

Miami-Dade County Public Schools

Richmond Heights Middle School



2021-22 Schoolwide Improvement Plan

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Richmond Heights Middle School

15015 SW 103RD AVE, Miami, FL 33176

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

Demographics

Principal: Francisco Sauri M

Start Date for this Principal: 8/9/2021

| | |
|--|---|
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (54%) 2017-18: C (52%) 2016-17: C (50%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Richmond Heights Middle School

15015 SW 103RD AVE, Miami, FL 33176

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

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 6-8 | Yes | 87% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 96% |

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Richmond Heights Middle School's mission is to provide an enriching learning environment which fosters the core skills of communication, collaboration, creativity, and critical thinking through innovative instructional strategies, accountability, and high expectations in the pursuit of excellence.

Provide the school's vision statement.

Richmond Heights Middle School's vision is to create an environment of academic excellence which improves the skills of today's generation of learners allowing them to adapt to the ever-changing world of technological advancements while meeting their diverse needs.

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 |
|-------------------------|---------------------|---|
| Sauri, Francisco | Principal | Direct and manage the instructional program and supervise operations and personnel at the campus level. Ensures that the school's vision and mission align with the district's initiatives. |
| Nora, Javier | Assistant Principal | Assist the principal with operational systems, curricula decisions, and personnel at the campus level. Ensures that the school's vision and mission align with the district's initiatives. |
| Ellis, Danielle | Reading Coach | Ensures that the school's vision and mission are aligned with the district's initiatives and supports the students' needs. Uses literacy and diagnostic assessments to support ELA teachers to drive instruction by optimizing best learning practices. |
| Prather-Turner, Carol | Other | Supervises testing operations at the school level to ensure the school's vision and mission are aligned with the district's and state initiatives. In addition, oversees the diagnostic assessment process at the school level. |
| Battle-Williams, Ebonie | Teacher, K-12 | Assist the leadership team with operational systems and curricula decisions at the campus level. Ensures that the school's vision and mission align with the district's initiatives. |

Demographic Information

Principal start date

Monday 8/9/2021, Francisco Sauri M

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.*

15

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.*

9

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

504

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

2

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

0

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 | 157 | 151 | 196 | 0 | 0 | 0 | 0 | 504 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 39 | 95 | 0 | 0 | 0 | 0 | 171 | |
| 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 | 19 | 17 | 26 | 0 | 0 | 0 | 0 | 62 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 6 | 27 | 0 | 0 | 0 | 0 | 65 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 28 | 39 | 0 | 0 | 0 | 0 | 93 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 38 | 39 | 0 | 0 | 0 | 0 | 90 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 94 | 97 | 0 | 0 | 0 | 0 | 253 | |

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 | 36 | 38 | 68 | 0 | 0 | 0 | 0 | 142 | |

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 | 1 | 1 | 0 | 0 | 0 | 0 | 8 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 1 | 2 | 0 | 0 | 0 | 0 | 10 | |

Date this data was collected or last updated

Wednesday 9/1/2021

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 | 163 | 199 | 158 | 0 | 0 | 0 | 0 | 520 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 90 | 75 | 0 | 0 | 0 | 0 | 211 | |
| 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 | 23 | 26 | 18 | 0 | 0 | 0 | 0 | 67 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 26 | 18 | 0 | 0 | 0 | 0 | 56 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 36 | 30 | 0 | 0 | 0 | 0 | 95 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 34 | 36 | 0 | 0 | 0 | 0 | 108 | |

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 | 44 | 64 | 53 | 0 | 0 | 0 | 0 | 161 | |

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 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 6 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 7 | |

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 | | | | 48% | 58% | 54% | 44% | 56% | 53% |
| ELA Learning Gains | | | | 58% | 58% | 54% | 51% | 56% | 54% |
| ELA Lowest 25th Percentile | | | | 51% | 52% | 47% | 54% | 52% | 47% |
| Math Achievement | | | | 43% | 58% | 58% | 43% | 56% | 58% |
| Math Learning Gains | | | | 52% | 56% | 57% | 49% | 56% | 57% |
| Math Lowest 25th Percentile | | | | 44% | 54% | 51% | 48% | 55% | 51% |
| Science Achievement | | | | 44% | 52% | 51% | 38% | 52% | 52% |
| Social Studies Achievement | | | | 69% | 74% | 72% | 64% | 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 | 49% | 58% | -9% | 54% | -5% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 39% | 56% | -17% | 52% | -13% |
| Cohort Comparison | | -49% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 52% | 60% | -8% | 56% | -4% |
| Cohort Comparison | | -39% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 42% | 58% | -16% | 55% | -13% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 31% | 53% | -22% | 54% | -23% |
| Cohort Comparison | | -42% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 21% | 40% | -19% | 46% | -25% |
| Cohort Comparison | | -31% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 43% | 43% | 0% | 48% | -5% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 68% | -68% | 67% | -67% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 68% | 73% | -5% | 71% | -3% |

