Miami-Dade County Public Schools

Horace Mann Middle School

leadership
analysis
Florida
college and career
students
mission
ambitious
family and community involvement
school improvement
striving
teaching
achievement
relationships
success
learning
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
supportive environment
resources
growth

2021-22 Schoolwide Improvement Plan

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Horace Mann Middle School

8950 NW 2ND AVE, El Portal, FL 33150

http://hmms.dade.k12.fl.us/

Demographics

Principal: Ottolita Thompson T

Start Date for this Principal: 8/14/2021

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)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (49%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Horace Mann Middle School

8950 NW 2ND AVE, El Portal, FL 33150

http://hmms.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	Yes	92%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Horace Mann Middle School provides a challenging, student-centered curriculum with quality instruction for all students. Learners enjoy a safe haven which fosters a productive learning environment. Students have opportunities for overall growth, improved educational outcomes, social-emotional learning assistance, and the assurance that every student is a part of their own learning process.

Provide the school's vision statement.

Horace Mann Middle School is committed to creating a safe, nurturing and disciplined learning environment for all students. High expectations are established for all learners and a foundation for life-long learning is evident. In addition to high level academic programs, all students participate in social-emotional learning while focusing on scholarly development in their journey to prepare for high school. We strive to create a learning environment that is warm, welcoming, and engaging. We envision our students as successful, loving and caring people who will become leaders in a global society. Horace Mann Middle School is a great place to grow, learn, and achieve.

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
Thompson, Ottolita	Principal	Provides overall school site leadership. Oversees personnel and budget, evaluates faculty and staff, oversees daily operations, ensures the school is on a continual path of success and serves as the instructional leader.
Baker-Alcide, Markicha	ELL Compliance Specialist	Ensures ELL students receive language assistance services and are placed in correct courses and programs. Reviews and monitors student files to ensure compliance with state and federal laws. Serves as Student Services Chairperson and Assessment Coordinator.
Campbell-Lindsay, Lammar	Reading Coach	Provides instructional support for the Language Arts, Writing and Reading departments. Facilitates collaborative planning sessions, monitors student program participation and progress. Models appropropriate strategies for instructors and provides guidance and support regarding delivery and interpretation of Florida Standards.
Green, Meshonika	School Counselor	Monitors academic progress of all students by ensuring that students are placed in the correct courses. Conducts counseling sessions for students in the areas of academics, behavior, and attendance. Provides peer group counseling as needed for students experiencing difficulties with family or social-emotional health.
Dawkins, Lenere	Assistant Principal	Assists the school principal with academic and facility operations, student discipline, community relations, parent involvement and state and federal mandates.

Demographic Information

Principal start date
Saturday 8/14/2021, Ottolita Thompson T

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.*
7

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.*
15

Total number of teacher positions allocated to the school
37

Total number of students enrolled at the school
552

Identify the number of instructional staff who left the school during the 2020-21 school year.
18

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

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	180	203	226	0	0	0	0	609
Attendance below 90 percent	0	0	0	0	0	0	45	107	118	0	0	0	0	270
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	14	41	84	0	0	0	0	139
Course failure in Math	0	0	0	0	0	0	25	38	33	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	33	45	62	0	0	0	0	140
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	45	56	0	0	0	0	134
Number of students with a substantial reading deficiency	0	0	0	0	0	0	84	108	124	0	0	0	0	316

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	41	83	100	0	0	0	0	224

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	6	7	20	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	4	10	7	0	0	0	0	21

Date this data was collected or last updated
Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	228	230	214	0	0	0	0	672
Attendance below 90 percent	0	0	0	0	0	0	107	106	103	0	0	0	0	316
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	39	71	67	0	0	0	0	177
Course failure in Math	0	0	0	0	0	0	35	24	25	0	0	0	0	84
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	46	56	62	0	0	0	0	164
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	46	46	72	0	0	0	0	164

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	81	87	100	0	0	0	0	268

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	6	5	13	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	8	3	11	0	0	0	0	22

