South Miami Middle School

2021-22 Schoolwide Improvement Plan

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South Miami Middle School

6750 SW 60TH ST, South Miami, FL 33143

http://smmcs.dadeschools.net/

Demographics

Principal: Fabiola Izaqu IR Re

Start Date for this Principal: 8/19/2016

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
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 (66%) 2017-18: A (66%) 2016-17: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

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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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

South Miami Middle Community School provides opportunities for every student to become a responsible thinking citizen through an extended family of teachers, parents, students, community and business leaders working and learning together in a safe, caring environment to develop knowledge of careers, technology, the arts, and social skills as they relate to the world of work and individual future planning.

Provide the school's vision statement.

In the pursuit of excellence and the belief that every child can learn, South Miami Middle Community School strives to guide students to be lifelong learners who are ever reaching beyond the mark of excellence. Our school operates on the fundamental principles of truth, honesty, integrity, and community.

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
Izaguirre, Fabiola	Principal	Provides a common school vision for the use of data-based decision-making, ensures that the school-based team is implementing SIP, ensures implementation of intervention support and documentation of identified areas of need, ensures adequate professional development to support student learning, and communicates with parents regarding school-based plans and activities. Reviews student and teacher data and progress for all students, including target groups and individual students.
Perez-Sanz, Ingrid	Assistant Principal	Ensure commitment to the SIP process and identifies resources for teachers and students. Additionally, assistant principals monitor the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional development to support the SIP implementation. Review student data and progress for all students, including target groups and individual students.
Padilla, Sophia	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Miller, Catherine	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Hawkins, Lee	Assistant Principal	Ensure commitment to the SIP process and identifies resources for teachers and students. Additionally, assistant principals monitor the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional development to support the SIP implementation. Review student data and progress for all students, including target groups and individual students.
Davis, Tenaj	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Cardona, Connie	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Marin, Lynda	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time.

Name	Position Title	Job Duties and Responsibilities
		Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Grinan, Alison	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Eckert, Mimi	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Valdes-Vega, Jessica	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.

Demographic Information

Principal start date
Friday 8/19/2016, Fabiola Izaqu IR Re

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.*

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.*

Total number of teacher positions allocated to the school
40

Total number of students enrolled at the school
778

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.
4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	215	262	301	0	0	0	0	778
Attendance below 90 percent	0	0	0	0	0	0	20	45	40	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	4	13	9	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	7	16	14	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	8	19	21	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	12	19	25	0	0	0	0	56
Number of students with a substantial reading deficiency	0	0	0	0	0	0	34	76	96	0	0	0	0	206

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	11	27	26	0	0	0	0	64

The number of students identified as retainees:

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

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	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	
Level 1 on 2019 statewide FSA Math assessment	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	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				76%	58%	54%	76%	56%	53%
ELA Learning Gains				66%	58%	54%	63%	56%	54%
ELA Lowest 25th Percentile				53%	52%	47%	48%	52%	47%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Achievement				71%	58%	58%	72%	56%	58%
Math Learning Gains				57%	56%	57%	61%	56%	57%
Math Lowest 25th Percentile				35%	54%	51%	44%	55%	51%
Science Achievement				71%	52%	51%	69%	52%	52%
Social Studies Achievement				86%	74%	72%	89%	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	72%	58%	14%	54%	18%
Cohort Comparison						
07	2021					
	2019	76%	56%	20%	52%	24%
Cohort Comparison		-72%				
08	2021					
	2019	78%	60%	18%	56%	22%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	58%	58%	0%	55%	3%
Cohort Comparison						
07	2021					
	2019	70%	53%	17%	54%	16%
Cohort Comparison		-58%				
08	2021					
	2019	49%	40%	9%	46%	3%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	66%	43%	23%	48%	18%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	73%	12%	71%	14%
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	98%	63%	35%	61%	37%
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.