| 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 | 84% | 63% | 21% | 61% | 23% |
| 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 used to compile the data below are as follows: 6th grade ELA/Math iReady Diagnostic Assessments, 7th grade ELA/Math iReady Diagnostic Assessment and Civics Mid-Year Assessment, and 8th Grade ELA/Math iReady Diagnostic Assessment and FCAT Science Mid-Year Assessment.

| Grade 6 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 33.1 | 33.1 | 32.6 |
| | Economically Disadvantaged | 33.3 | 33.3 | 32 |
| | Students With Disabilities | 18.2 | 9.7 | 12.9 |
| | English Language Learners | 12.5 | | 6.3 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 16.7 | 27.7 | 32.1 |
| | Economically Disadvantaged | 16.9 | 28.1 | 30.6 |
| | Students With Disabilities | | 3.2 | 6.5 |
| | English Language Learners | 6.7 | 6.3 | 6.3 |

| Grade 7 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 31.9 | 43.6 | 45.8 |
| | Economically Disadvantaged | 26.7 | 40 | 41.5 |
| | Students With Disabilities | 14.7 | 22.9 | 28.6 |
| | English Language Learners | 11.1 | | 12.5 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 26.0 | 16.5 | 42.7 |
| | Economically Disadvantaged | 21.7 | 17.5 | 40.1 |
| | Students With Disabilities | 5.9 | 12.9 | 29.4 |
| | English Language Learners | 11.1 | 14.3 | 33.3 |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 59 | |
| | Economically Disadvantaged | | 56 | |
| | Students With Disabilities | | 34 | |
| | English Language Learners | | 25.0 | |

| Grade 8 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 36.4 | 42.3 | 46.9 |
| | Economically Disadvantaged | 35.2 | 40.8 | 44.9 |
| | Students With Disabilities | 12.5 | 16.7 | 25.0 |
| | English Language Learners | | 12.5 | 25 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 24.2 | 11.6 | 41.9 |
| | Economically Disadvantaged | 22.9 | 11.8 | 41.2 |
| | Students With Disabilities | 8.7 | 15 | 29.2 |
| | English Language Learners | 12.5 | | 25 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | 33 | |
| | Economically Disadvantaged | | 32 | |
| | Students With Disabilities | | 26 | |
| | English Language Learners | | 9 | |
| | | | | |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 15 | 27 | 26 | 11 | 14 | 16 | 15 | 23 | | | |
| ELL | 24 | 35 | 37 | 20 | 16 | 16 | 31 | 30 | 56 | | |
| BLK | 27 | 35 | 33 | 13 | 14 | 17 | 24 | 32 | 33 | | |
| HSP | 43 | 39 | 36 | 30 | 19 | 16 | 50 | 51 | 57 | | |
| WHT | 60 | 40 | | 57 | 14 | | | | | | |
| FRL | 34 | 36 | 37 | 21 | 16 | 19 | 34 | 39 | 45 | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 24 | 44 | 44 | 22 | 42 | 36 | 9 | 48 | | | |
| ELL | 41 | 57 | 60 | 49 | 59 | 63 | 35 | 65 | 93 | | |
| BLK | 37 | 54 | 47 | 33 | 48 | 44 | 33 | 59 | 77 | | |
| HSP | 57 | 60 | 63 | 52 | 55 | 42 | 52 | 80 | 84 | | |

| 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 |
| WHT | 84 | 84 | | 74 | 79 | | | | | | |
| FRL | 47 | 57 | 49 | 43 | 51 | 45 | 41 | 67 | 81 | | |
| 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 | 20 | 49 | 51 | 26 | 45 | 46 | 12 | 26 | | | |
| ELL | 22 | 52 | 59 | 28 | 50 | 44 | 13 | 61 | | | |
| BLK | 36 | 50 | 48 | 36 | 46 | 50 | 25 | 59 | 68 | | |
| HSP | 47 | 54 | 62 | 48 | 50 | 45 | 45 | 65 | 80 | | |
| WHT | 75 | 52 | | 64 | 62 | | 71 | | 69 | | |
| FRL | 42 | 52 | 54 | 41 | 48 | 48 | 36 | 61 | 75 | | |