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				34%	58%	54%	38%	56%	53%
ELA Learning Gains				49%	58%	54%	53%	56%	54%
ELA Lowest 25th Percentile				47%	52%	47%	55%	52%	47%
Math Achievement				31%	58%	58%	29%	56%	58%
Math Learning Gains				46%	56%	57%	40%	56%	57%
Math Lowest 25th Percentile				53%	54%	51%	39%	55%	51%
Science Achievement				31%	52%	51%	47%	52%	52%
Social Studies Achievement				45%	74%	72%	54%	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	32%	58%	-26%	54%	-22%
Cohort Comparison						
07	2021					
	2019	22%	56%	-34%	52%	-30%
Cohort Comparison		-32%				
08	2021					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	18%	58%	-40%	55%	-37%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	27%	53%	-26%	54%	-27%
Cohort Comparison		-18%				
08	2021					
	2019	14%	40%	-26%	46%	-32%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	28%	43%	-15%	48%	-20%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	41%	73%	-32%	71%	-30%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	63%	31%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools by grade level that were used to compile this data were:
6th Grade- ELA and Mathematics: iReady AP1, AP2 and AP3 Diagnostic Assessments
7th Grade- ELA and Mathematics: iReady AP1, AP2 and AP3 Diagnostic Assessments
7th Grade- Civics: Mid-Year Civics Assessments
8th Grade- ELA and Mathematics: iReady AP1, AP2 and AP3 Diagnostic Assessments were used
8th Grade- Science: Mid-Year Science Assessments

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	29	37
	Economically Disadvantaged	27	28	34
	Students With Disabilities	7	11	23
	English Language Learners	10	11	10
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	28	25
	Economically Disadvantaged	22	29	23
	Students With Disabilities	4	11	15
	English Language Learners	10	5	20

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	32	30
	Economically Disadvantaged	30	32	28
	Students With Disabilities	3	3	10
	English Language Learners	19	13	30
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	31	28
	Economically Disadvantaged	17	32	27
	Students With Disabilities	6	12	17
	English Language Learners	12	27	44
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			55
	Economically Disadvantaged			55
	Students With Disabilities			17
	English Language Learners			36

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	53	47
	Economically Disadvantaged	40	54	47
	Students With Disabilities	5	6	13
	English Language Learners	13	22	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	31	22
	Economically Disadvantaged	22	30	23
	Students With Disabilities	6	13	0
	English Language Learners	11	6	17
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			17
	Economically Disadvantaged			18
	Students With Disabilities			0
	English Language Learners			6

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	10	33	36	6	26	24	11	27			
ELL	28	38	31	19	18	34	15	32	53		
BLK	27	32	29	21	20	24	31	45	61		
HSP	40	38	21	27	23	33	30	46	59		
FRL	31	33	27	22	20	24	32	44	62		

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	8	35	37	12	47	48	14	19			
ELL	22	49	48	19	41	47	15	40	100		
BLK	32	49	47	29	43	53	22	43	95		
HSP	40	54	48	35	52	52	52	60	100		
MUL	31	39		35	56		70	27			

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
FRL	33	48	46	31	45	53	30	44	94		

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	5	35	41	1	24	28	10	7			
ELL	22	53	55	26	39	38	33	48			
BLK	37	53	52	30	42	41	47	53	81		
HSP	43	49	61	28	36	35	45	57	91		
MUL	35	67		21	35	29	60	60			
FRL	39	54	56	29	40	40	47	55	84		

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	10
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	31
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	32
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
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?