2020-2021 i-Ready Diagnostic 1 and 2- for 6th, 7th and 8th grades ELA, Mathematics and 2021 Civics and Science Midyear exams.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.8	57.5	58.4
	Economically Disadvantaged	50	53.6	50.7
	Students With Disabilities	20		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46.4	55.4	57.9
	Economically Disadvantaged	40.7	48.6	49.3
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57.6	63.8	57.2
	Economically Disadvantaged	52.8	58.5	51.6
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48.3	52.4	60.3
	Economically Disadvantaged	41.5	49.1	56
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		76.6	
	Economically Disadvantaged		72.3	
	Students With Disabilities		36.4	
	English Language Learners		25	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.9	67.7	68.5
	Economically Disadvantaged	62.1	62.8	59.3
	Students With Disabilities	44.4	29.6	33.3
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47.5	52.5	54.9
	Economically Disadvantaged	39.3	49	48.3
	Students With Disabilities	22.2	22.2	
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		14	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	24	21	22	23	21	20	43			
ELL	57	52	43	51	32	34	13	78	70		
BLK	26	25	11	22	22	23	13	36			
HSP	69	57	42	61	36	30	50	84	78		
WHT	80	61		73	41		73	81	85		
FRL	59	49	33	51	33	27	40	73	76		
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	35	50	48	31	36	24	32	57			
ELL	56	64	48	51	38	24	46	72	59		
ASN	90	80		100	70						
BLK	39	50	48	35	39	22	43	56	79		

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	79	67	53	73	58	38	70	89	77		
WHT	89	67	64	84	66	36	88	97	83		
FRL	69	62	51	59	50	28	62	79	72		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	35	31	28	34	50	36	40	50			
ELL	42	56	48	44	51	47	30	77			
ASN	93	86		86	86						
BLK	51	52	43	42	39	23	44	71	47		
HSP	77	62	49	72	61	48	67	90	74		
WHT	90	71	58	91	74	56	89	93	84		
FRL	70	60	45	65	57	41	64	85	70		

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	10
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

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

Black/African American Students	
Federal Index - Black/African American Students	22
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	56
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	71
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	49
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?

According to the 2021 FSA data retrieved from the Florida Department of Education (FDOE) and Power Bi, the following trends emerged across grade levels, sub-groups, and content areas:

The overall ELA data in grades 6-8 shows a decrease of 8 points from 75% in 2019 to 67% in 2021 meeting proficiency. The Math data in grades 6-8 shows a decrease of 11 points from 60% in 2019 to 49% in 2021 meeting proficiency. The 2021 Algebra results demonstrated a decrease of 17 points from 98% in 2019 to 81% meeting proficiency. Results for Science also demonstrated a decrease in proficiency from 66% in 2019 to 44% in 2021. Civics EOC results demonstrated a decrease from 85% meeting proficiency in 2019 to 79% in 2021. The Geometry EOC results remained the same from 2019 to 2021 at 100% meeting proficiency.

Math i-Ready data for the 2020-2021 school year moved in a positive manner with an average of 10.3% improvement.
GRADE LEVEL DATA:
The growth in grade 6 was 11.5% (46.4% to 57.9%).
The growth in grade 7 was 12% (48.3% to 60.3%).
The growth in grade 8 was 7.4% (47.5% to 54.9%).

READING i-Ready AP1 to AP2 CHANGES
GRADE LEVEL TIER 1 TIER 2 TIER 3
6 1% 0% -2%
7 7% -9% 4%
8 1% -2% 3%
TOTAL 3% -4% 2%

The overall is 3% positive growth was made in maintain the number of children on grade level or moving students from one grade level below to on grade level.

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

Based on i-Ready data, the greatest need is in ELA demonstrating a need for cross curricular support in reading and writing. However, the downward trend in FSA Math results also demonstrate a need in math.

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

With the year of unprecedented learning, there are many contributing factors that might have led to the need for improvement such as attendance of the children in the lowest 25%, the lack of engagement with many of the students, and the amount of testing in a restricted environment in the month of May for the 7th grade.

A new action that needs to be taken to address the need for improvement would be the requirement of bimonthly Edgenuity lessons in the school-wide areas of weakness once the 2020-2021 FSA data

is released. Further, teachers will implement target i-ready lesson in math and reading. The school SIP will also focus school-wide writing across the curriculum and increasing student engagement.

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

Math i-Ready data for the 2020-2021 school year moved in a positive manner with an average of 10.3% improvement.
GRADE LEVEL DATA:
The growth in grade 6 was 11.5% (46.4% to 57.9%).
The growth in grade 7 was 12% (48.3% to 60.3%).
The growth in grade 8 was 7.4% (47.5% to 54.9%).

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

Contributing factors that lead to the increase in the math diagnostic scores included an in school pull out math tutoring. Additionally, the math department required i-Ready lessons as in-class and at home sessions.

