teachers will collaborate and create a plan of action to address differentiated instruction and targeted areas of improvement as noted on the mid year assessments and AP 2 iReady. Teachers will continue to analyze data, align resources, activities, and student work to the standards. The plan will include weekly standard rotations and activities aligned to item specifications that target areas of improvement. Grade level teams will plan weekly lessons and be used as evidence for the implementation of an action plan by subject to address weak standards. Administration will conduct informal walkthroughs to ensure fidelity and evidence of implementation of the plan and lesson plans.

Person Responsible Amy Abate (aabate@dadeschools.net)

1-31 - 4-29 School wide Data Chats will take place with administration place during grade level common planning. This will allow for the team to present the plan developed in common planning to address the areas of improvement in the data. The reflective protocol sheet will include questions regarding planning and standards addressed. Teachers will analyze data during collaborative common planning by grade and by department prior to analyzing their individual data. The teachers will have data from the iReady dashboard, Power BI dashboard, Performance Matters and the student work products to support the conversation about areas of improvement. Administration will review the department meeting agendas, meeting minutes and sign in sheets as evidence of performance data reviewed.

Person Responsible Amy Abate (aabate@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	Based on data review, our school will implement the Targeted Element of Professional Learning. Howard D. McMillan selected the overarching area of Professional Learning: Effective Resource Utilization based on our findings that demonstrated overall Math and ELA Learning Gains decreasing and in 2021 Algebra and Geometry scores decreasing. Improvement is needed in providing professional learning opportunities during professional development that involve collaboration with peers and mentorship. Therefore it is evident that improvement is needed in our ability to provide professional development opportunities that are differentiated to the needs of the staff.
Measurable Outcome:	If we successfully implement professional learning then our overall learning gains in Math and English Language Arts (ELA) will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The administrative team and Professional Learning Support Team (PLST) will provide ongoing high quality professional development. The PLST will propose professional development using the Frontline management plan on the MDCPS portal. The administration and PD liaison will monitor teacher attendance. Additionally, the PD liaison will monitor and assist with arranging the collaboration and mentorship opportunities will take place during collaborative common planning and during planning periods. Administration will approve mentor and mentee professional learning walks as well as the debrief session.
Person responsible for monitoring outcome:	Idelsy Rodriguez (223495@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Professional Learning, our school will focus on the evidence based strategy of: Effective Resource Utilization in the area of data. Effective resource utilization will assist in accelerating the learning gains by looking at the collaborative structures in place during common planning. Assigning the right mentors and professional learning walks will be monitored by the administrative team and the PD liaison. Professional development days and one faculty meeting a month will be dedicated to professional learning and will consist of usage and alignment of resources for instruction.
Rationale for Evidence-based Strategy:	Effective Resource Utilization will ensure that ongoing collaborative differentiated professional development is occurring throughout the year to support teaching and learning.

Action Steps to Implement

9/2- Interested mentor and mentee teachers will be identified to participate in job-embedded professional development and learning walks with peers. A survey will be created to identify interested teachers who will serve as mentors and mentees. The Professional Development liaison and the Lead Mentor teacher from the Professional Learning Support Team will meet with administration will meet with the potential mentors and mentees. The identification of the mentor and mentee is evidenced by the survey results which supports the increase in professional learning.

Person Responsible Idelsy Rodriguez (223495@dadeschools.net)

8/31-10/11- Collaboration with mentor and mentee for the 2021-2022 school year as job embedded professional development will take place monthly with the PLST Lead Mentor. As a result of reviewing a mentor log, Team meeting and Department meeting attendance, agendas and minutes will serve as

evidence monthly for contact time with the teacher and assigned mentor. Department meeting agendas and sign in sheets will be evidence for monitoring the process and support professional growth.

Person Responsible Karen Adamson (kadamson@dadeschools.net)

8/31-10/11- Identified staff willing to provide classroom observation opportunities will be facilitated via a staff survey. As a result of a school site survey, teachers will be identified as willing to provide classroom observation opportunities. Administration and the Professional Development Liaison will monitor the survey to identify the coalition of the willing in terms of classrooms that can be observed during peer observations as evidence of implementation.