Trends that emerge across grade levels, subgroups, and core subject areas are:
FSA ELA 2021 Data showed that Reading proficiency decreased from 34% to 31% resulting in a 3 percentage point decrease.
There were also decreases in 2021 FSA ELA Data in the areas of Learning gains from 49% to 34% and Learning Gains of L25 students from 47% to 28%.
2021 FSA Math Data shows that that proficiency decreased from 31% to 23%. This resulted in a loss of 8 percentage points.
FSA ELA proficiency 30% from 2017-2019. Little or no overall improvements were made in 3 consecutive years in FSA ELA proficiency.
FSA Math proficiency has decreased 5% points from 2017-2018 and stayed the same at 22% proficiency in 2019. FSA Math is steadily on a decline,
FSA Science data decreased in proficiency from 44% to 28% in 2019 No students with disabilities were proficient on the FCAT Science Assessment administered in the Spring 2019.
Middle School Acceleration (2019) in all subgroups were 94 points or higher in all categories compared to an average of 5 in all subgroups in 2018. On the IReady AP1, AP2 and AP3 students with disabilities overall improvements increased from the fall, winter, and spring administration in all areas

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

In examining the 2021 FSA Math data is the greatest need for improvement. Math proficiency decreased from 31% to 23%. Math Learning Gains decreased from 46% to 21% and Learning Gains for L25 students was 53% and in 2021 it is 26% resulting in a decrease of 27 percentage points for our L25 students.

According to the Academic Programs tab (on PowerBI), the 2018 Science proficiency is 44%, and the 2019 Science proficiency is 28%. This is a 16% point decrease. According to the Academic Programs tab (on PowerBI), the 2017 Civics EOC proficiency is 53%, the 2018 Civics EOC proficiency is 50%, and the 2019 Civics EOC is 41%. This is a 12% point decrease over a three year period. According to the Academic Programs tab (on PowerBI), On the 2019-2020 FSA ELA, 46% of 6th grade students scored a level 1 score.

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 first data point was chosen because we need to provide standards aligned instruction and have high expectations in all social studies classes to increase citizenship and understanding of social sciences. The second data point was chosen because we need to provide standard aligned instruction in all science classes to increase student understanding and interest in science. Additionally, our science department has had high teacher turnaround and the department needs to be restructured. The third data point was chosen because all students should be exposed to rigorous instruction. Moving forward, we will plan according to the Florida Standards and ensure our lessons are aligned to the standards. We will also offer new teacher support to our neophyte teachers so that they will feel included and know that are an integral part of the school. We will incentivize and

motivate our learners through Ongoing Progress Monitoring. During the administration of these OPMs our students will be able to receive rewards for continuous improvement.

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

According to the Academic Programs tab (on PowerBI), the 2018 Math proficiency is 22%, the 2019 Math proficiency is 22%, and the 2020 Math Predicted Proficiency is 39%. This is a 17 percentage points increase over a three year period. According to the Academic Programs tab (on PowerBI), the 2019 Algebra I Learning Gains are 83%. The district's 2019 Algebra I Learning Gains are 65%. This is 18 percentage points above the district. According to the Academic Programs tab (on PowerBI), the 2019 ELA proficiency is 31%, and the 2020 ELA Predicted Proficiency is 45%. This is a 14 percentage points increase.

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

The first data finding to continually improve student math proficiency and improving critical thinking skills, problem solving abilities and ensuring student accountable talk continues in all math classes. The second data point was chosen to ensure continued progress and goal-centered improvement. The third data point was chosen as it is important that each student achieves academically and each instructor is equipped to develop professionally thereby providing the best instruction.

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

Teachers will receive support with curriculum, planning, delivery, technology assistance and student engagement strategies through instructional coaches and department heads. Activities will be student-centered to encourage continual participation. Programs and student performance data will be monitored and analyzed with the SLT and teachers.

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 offered in how to use data to drive instruction, how to use programs such as iReady and Performance Matters, how the SIP works, utilizing google drive and google docs, Schoology, safety procedures, SEL and Excel.