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

Strategies that will be implemented to accelerate learning we will focus on corrective feedback and student engagement. teacher-student conferences, cross curricular writing, peer editing

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.

Teachers and leaders will be participating in Synergy presentations, professional development will focus on corrective feedback and student engagement strategies.

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

Data will be reviewed regularly, through progress monitoring, collaborative planning will be scheduled weekly and a member of the leadership team will attend to ensure fidelity. i-Engage lessons, STEM based clubs, after school interventions will be provided throughout the year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	According to the AP Progress Monitor Report in Power BI, our students demonstrated stagnant growth in i-Ready across grade levels in the 2020-2021 school year. The data exposed a critical need to focus on ESE students as this population showed a significant decrease in performance across all grade levels. We will address this critical need by working collaborative to provide ongoing, timely and specific corrective feedback to students.
Measurable Outcome:	i-Ready scores will reflect a 2% percent increase in the lowest 25 percentile groups by the spring of 2022.
Monitoring:	ELA teachers will review student i-ready progress on a weekly basis and provide corrective feedback. The administrative team will conduct quarterly data chats. Data will be shared across department and grade level teams. Adjustment to teacher practice and instructional strategies will be implemented to reinforce learning goals. Data will be reviewed during faculty learning sessions so that teachers across content areas have the opportunity to contribute to the stated outcome.
Person responsible for monitoring outcome:	Fabiola Izaguirre (fizaguirre@dadeschools.net)
Evidence-based Strategy:	Verbal and written corrective feedback describing students' work merits and weaknesses will be implemented to help students understand their areas of success and areas of development.
Rationale for Evidence-based Strategy:	The ELA Teachers have collaboratively researched the most effective evidenced-based strategies to meet our students' learning needs. The attention to implementation of corrective feedback and differentiated learning strategies with fidelity, is anticipated to produce challenging, engaging, relevant and equitable instruction to students in our diverse classrooms.

Action Steps to Implement

08/30 -10/29, Professional Learning Support Team will provide corrective feedback training to the faculty so teachers can better help students' understanding of their successes and areas that need improvement. As a result, teachers will gain knowledge of students' needs and students will have a sense of ownership over their own learning.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 - 10/29, Teachers will engage students in peer, self, and technology based corrective feedback practices to amend learner errors and identify barriers to more informed and accurate responses. As a result, students will be able to identify their own areas of weaknesses and apply learned strategies to assist them in addressing specified needs.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 - 10/29, ELA teachers will participate in departmental learning sessions specifically aimed to address explicit, positive, and corrective feedback techniques that contribute to enhanced student performance in language arts. As a result, teachers will have additional tools to assist learners and provide scaffolded support to improve learning.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 - 10/29, Based on I-Ready student data assessment results, and through progress monitoring, teachers will consistently adjust their instructional plans, instructional delivery and use of the various categories of corrective feedback. As a result, students will be provided with remediation and enrichment activities to enhance learning and target regression.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

11/1/21- 12-21-21, Teachers will participate in faculty learning sessions addressing common board configurations. As a result, students will have the opportunity to review the essential questions and the learning objective at the start of every class. Struggling readers will have repeated exposure to the same format in multiple classes and will be better prepared to formulate questions for feedback.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

11/1/21 to 12/21/21, Core academic teachers will involve students in the process of collecting and analyzing performance-based data.
As a result, students will know if they have mastered the material and will be provided feedback on their study routines, reading, researching, and writing skills.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

1/30/22 to 4/29/22-Based on I-Ready and Mid-Year assessment data students will participate free choice reading sessions during I-Engage time with the intent of enhancing comprehension, language skills, vocabulary, self-confidence, life skills, and a passion to read/learn, students across content areas. As a result, students will be provided with enrichment activities to increase learning and target areas of deficiency across the curriculum.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