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 | 43 |
| Total Points Earned for the Federal Index | 339 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 91% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 18 |
| 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 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 | 25 |
| 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 | 38 |
| 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 | 43 |
| 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 | 32 |
| 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?

Based on the comparison data from 2019 to 2021 in English Language Arts (ELA), there was a 12% decrease in achievement level, 21% decrease in overall learning gains, and decreased 20% for the lowest 25 percentile.

Based on the comparison data from 2019 to 2021 in Mathematics, there was a 20% decrease in achievement level, 35% decrease in overall learning gains, and decreased 26% for the lowest 25 percentile.

Based on the comparison data from 2019 to 2021 in Science and Civics, Science showed a decrease of 7% and Civics decreased by 25 percentage points.

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

The data that demonstrates the greatest need for improvement is Mathematics. Mathematics overall proficiency is 23%, learning gains was 17%, and learning gains for the lowest quartile was 18%.

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

The contributing factors to the need for improvement in Math proficiency is the lack of fidelity in common planning/collaboration within the Math department, teacher attendance, and the need for the implementation of standards-based instruction in Mathematics.

The actions needed for improvement in the area of Mathematics is to ensure collaborative planning is occurring with fidelity and is monitored for its effectiveness. Teachers attendance can be improved through incentive programs.

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

Students in social studies made the most improvement – SWD students increased by 20 percentage points.

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

The contributing factors to the improvement in social studies was the use of Civics camps and the implementation of small group instruction within the classroom assisting students with disabilities. The actions that were taken were the implementation of small group instruction, monitoring of student data to remediate as needed, and the use of Civics camps.

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

In order to accelerate learning the implementation of the following strategies must be implemented across the curriculum: targeted professional development, the use of various instructional delivery

models, the use of engaging content with real-world connections for students, implementation of interactive learning, use of higher order questioning techniques, increasing the rigor, student centered learning, intervention provided to students based on data, and the implementation of small group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development that will be provided with a focus on the following areas: Interdisciplinary collaboration, teaching in different instructional delivery styles, interactive learning with an emphasis on; essential questions, activating strategy, relevant vocabulary, limiting lecture time, use of graphic organizers, higher-order thinking questions, and the use of corrective feedback.

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

Additional services that will be implemented to ensure sustainability of improvement for the next year and beyond are administrative walk-throughs providing immediate feedback on instruction, the use of data-driven instruction, and data chats with all stakeholders.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

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|---|---|
| Area of Focus Description and Rationale: | Based on comparison data between 2019 & 2021 FSA Achievement Data, there was a decrease in each accountability group by an average of 18%. The accountability groups include: ELA proficiency, ELA learning gains, ELA learning gains lowest quartile, Math proficiency, Math learning gains, Math learning gains lowest quartile, Science proficiency, Civics proficiency, and Middle school acceleration. Standards aligned instruction is an integral component in ensuring that teaching techniques and student products are aligned to the intended standards. |
| Measurable Outcome: | If we successfully implement standards-aligned instruction then there will be an average increase of 15% of proficient students across all accountability groups. As a result of the implementation of standards-based instruction, instructors will utilize standards-based assessments to ensure students have mastered standards and will use the data of these assessments for remediation. |
| Monitoring: | i-Ready diagnostic data and district topic assessments will be used to measure the effectiveness of the implementation of differentiated instruction within the classroom. The administration will hold data chats with the teachers on a quarterly basis to assess the progress of the students. |
| Person responsible for monitoring outcome: | Javier Nora (javiernora@dadeschools.net) |
| Evidence-based Strategy: | Standards-based collaborative planning will be scheduled during the school day for teams of teachers to work together in designing standards-aligned lessons. By providing standards-based lessons students will receive rigorous instruction and will be evaluated on standards-based assessments which will provide teachers with accurate data in order to remediate students. |
| Rationale for Evidence-based Strategy: | Standards-based collaborative planning promotes collaboration and learning amongst teachers and leads to improvements in instructional effectiveness and student achievement. |

Action Steps to Implement

Throughout the school year (8/31/21-10/11/21), teachers will effectively utilize common planning time to review and break down the upcoming standards of focus from the pacing guide in order to provide rigorous instruction to students. Effectively utilizing collaborative planning will allow teachers to effectively assess student understanding and create remediation groups.