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

Tutoring sessions for all grade levels (6th through 8th) are provided before and after school for reading and mathematics. Saturday sessions are offered during the school year with targeted students who have displayed specific deficiencies in reading and/or mathematics. Teachers are working together collaboratively to create lesson plans and ensure standard-based lessons are delivered. Teachers share best practices during faculty meetings.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Thirteen percent (13%) of our students had 0-5 absences for the 2020-2021 school year. Forty-eight percent (48%) of students district-wide had 0-5 absences for the same period. It is imperative that students receive daily instruction from teachers and consistently participate in well organized middle school activities to receive an optimal middle school experience. A key area of focus is the improvement of our culture and environment specifically related to student attendance as this is important to student middle school success.
Measurable Outcome:	By June 2022, thirty percent (30%) of our students will have 0-5 absences for the school year. This will be a seventeen percentage (17%) point increase from the previous year. With the use of attendance initiatives and incentives students will have a more positive cultural middle school experience.
Monitoring:	An attendance team will be established to monitor and track daily attendance using the school-wide attendance plan. There will be follow-up parent phone calls, counseling sessions, and home visits. An incentive program will be established to acknowledge and reward students with improved attendance.
Person responsible for monitoring outcome:	Meshonika Green (mogreen@dadeschools.net)
Evidence-based Strategy:	We will have an Reward/Evidence Strategy that will provide incentives for the grade levels with the highest monthly average attendance. Attendance initiatives will be followed, including but not limited to parent phone calls, home visits, counseling sessions and incentives for students.
Rationale for Evidence-based Strategy:	Based on the school's data map, our school's attendance percentage for students with 0-5 absences was significantly lower than the district's attendance percentage. The strategy of attendance initiatives was chosen because these are proven strategies used to improve attendance at schools.

Action Steps to Implement

9/8: The Trust and Guidance Counselors will monitor attendance weekly.

Person Responsible	Meshonika Green (mogreen@dadeschools.net)

9/8: Trust counselor will make phone calls will be made to parents for the students who miss more than one day per week.

Person Responsible	Meshonika Green (mogreen@dadeschools.net)

9/20: Incentives will be given bi-weekly for students who improved their attendance.

Person Responsible	Meshonika Green (mogreen@dadeschools.net)

9/8 and ongoing: Peer and group counseling sessions will be done to review the importance of attendance or to see if additional services are needed.

Person Responsible	Meshonika Green (mogreen@dadeschools.net)

01/31- 4/29: Peer and group counseling sessions will be done to review the importance of attendance or to see if additional services are need. Leadership team will meet weekly to discuss the students who need to be referred for additional services due to attendance issues.

Person Responsible   Meshonika Green (mogreen@dadeschools.net)

01/31- 4/29: Use bilingual aides to contact parents, guardians, or caregivers with limited English-speaking ability and send out school attendance notification, emails or letters in the language appropriate to the family. Leadership team will meet weekly to discuss the students who need to be referred for additional services due to attendance issues and refer to the bilingual counselor to contact parents/guardians to assist with attendance issues.

Person Responsible   Meshonika Green (mogreen@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	2021 data: Based on the SIP Dashboard, the Math proficiency on the FSA dropped from 31%to to 23%, which is an 8 percentage point decrease. Based on the decrease in scores on the Math FSA, we will focus on student engagement in order to increase student understanding. Based on walkthroughs conducted by administration and feedback from ETO and students' motivation towards learning in several classrooms, there is a dire need to increase student engagement to produce better student outcomes.
Measurable Outcome:	By June 2022, the Math FSA scores will improve to 35% proficiency. This will be a twelve percentage point increase
Monitoring:	Student engagement will be monitored through bi-weekly walkthroughs from CSSs and/or administration/Math Department Head as well as continuous data analysis. The walkthrough tool that will be used is a tally chart of on task students who are fully engaged in the task at hand.
Person responsible for monitoring outcome:	Lenere Dawkins (ljdawk@dadeschols.net)
Evidence-based Strategy:	Effective Questioning and Response Techniques is the strategy we will use. They are an important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, and/or gauge whether students understand what is being taught (formative assessment). Developing questions at planning will allow teachers to plan ahead for continuous student engagement.
Rationale for Evidence-based Strategy:	Evidence will be seen in the effective questioning and responses and preplanning, by looking at lesson plans and student preparedness.

Action Steps to Implement

9/28: During a faculty meeting teachers will be provided will be trained on effective questioning and response techniques.