1/30/22 to 4/29/22-Based on classroom assessment data, student needs, and teacher training in corrective feedback, students schoolwide, will create orally and in written format book reviews that include but are not limited to plot, point of view, mood, theme, tone, figurative language, character development, writing style, setting, and core conflict. As a result, these activities will increase student engagement in reading and enhance reading comprehension skills across the curriculum.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	The STEAM School Designation criteria considers STEAM competitions, professional development, partnerships, equity, and accountability. The STEAM School Designation program strengthens science, mathematics, visual and performing arts, and career and technical education. In the 2020-2021 SMMCS was conferred as a Silver STEAM Designation School. The SMMCS Leadership Team is confident that with increased student engagement, professional development, training in rubric utilization, consistency in evaluation and teacher collaboration, we can achieve the STEAM Gold Designation.
Measurable Outcome:	Teachers will work collaboratively to increase student engagement with the delivery of relevant, rigorous, and innovative STEAM themed projects aligned with students' interests, and possible careers paths. Measurable outcomes will be evidenced by student portfolios and artifacts representing heightened student engagement and superior student performance.
Monitoring:	The STEAM Leader will regularly meet with participating teachers to ensure instruction and integrated assessments are aligned with the targeted standards upon which the rubrics and scoring criteria is based. During monthly common planning meetings, teachers will reflect upon their instructional plans to make certain there is authentic cross-curricular integration with high levels of student engagement. The leadership team will also conduct periodic walk throughs with specific "look fors" related to student engagement. Teachers and observers will share strengths and weaknesses in their findings.
Person responsible for monitoring outcome:	Ingrid Perez-Sanz (ipsanz@dadeschools.net)
Evidence-based Strategy:	The evidenced based strategy student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning. Student engagement effects student motivation and progress in education.
Rationale for Evidence-based Strategy:	It is our intent at SMMCS to create relevant, rigorous, and innovative academic opportunities that can remediate and enrich learning. Successful student participation in authentic learning with real life applications, and interdisciplinary connections requires high levels of student engagement in diverse activity structures. It also requires teachers working collaboratively to make the best use of their areas of expertise, resources, time, and information sources to drive instruction.

Action Steps to Implement

08/30 - 10/29, Teacher leaders will provide professional growth sessions focusing on students' developmental and social emotional needs impacting student engagement. As a result, teachers will implement SEL activities and strategies focusing on engagement and collaboration.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 - 10/29, Selected teachers will collaboratively explore ways to increase student engagement with the infusion of technology to differentiate instruction and share findings during team and faculty meetings. As a result, teachers will learn and apply technology integration in order to engage students and facilitate learning.

Person Responsible	Ingrid Perez-Sanz (ipsanz@dadeschools.net)

08/30 - 10/29, Teacher leaders will model and mentor others in collaborative data chats and collaborative evaluation of student work intended to promote student engagement and learning. As a result, teachers

will be familiar with students' strengths and weaknesses and be able to make instructional adjustments to engage and motivate students.

Person Responsible   Tenaj Davis (tenajdavis@dadeschools.net)

08/30 - 10/29, Common planning sessions have been scheduled monthly in order for teachers to collaborate and reflect on past and future lessons and activities. As a result, teachers will share best practices and implement cross-curricular activities focused on engagement.

Person Responsible   Ingrid Perez-Sanz (ipsanz@dadeschools.net)

11/1/21 -12/21/21, The 'Ask the Expert' professional growth series will be implemented on collaborative planning days, providing teachers onsite training in their specific areas of weakness identified in the most recent school-based PD needs assessment.
As a result of learning in small groups, teachers will have the opportunity to strengthen self-identified areas of weakness and will have increased support and confidence in implementing newly acquired skills.

Person Responsible   Ingrid Perez-Sanz (ipsanz@dadeschools.net)

11/1/21-4/29/22: STEAM Leaders will collaborate with department chairs to model lessons demonstrating how integrated assessments are aligned with the targeted standards upon which the STEAM rubrics and scoring criteria is based.
As a result, teachers will be better prepared to deliver instruction that produces relevant, rigorous, and innovative STEAM themed projects as evidenced by student portfolios and artifacts representing heightened student engagement and superior student performance.

Person Responsible   Lee Hawkins (leehawkins@dadeschools.net)

1/28/22-4/29/22: In response to FSA and End of Year assessments results, teachers will collaborate to implement standard-based questions across the curriculum. As a result, students will be prepared to understand what is being asked of them in question stems, so they are able to answer standard-based questions commonly found in summative and formative assessments.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