Person Responsible Idelsy Rodriguez (223495@dadeschools.net)

8/31-10/11- Collegial teacher observations will be implemented for the mentor and mentee or peer observations once the classrooms have been identified. Teachers wanting to participate in peer observations can sign up with either Idelsy Rodriguez or their department chairperson in monthly department meetings. Ms. Rodriguez will gather the department chairpersons list of peer observations within the department retain the peer teacher observation sign-up sheet. The sign up sheets from the department meetings are the evidence used to assign observations in the various classrooms to support the increase in professional learning.

Person Responsible Idelsy Rodriguez (223495@dadeschools.net)

11/1 - 12/17- Identified mentors will take professional development from the MINT Mentor workshop Day 1 and 2 in order to work with mentees to join learning walks with peers. Once the professional learning foundation has been established, the PLST lead mentor will provide ongoing professional learning in order to facilitate learning walks and other debriefing opportunities with the mentor and mentee. Teachers have expressed interest that they would like to participate in learning walks. Additionally, teacher have been identified that they would like their classroom to be visited during learning walks.

Person Responsible Idelsy Rodriguez (223495@dadeschools.net)

1/31 - 4/29 - Teachers willing to have their classrooms visited their peers will need to be identified. To implement learning walks and classroom visits, the teachers must be identified. Teachers wanting to participate in peer observations can volunteer their classrooms by expressing interest with the department chairperson. Some teachers have volunteered their classrooms with administration and other members of the leadership team. Ms. Rodriguez, PD liaison will gather the department chairpersons list of peer observations within the department retain the peer teacher observation sign-up sheet. The signup sheets from the department chairpersons and other leaders on leadership team will serve as the evidence used to assign observations and classroom visits in the various classrooms to support the increase in professional learning.

Person Responsible Idelsy Rodriguez (223495@dadeschools.net)

1/31 - 4/29 -Professional development will take place with teacher leaders and the Professional Learning Support Team to build capacity during learning walks and common planning. The PLST will lead ongoing professional learning with leadership team members to provide staff ongoing professional development during common planning.

Person Responsible Amy Abate (aabate@dadeschools.net)

1/31 - 4/29 The Professional Learning Support Team will lead ongoing professional learning in order to facilitate learning walks and other debriefing opportunities with the mentor and mentee. Mint partnerships

will participate in learning walks under Additionally, teacher have been identified that they would like their classroom to be visited during learning walks.

Person
Responsible Amy Abate (aabate@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the Data review, our school will implement the target element of Social Emotional Learning. Through our data review, we noticed students who felt connected to adults was only 32% in the area of Sense of Belonging. We recognize the need to increase the staff student connection. Maintaining positive relationships will promote a positive school culture.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning, our staff student connection will increase by 20 percentage points as evidenced by School Climate Survey administered in Spring of 2022.

Monitoring: The Professional Learning Support Team (PLST) will provide students a needs assessment survey 3 times a year to progress monitor the area of staff student connection. The PD liaison will administer the survey and share the results with the leadership team and departments. The leadership team will establish a mentor program with individual students to establish positive relationships with adults. Team leaders will implement team building activities throughout the year to promote school pride and morale. These activities will be shared with stakeholders on the website through our calendar. Establishing and maintaining positive relationships through team activities and collaborative spaces will empower the students sense of belonging.

Person responsible for monitoring outcome: Dale Adamson (adamson@dadeschools.net)

Evidence-based Strategy: Within the targeted element of staff student connection, our school will focus on the evidence based strategy of Sense of Belonging. Sense of belonging will increase the students relationship with the adults at Howard D. McMillan Middle School. Relationship building through team activities will be monitored monthly through the school's Color War activities. The annual calendar will include ongoing social activities and incentives that promote staff and student connections. These Team Color War activities and rewards will lead to school spirit and pride therefore increasing the Sense of Belonging.

Rationale for Evidence-based Strategy: Building staff-student connection and relationships can help increase students' sense of belonging at school. The initiative will provide the Leadership Team, PLST, and Team leaders with data to support staff student relationships.