Person Responsible	Lammar Campbell-Lindsay (334398@dadeschools.net)

9/29 and weekly: Engagement strategies will be apart of Collaborative Planning that will be discussed and implemented in lessons.

Person Responsible	Damita Haynes-Ferguson (haynesd22@dadeschools.net)

10/4 and ongoing: Administration will provide specific feedback to teachers of on task- engaged behavior from students.

Person Responsible	Ottolita Thompson (pr6411@dadeschools.net)

10/20: Peer observations will take place to share best practices for effective questioning and response techniques.

Person Responsible	Damita Haynes-Ferguson (haynesd22@dadeschools.net)

01/31- 4/29: Teachers will be vigilant in monitoring on-task behavior and utilize interactive engagement strategies during instruction (i.e., gradual release, cold call, probing, subject matter games, and group discussions). Leadership team will monitor this by conducting weekly with feedback provided.

Person Responsible   Damita Haynes-Ferguson (haynesd22@dadeschools.net)

01/31- 4/29: Teachers will model for students how to actively take notes, use guided notetaking worksheets and teachers will provide bi-weekly notetaking "checks".

Person Responsible   Damita Haynes-Ferguson (haynesd22@dadeschools.net)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	On the 2020-2021 FSA ELA, 36% of 6th grade students scored a level 1 score. Differentiation will help improve these scores because student needs will be met at their instructional level and teachers will be able to meet the needs of all learners. With 36% of our students in 6th grade scoring a Level 1, there is a dire need to differentiate instruction to reach all learners. This will increase our proficiency in ELA if we differentiate instruction to assist learners.
Measurable Outcome:	By June 2022, On the 2021-2022 FSA ELA, 20% of 6th grade students will score a level 1. This will be a decrease in Level 1s by 16 percentage points.
Monitoring:	The Reading coach and administration will do walkthroughs using the lesson plans developed during collaborative planning to ensure DI is being implemented, as well as assisted teachers with DI as needed. The Reading Coach will develop a DI checklist based on what was planned during collaborative planning.
Person responsible for monitoring outcome:	Lammar Campbell-Lindsay (334398@dadeschools.net)
Evidence-based Strategy:	Differentiated Instruction will be used because is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. It will be implemented by teachers and interventionists who will do push-ins and pull-outs.
Rationale for Evidence-based Strategy:	Differentiated Instruction is a proven method for improving students' reading skills. Differentiation is needed based on the data that showed no major increase in proficiency in all core subject areas.

Action Steps to Implement

9/8 and ongoing: During collaborative planning, data will be reviewed and standards in need of remediation will be identified.

Person Responsible	Lammar Campbell-Lindsay (334398@dadeschools.net)

9/8 and ongoing: Ongoing progress monitoring of data to regroup students based on deficiencies and mastery of standards remediated.

Person Responsible	Lammar Campbell-Lindsay (334398@dadeschools.net)

9/8 and ongoing: Alignment of resources to meet the remediation skills needed for mastery of the standards.

Person Responsible	Lammar Campbell-Lindsay (334398@dadeschools.net)

9/8 and ongoing: Administration will do regular walkthroughs with remediation look-fors and providing timely feedback to teachers.

Person Responsible	Ottolita Thompson (pr6411@dadeschools.net)

01/31 - 4/29: Develop targeted student subgroups (i.e, 6th grade ELA L25 students) based on AP2 data, these students will be given interventions with bi-weekly OPM check-ins.

Person Responsible   Lammar Campbell-Lindsay (334398@dadeschools.net)

01/31 - 4/29: Leadership team will conduct walkthroughs weekly focusing on 6th grade ELA L25 interventions and OPMS. Providing feedback to the teachers and the interventions.