1/28/22-4/29/22: In response to Mid-Year assessment data, teachers will collaboratively prepare and familiarize students with a cluster of words/terms, commonly used in summative and formative assessments. As a result, students will recognize and understand vocabulary in order to, answer standard-based questions commonly found in summative and formative assessments.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	The school climate survey generated data relevant to safety and security. Analysis of that data showed that student agreement with the statement 'My school feels safe and secure', had decreased by 13.54 percentage points in the 2020-2021 school year. With that information the school leadership team determined a critical need to increase student engagement with attentiveness to social emotional learning and a plan to cultivate a cognitively stimulating environment where everyone feels safe from harm and comfortable sharing thoughts and ideas.
Measurable Outcome:	As a result of implementation of Social and Emotional Learning strategies, the number of SMMCS students who feel safe and secure at school will increase by at least 3 percentage points.
Monitoring:	The leadership team will design instructional activities with targeted resources across content areas aimed to promote wellness and social-emotional learning. Teachers will implement activities through their fourth period classes and monitor students' well-being with check to connect prompts, restorative practice circle data and maintenance of effective classroom rules and procedures.
Person responsible for monitoring outcome:	Fabiola Izaguirre (fizaguirre@dadeschools.net)
Evidence-based Strategy:	Implementation of the social and emotional learning (SEL) strategy is aligned with Pillar II of the districts strategic plan and is associated with safe, healthy, and supportive learning environments. Implementation of SEL will assist students in "acquiring and applying the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, show empathy, maintain positive relationships and make responsible decisions (Casel 2013).
Rationale for Evidence-based Strategy:	SEL promotes an engaged learning environment. Learning environments that are safe, healthy, and supportive play a vital role in the promotion of student achievement. Students who feel safe – both physically and psychologically – are more motivated, more interested in learning, and more confident in their abilities.

Action Steps to Implement

08/30 - 10/29, The newly developed 'i -Engage 'initiative will be implemented 30 minutes a day, five days a week beginning . I-Engage activities will include a focus on goal setting, making responsible decisions and ensuring physical and emotional safety as a school priority. As a result, the focus on physical and emotional safety will enable students to have a more positive mindset.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 - 10/29, Restorative Justice Practices and check to connect activities will be implemented by all teachers. This action step supports positive relationships. As a result, stakeholders will engage in and learn norms, values, and expectations that back social, emotional, and physical safety.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 - 10/29, Grade level teams will identify and promote student leadership. Student leaders will model behaviors taught in the school wide SEL Lessons. Examples of student leaders include formal and informal leaders, classroom leaders, Student Council Members, NJHS members, the Power of One

affiliation and membership on the Restorative Justice Practice Student Leadership Team. As a result, students will engage in leadership activities fostering a community of student leaders.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 - 10/29, The MAWI Turbo Leader Curriculum will be employed across grade levels and disciplines. This program will provide students opportunities to practice, model and sustain a growth mindset. As a result, students will engage in positive, mind growth activities that will promote social emotional learning.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

11/1/21-12/21/21, The RJP coordinator will provide training and support to new teachers and non-participating veteran teachers in the implementation of the RJP Check 2 Connect and restorative practice circles.

As a result -teachers and students will be better prepared to cultivate a cognitively stimulating environment where everyone feels safe from harm and comfortable sharing thoughts and ideas.

Person Responsible   Tenaj Davis (tenajdavis@dadeschools.net)

11/1/21- 12/21/21, Aligned with Pillar II of the districts strategic plan, and associated with safe, healthy, and supportive learning environments, the Student Services Department will sponsor a student Mental Wellness Club.

As a result, students will be familiar with strategies and skills to manage emotions, set and achieve positive goals, show empathy, maintain positive relationships, and make responsible decisions.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

1/28/22 - 4/29/22South Miami Middle Community School will implement a follow up training to interpret and employ core concept strategies outlined in the Edgenuity Mental Health Curriculum. As a result, students will build trust with the school staff and administration should they need support and assistance with their mental health.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

1/28/22 - 4/29/22: Students will participate in District developed anti bullying lessons and activities during I-Engage time at least once per week. As a result, students will be more knowledgeable on handling bullying situations effectively.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Rational for this area of focus in based on the SMMCS faculty's' commitment to setting high expectations and preparedness to take ownership for student learning. This includes our intent to implement systematic interventions to increase students' ability to learn regardless of barriers.
Measurable Outcome:	SMMCS will take ownership of student learning as evidenced by the effectiveness of intervention strategies implemented and the results on i-ready test.
Monitoring:	Team leaders will monitor positive interventions, commendations, student access and student engagement. The leadership team will monitor and share data regarding the number of students participating in during school and afterschool academic interventions. The leadership team will monitor and share data regarding the number of students excluded from class, remanded to the school Center for Special Instruction, and referred to the Success Center.
Person responsible for monitoring outcome:	Fabiola Izaguirre (pr6881@dadeschools.net)
Evidence-based Strategy:	The evidence- based strategy is taking ownership for students' learning. This strategy requires school leaders to be accountable for student progress and outcomes. Leaders determine action to ensure students are supported and able to meet their goals.
Rationale for Evidence-based Strategy:	The criteria used in selecting this strategy is that it prioritizes student learning. It focuses on the leadership team's preparedness to be accountable for student progress and the implementation of policies to improve instruction and advance student learning. This rationale is aligned with our commitment to students.