Person Responsible Javier Nora (javiernora@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), teachers will create standards-based lesson plans on a weekly basis. Creating standards-based lessons utilizing the pacing guide will enable teachers to provide rigorous instruction, effectively assess student understanding, and create remediation groups.

Person Responsible Javier Nora (javiernora@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), teachers will create and utilize standards-based assessments. Utilizing standards-based assessments will provide data to be used to create remediation groups for differentiated instruction and to assess student understanding.

Person Responsible Javier Nora (javiernora@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), teachers will utilize standards-based assessments for the creation of remediation groups. Creating remediation groups will foster differentiated instruction and make adjustments to teaching strategies as needed.

Person Responsible Javier Nora (javiernora@dadeschools.net)

At the interim of the second quarter (12/7/21), the administrative team will conduct an in-house instructional review with the area of focus of standards-aligned instruction. Conducting the instructional review will result in immediate corrective feedback to teachers in the area of standards-aligned instruction which will improve instructional practices in the classrooms.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

At the interim of the second quarter (12/7/21), the administrative team will conduct an in-house instructional review with the area of focus of standards-aligned instruction and will use the findings of the review to develop professional development for the staff. Providing professional development will result in immediate corrective strategies being implemented by teachers in the area of standards-aligned instruction which will improve instructional practices in the classrooms.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During this implementation period (01/31/22-4/29/22), each department will create a "crunch time" instructional focus calendar to adjust instructional practices based on i-Ready Diagnostic 2 and mid-year assessment data. By examining data and adjusting instructional practices teachers are participating in continuous improvement and reflection.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During this implementation period (01/31/22-4/29/22), each department will use the "crunch time" instructional focus calendar to plan standards-aligned instruction for Saturday Academy and Spring Break Academy. The use of standards-aligned instruction for Saturday Academy and Spring Break Academy will allow students to build upon skills and improve their performance.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

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|---|---|
| Area of Focus Description and Rationale: | Based on comparison data between 2019 & 2021 FSA Achievement Data, there was a decrease in each accountability group by an average of 18%. The accountability groups include: ELA proficiency, ELA learning gains, ELA learning gains lowest quartile, Math proficiency, Math learning gains, Math learning gains lowest quartile, Science proficiency, Civics proficiency, and Middle school acceleration. Differentiated instruction is an essential tool to ensure the needs of diverse learning groups are met. |
| Measurable Outcome: | If we successfully implement differentiated instruction then there will be an average increase of 15% of proficient students across all accountability groups. As a result of the implementation of differentiated instruction, student performance data used in instructional planning and delivery should yield learning gains in district topic assessments and i-Ready. |
| Monitoring: | i-Ready diagnostic data and district topic assessments will be used to measure the effectiveness of the implementation of differentiated instruction within the classroom. The administration will hold data chats with the teachers on a quarterly basis to assess the progress of the students. |
| Person responsible for monitoring outcome: | Francisco Sauri (fsauri@dadeschools.net) |
| Evidence-based Strategy: | Data-driven instruction is an approach in which the teacher uses student performance data to inform instructional planning and delivery. The benefits of data-driven instruction is that it allows for effective planning and remediation, and leads to an increase in student achievement. |
| Rationale for Evidence-based Strategy: | Through the use of differentiated instruction in the classroom teachers will be able to meet the needs of diverse learners groups such as English Language Learners (ELL), Students with Disabilities (SWD), and students in the lowest quartile. Differentiated Instruction within the classroom will have a direct impact on the students learning gains. |

Action Steps to Implement

Throughout the school year (8/31/21-10/11/21), teachers will utilize data to create and implement differentiated instructional groups on a monthly basis. By implementing differentiated instructional groups within the classroom teachers will be able to meet the needs of diverse learning groups such as ELL, SWD, and students in the lowest quartile.