Action Steps to Implement

9/17- Homeroom classes will participate in a door decorating contest for the Core Value of Respect (in combination with their grade level team color) for the month of September. As a result of homeroom teachers and students decorating their doors to display the core value of Respect for the month of September, doors will be judged by team leaders to identify a winning team/grade level for the activity. These points earned are tallied throughout the year's activities to award the Team Cup at the end of the school year to the grade level that earned the most annual points. The door decorating participation serve as evidence towards the goal of increasing the students' sense of belonging.

Person Responsible Victor Grimaldo (vgrim@dadeschools.net)

9/20- Faculty and staff will nominate students for the Do The Right Thing Student Recognition Program monthly. For the month of September the deadline for submission is September 20, 2021.

As a result of the final nominations, monthly certificates and T-shirts are given to the nominated students and students' names are recorded with their picture and displayed on the Do The Right Thing board in the main entrance of the school. Participation in nominating students for Do the Right Things serves as evidence toward the goal of increasing sense of belonging.

Person Responsible Victor Grimaldo (vgrim@dadeschools.net)

9/24- Grade level Team Color Challenge will be implemented monthly. Each grade level team is represented by a different color as demonstrated by team activities. Friday, September 24, 2021 students will dress in their team color as a way to earn points toward the end of the year Team Cup. Grade 6 is red. Grade 7 is green. Grade 8 is blue. The participation in wearing the team color serves as evidence towards the goal of team building.

Person Responsible Victor Grimaldo (vgrim@dadeschools.net)

8/31-10/11- Restorative Justice Practice of Circle Protocol will be implemented once a month amongst the leadership team as a means of problem solving, discussing items and concerns, sharing ideas and adding reflections. Administration will keep monthly records of meetings to monitor effectiveness of the circle process during leadership meetings. The monthly records of the RJP circle process serves as evidence of increasing student voice.

Person Responsible Joel Diaz (jcdiaz@dadeschools.net)

11/1 - 11/22 -Students will participate in a can food drive to promote the Core Value of Citizenship for the month of November. As a result of faculty and students donating cans, the winning team/grade level for the activity will earn team points. On November 22, families from our school will be identified by our Community Involvement Specialist to have these can foods donated for the Thanksgiving holiday. These points earned are tallied throughout the year's activities to award the Team Cup at the end of the school year to the grade level that earned the most annual points. The can food drive participation serve as evidence towards the goal of increasing the students' sense of belonging.

Person Responsible Katelyn Adamson (katelyneadamson@dadeschools.net)

11/19 - Faculty and staff will nominate students for the Do The Right Thing Student Recognition Program monthly. For the month of November, the deadline for submission is November 19, 2021.

As a result of the final nominations, monthly certificates and T-shirts are given to the nominated students and students' names are recorded with their picture and displayed on the Do The Right Thing board in the main entrance of the school. Participation in nominating students for Do the Right Things serves as evidence toward the goal of increasing sense of belonging.

Person Responsible Victor Grimaldo (vgrim@dadeschools.net)

2/1 - 2/28 - Students will participate in the Core Value of Kindness for the month of February by participating in random acts of Kindness. As a result of students will receive red and pink heart cut out papers to write and share kindness message to someone in the school. Additionally, during Kindness week, February 14-18, students will create a banner with handprint cutouts to pledge their kindness. Students will also show their Kindness by wearing red, pink and purple on February 14. The students who participate will earn points for their grade level team which is tallied throughout the year's activities to award the Team Cup at the end of the year awards ceremony.

Person Responsible Victor Grimaldo (vgrim@dadeschools.net)

2/18- Faculty and staff will nominate students for the Do The Right Thing Student Recognition Program monthly. For the month of November, the deadline for submission is February 18, 2022
As a result of the final nominations, monthly certificates and T-shirts are given to the nominated students and students' names are recorded with their picture and displayed on the Do The Right Thing board in the main entrance of the school. Participation in nominating students for Do the Right Things serves as evidence toward the goal of increasing sense of belonging.