Action Steps to Implement

08/30 - 10/29, Leadership team will exercise the practice of leveraging existing policies and procedures to make decisions that most specifically benefit students, improve instruction, and advance learning for all. As a result, stakeholders will be familiar with existing practices and engage in collaborative decision making fostering a more positive learning environment.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 -10/29, Teacher leaders will facilitate professional growth opportunities relative to the identification of early warning indicators, setting high expectations and taking ownership of student learning. As a result, all teachers will be able to identify students at risk and implement corrective strategies.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 -10/29, Positive intervention practices will be implemented school wide. Student successes related to academic performance, leadership, character education and values matter will be highlighted via PA announcements, social media, and the schools' website. As a result, all stakeholders will have access and knowledge of school-wide positive activities, fostering an all inclusive environment.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

08/30 - 10/29, Opportunities for academic interventions and parent involvement will be disseminated via School Messenger, telephone calls, school's website, social media. In addition, selected teachers will

provide intervention sessions during and after-school. As a result, identified students will have the opportunity to remediate areas of need.

Person Responsible Fabiola Izaguirre (pr6881@dadeschools.net)

11/1 - 12/21, Administrators will work closely with teachers in identifying students in need of Tier 2 interventions and provide in-school support for reading and math. As a result, students will be able to engage in additional skills practice during school hours.

Person Responsible Fabiola Izaguirre (pr6881@dadeschools.net)

11/1 - 12/21, Interventionists will be hired to work with small group of students during school hours, focused on reading and math skills. As a result, these interventions will provide students will additional access to learn and bridge learning gaps.

Person Responsible Fabiola Izaguirre (pr6881@dadeschools.net)

1/28/22 - 4/29/22: Leadership Team Members, specifically department chairs will continue to collaborate with department members in reviewing student data and assessment results in order to provide appropriate instructional recommendations. As a result, teachers will be able to adjust instruction to target identified areas of improvement.

Person Responsible Fabiola Izaguirre (fizaguirre@dadeschools.net)

1/28/22 - 4/29/22: Administrators will continue to monitor Tier 2 interventions and students' data results and make adjustments to pull-out groups in order to target interventions to identified students. As a result, based on second diagnostic results, additional students will be identified for additional support and assistance.

Person Responsible [no one identified]

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.

Based on the data from Safe Schools for Alex dashboard, the primary area of concern will be to monitor drug and public order incidents. The data showed per 100 students, 1.04 percent were engaged in said activity. Although the number is low, through the implementation of SEL and Values Matter activities and presentations, students will be exposed to positive decision making and positive growth mindset.

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.

South Miami Middle Center for the Arts (SMMCS) is committed to creating a positive school culture. Our mission is to promote social emotional well-being, student engagement and academic success. Our strengths within school culture involve: Collaborative Relationships, Support, Care, Community Connections and Student Engagement. SMMCS creates a positive school culture by encouraging school pride, celebrating successes of students and staff, and by recognizing accomplishments. Stakeholders are called on to share feedback, ideas and concerns. We maintain positive relationships within the school community through extensive communication such as: school website, emails, conferences, phone calls, social media, school messenger, and outreach. Social emotional well-being is a priority and will be promoted through clearly defined expectations.

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 include the Principal, Assistant Principals, Teacher Leaders and Counselors (School Leadership Team). The Principal's role is to develop and
encourage professional relationships based on trust, respect, honesty and high expectations. The Principal promotes family and community support by maintaining a safe and supportive learning environment, and share the mission and vision with all stakeholders. The Assistant Principals will monitor the programs and assist in ensuring all information is appropriately disseminated with stakeholders in a timely manner. Teacher leaders will assist in establishing protocols, connecting with students and families, and providing resources to support student needs. All stakeholders are held accountable for initiating efforts that build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$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