Person Responsible   Lammar Campbell-Lindsay (334398@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on the SIP Dashboard, 55% of teachers felt they were provided with the support/ resources needed to implement a strategy they learned at a PD. We would like to increase this number. Teachers sharing what they learned from PD's will help them build leadership skills while also building school culture.
Measurable Outcome:	By June 2022, 70% of teachers will feel they were provided with the support/resources needed to implement the newly learned strategy that was acquired from a PD.
Monitoring:	We will have a google doc to keep track of strategies, including who taught it, how to use it, and when teachers implemented it.
Person responsible for monitoring outcome:	Shawnda Green-McKenzie (mcgreen@dadeschools.net)
Evidence-based Strategy:	The evidence based strategy being used is Model Your own Professional Learning, which is done by engaging in a cycle of learning and sharing that learning in process or product. This is a means of encouraging the staff themselves to engage in sustained professional learning.
Rationale for Evidence-based Strategy:	This strategy was selected because it is proven to help teachers engage in professional learning, learn from each other, and develop as leaders. When teachers feel that they are apart of their learning processes, they have more buy in to do more and feel empowered to share with others.

Action Steps to Implement	

9/13: Administration will provide a survey for teachers with a needs assessment on areas of need and growth they would like to be provided on.

Person Responsible	Ottolita Thompson (pr6411@dadeschools.net)

9/28 and ongoing: Administration and/or teachers will present effective strategies during faculty meetings.

Person Responsible	Lenere Dawkins (ljdawk@dadeschols.net)

9/16 and ongoing: Administration will ensure teachers attend ongoing professional developments and sharing their new skills during common planning.

Person Responsible	Lenere Dawkins (ljdawk@dadeschols.net)

10/4: Administration will be conducting a book study using Teaching with Magic by Kevin Roughton, to further learning opportunities and discussions.

Person Responsible	Ottolita Thompson (pr6411@dadeschools.net)

01/31- 4/29: Weekly the Administrative team will conduct a book study using Teaching with Magic by Kevin Roughton, to further learning opportunities and discussions with the faculty and staff.

Person Responsible	Ottolita Thompson (pr6411@dadeschools.net)

01/31- 4/29: Department Chairs will provide weekly opportunities for teachers to share best practices during department/common planning meetings. Department chairs will add new strategies demonstrated or shared during department/common planning to the "Strategy Sharing" Google Doc.

Person Responsible   Lenere Dawkins (ljdawk@dadeschols.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Horace Mann averages 13 incidents per 100 students and the state average is 4.2 incidents per 100 students. In order to reduce incidents at Horace Mann, we are implementing restorative justice practices. These practices include student social-emotional counseling and development, school-wide activities, student voice in school-based activities and programs, behavioral modification systems and a proactive approach build and nurture meaningful relationships with a strong sense of community.

Part IV: Positive Culture & Environment

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

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

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

Our strengths are encouraging school pride and celebrating the success of students and staff by emphasizing accomplishments and collaboration. We need to improve on engaging staff and students in the care of the physical environment.

Our strengths are providing ongoing support for the development of a safe and supportive school environment and encouraging family and community participation. We started off with SEL, but we were not consistent in our use of it and it could be improved upon. We also need to improve on adults modeling expected behaviors and integrating social and emotional skills into academic instruction.

Our strengths are creating norms, values and expectations for staff and students, through emails and the safety team. We posted a lot of parent meetings to inform them of expectations and they had access to administration. We enforced protocols ensuring things are safe and hazard free through the dean of discipline and custodians. We need to improve upon addressing bullying, harassment and intolerance

swiftly as well as creating clubs for inclusivity.

Our strengths are creating positive rules that support healthy interactions, establishing a shared school vision with all stakeholders and ensuring that we address the social emotional wellness of students. We need to improve how we clearly communicating rules, norms, and enforcement of them, as well as communicating and monitoring practices to ensure alignment with our shared vision.

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

The Innovation/Media Specialist will lead meetings with mindfulness practices as well as implement mindfulness practices during morning announcements. The Dean of Students will continue Restorative Justice practices, which will also continue in all Middle School Re-Design classes. The Trust Counselor will offer support to students and families as the school's community relations counselor.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
		Total:	$0.00