Person Responsible Victor Grimaldo (vgrim@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team**Area of Focus Description and Rationale:**

Based on the data from the School Climate Survey and the Panorama survey results, Howard D. McMillan Middle School will focus the Leadership efforts with the Targeted Element of Instructional Leadership Team. Teachers in the building often felt they had minimal to no voice in the decision making process. Therefore, we will implement Restorative Justice Practice (R.J.P.) of circles by involving them in school-wide initiatives and problem solving. This R.J.P. process allows for voice of key stakeholders in the decision making process. Building the capacity and developing teacher leaders is the focus of the leadership team efforts which positively impacts student success.

Measurable Outcome:

If we successfully implement the Targeted Element of Instructional Leadership Team, then we will build capacity of teacher leaders. This will be realized through the monthly leadership meeting functioning as a Restorative Justice Practice circles and contributing to the school wide decisions. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

Monitoring:

The Leadership Team will utilize the Professional Learning Support Team (P.L.S.T.) to provide ongoing support and professional development to assist with building capacity amongst members and support the existing leadership groups that function within the Leadership Team. Implementing Restorative Justice Circles protocol in the monthly leadership meeting, we hope to create an environment of shared leadership and shared voice. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas during their monthly meetings such as Common Planning and Grade Level Team Meetings.

Person responsible for monitoring outcome:

Felicia Joseph (pr6441@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of Instructional Leadership Team, we will focus on the evidence based strategy of Building Capacity of Teacher Leaders. Through the use of Restorative Justice Practice Protocol we will solicit the feedback from Leadership monthly to problem solve. Additionally, the Professional Learning Support Team (P.L.S.T.) will provide ongoing Professional Development and mentorship monthly to various teacher leaders who serve in other areas. Leadership Team members will provide feedback at the Leadership Team on a monthly basis regarding how they are involving staff members in important decisions.

Rationale for Evidence-based Strategy:

Building capacity will assist with improving the talents of teacher leaders within the leadership team to carry out the vision and problem solve utilizing the Restorative Justice Practice (R.J.P.). Throughout this process the Leadership Team and PLST will build capacity amongst stakeholders on the Leadership Team.

Action Steps to Implement

8/31-10/11-Circles will be implemented once a month amongst the leadership team as a protocol for problem solving, discussion items, concerns, ideas and reflections. Attendance sheets, agendas, and meeting minutes will be used to keep record of implementation, discussions, reflections and responses to the circle process. Administration and teacher leaders will keep monthly records of meetings to monitor effectiveness of the circle process.

Person Responsible

Amy Abate (aabate@dadeschools.net)

9/1 & 10/6- Circles will be implemented once a month in faculty meeting problem solving as a staff and relationship building and reflection. As a result of implementation and discussions, Administration will use attendance sheets, agendas, and meeting minutes to maintain record and monitor effectiveness and serve as evidence of the circle process.

Person Responsible Joel Diaz (jcdiaz@dadeschools.net)

9/15-The Professional Learning Support Team will provide ongoing and differentiated professional development during one faculty meeting a month based on the direct needs for improvement from faculty survey. The focus of professional development will align with School Improvement goals in the area of academics and Social Emotional Learning. The Professional Development Liaison will monitor the sessions through agendas and sign in sheets as evidence that the professional development occurred.

Person Responsible Idelsy Rodriguez (223495@dadeschools.net)

9/20-9/24- Restorative Justice Protocol of circles will be implemented once month amongst the students in homeroom for relationship and team building. As a result of homeroom circle implementation, monitoring of effectiveness will be through the use of attendance record, circle questions will be recorded to document implementation of the circle process. Restorative Justice chairperson will keep monthly records of homeroom circle implementations. The sign in sheets and attendance record will serve as evidence to support increasing student voice and involving stakeholders in the decision making process.

Person Responsible Joel Diaz (jcdiaz@dadeschools.net)

11/1 - 12/17 -Circles will be implemented once a month amongst the leadership team as a protocol for problem solving, discussion items, concerns, ideas and reflections. Attendance sheets, agendas, and meeting minutes will be used to keep record of implementation, discussions, reflections and responses to the circle process. Administration and teacher leaders will keep monthly records of meetings to monitor effectiveness of the circle process.

Person Responsible Amy Abate (aabate@dadeschools.net)

11/1 - 12/17 -Team Parent Conference Circle Protocol will be implemented weekly with parents during Team Parent Conferences taking place every Monday and Friday. This parent conference protocol involves problem solving amongst parents, leaders, and teachers of the student. The concerns and ideas are shared however, the group is in a circle, and everyone involved in the conference has a voice to share not only their concerns but something positive about the student. These reflections assist with developing a plan for the parent and teachers to work with the student Attendance sheets, agendas, and meeting minutes will be used to keep record of implementation, discussions, reflections, and responses to the circle process. Team leaders will keep monthly records of meetings to monitor effectiveness of the circle process

Person Responsible Joel Diaz (jcdiaz@dadeschools.net)

1/31 - 4/29 -Team Parent Conference Circle Protocol will be implemented weekly with parents during Team Parent Conferences taking place every Monday and Friday. This parent conference protocol involves problem solving amongst parents, leaders, and teachers of the student. The concerns and ideas are shared however, the group is in a circle, and everyone involved in the conference has a voice to share not only their concerns but something positive about the student. These reflections assist with developing a plan for the parent and teachers to work with the student Attendance sheets, agendas, and meeting minutes will be used to keep record of implementation, discussions, reflections, and responses to the circle process. Team leaders will keep monthly records of meetings to monitor effectiveness of the circle process

Person Responsible Joel Diaz (jcdiaz@dadeschools.net)

1/31 - 4/29 -The Professional Learning Support Team will provide ongoing and differentiated professional development with leadership team members during their common planning sessions with departments. This opportunity will allow for capacity to be developed amongst the leaders of the team. The focus of common planning during quarter 3 will be data driven and working on plan development to address areas of improvement in the mid year data. That conversation will be lead by PLST in conjunction with department chairpersons. The assistant principal will monitor the sessions through agendas and sign in sheets as evidence that the professional development occurred.

Person Responsible Amy Abate (aabate@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.

According to the Florida School Safety Dashboard, Howard D. McMillan Middle School reported 1.1 incidents per 100 students. When compared to middle schools statewide, it falls into the very low category. Total reported suspensions were 107 and suspensions per 100 students was 10.2. We ranked 71 out of 553 middle schools in the state of Florida.

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.

Social Emotional Learning is a key component in building a positive school culture and environment at Howard D. McMillan Middle School. Through the Restorative Justice Practice of circle protocol, it provides stakeholders the opportunity to problem solve, work together as a team and share concerns. This practice has allowed for everyone to have a voice in the decision making process. Stakeholder voices are heard and listened too. Ongoing professional development and experiences occur throughout the year to support parents, guardians and families to ensure they have the necessary supports for their children. Title 1 and the parent academy assist our PTSA in supporting our students through the kick off of our annual parent meeting as well as monthly meetings throughout the year. Students are supported through mentoring

programs, activities, clubs and athletics to empower them with a well rounded education. Team building activities and the MDCPS Core Value activities occur monthly through grade level competitions and activities to excite the students within their grade level teams. Students are involved in grade level team competitions which promote school pride and spirit. Staff are provided opportunities to collaborate in monthly team meetings that assist with ongoing professional development on social emotional learning in the area building relationships. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders through the circle protocol during faculty meetings, Leadership Meetings, parent/guardian conferences and EESAC Meetings. Opportunities are provided to stakeholders through EESAC Meetings, School Messenger and conferences to solicit feedback in the decision making of problem solving to provide successful student educational experiences.

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

The stakeholders involved in building a positive school culture and environment are the administration, parents and guardians, Leadership Team, students, staff, business partners and community partners. The administration's role is to monitor and oversee all the school initiatives and partnerships established with stakeholders and plan for team building activities to occur. Some of these partnerships include local colleges and universities providing educational hours inside our classroom as well as local hospitals and business investing in our students by providing assemblies as guest speakers. The Leadership Team problem solves to include spirit activities across grade level to promote school pride and boost morale. They provide the students with well rounded activities in academics, athletics, activities and the arts. Parents/guardians and students provide healthy feedback that is that is beneficial to the students' education. Aligning resources from our business and community partners is important in building relationships with stakeholders and families. These partnerships have extended in the YMCA providing before and after care to keep our students safe until their parents and guardians can take them home from their school day. All stakeholders share in the effort and are responsible for building connections and relationships that impact the students, families and school house.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00