Person Responsible Javier Nora (javiernora@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), teachers will identify instructional materials for differentiated instruction during their collaborative planning sessions. By implementing differentiated instructional groups within the classroom teachers will be able to meet the needs of diverse learning groups such as ELL, SWD, and students in the lowest quartile. The use of proper materials will increase the growth of students which directly impacts learning gains.

Person Responsible Javier Nora (javiernora@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), Differentiated Instructional time will be embedded within the classroom framework on a daily basis to allow the effective use of class time to meet the needs of diverse learners. Utilizing an instructional framework will allow teachers to address the needs of Tier 1 and Tier 2 students.

Person Responsible Javier Nora (javiernora@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), Differentiated instructional groups will be adjusted based on state and district data (i-Ready, Topic Assessments, Mid-Year Assessment). By adjusting student groups based on data, teachers will be able to meet the needs of students at multiple levels as they show growth.

Person Responsible Javier Nora (javiernora@dadeschools.net)

Throughout this implementation stage (11/1/-21-12/17/21), interventionists will utilize data to provide remediation to targeted students. Providing remediation to targeted students will result in meeting the needs of diverse learners and increase student achievement.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

Throughout this implementation stage (11/1/-21-12/17/21), instructional coaches will utilize data to provide enrichment/remediation to targeted students. Providing enrichment/remediation to targeted students will result in meeting the needs of diverse learners and increase student achievement.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During this implementation period (01/31/22-4/29/22), teachers will analyze data from i-Ready Diagnostic 2 and mid-year assessments and adjust targeted students for remediation. By adjusting the DI groups, students who have not made adequate progress will be targeted for interventions, which will lead to an increase in student achievement.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During this implementation period (01/31/22-4/29/22), teachers will analyze data from i-Ready Diagnostic 2 and mid-year assessments to gather supplemental materials to use in the remediation of students who are not making adequate progress. By using standards-based supplemental materials, students will have access to additional practice, which will lead to an increase in student achievement.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

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

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|---|--|
| Area of Focus Description and Rationale: | Based on the data the trends on the school climate survey, an area that was identified as a critical need was Social Emotional Learning (SEL). The school climate survey data showed that only 51% of the students believe that what they are taught in class will assist them outside of school. This strategy supports the social, emotional and ethical development of students by teaching students how to be their best selves and how to do their best work and become productive citizens. |
| Measurable Outcome: | If we successfully implement an action plan with an area of focus on SEL then 70% of students will be able to acquire skills needed for social, emotional, and ethical development in alignment with the district's Values Matter Initiative. Through the use of engaging activities to promote the values i.e. videos, readings, and guest speakers, the students will be able to become productive citizens within the school and community. The impact of these SEL initiatives will be measured using the mid-year student climate survey. |
| Monitoring: | The implementation of social emotional learning will be monitored using the mid-year results of the student climate survey. In addition, the student services department will monitor the SEL learning initiative by meeting with students and conducting homeroom surveys. |
| Person responsible for monitoring outcome: | Derrick Tate (ddtate@dadeschools.net) |
| Evidence-based Strategy: | The evidence-based strategy being implemented for this area of focus is Character Education/ Values Matter. This is an educational initiative that assists in the development of the social, emotional, and ethical development of students. |
| Rationale for Evidence-based Strategy: | The school climate survey data shows that 51% of students believe that adults care about them as individuals. Character education/Values Matter teaches students how to be their best selves and how to do their best work. Students who display positive character traits (as taught in the Values Matter initiative) are more likely to set academic/behavioral goals, display positive behavior, and show resilience. |

Action Steps to Implement

An education plan for the character development of students will be developed by student services by 9/3/21, for the implementation during the homeroom period. By implementing an educational plan for the character development of students it is expected that an increase in positive behaviors will be displayed within the school culture.

Person Responsible Derrick Tate (ddtate@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), a character trait will be identified and promoted each month through student activities and morning announcements to promote character development within the school culture. By implementing this strategy, students will display the values promoted throughout the month.

Person Responsible Derrick Tate (ddtate@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), teachers and staff will be encouraged to identify students who exhibit that month's character trait/ value to promote character development within the school culture. By identifying students that exhibit positive behaviors throughout the school community that relate to the character trait/value of the month there will be an increase in positive behaviors.

Person Responsible Derrick Tate (ddtate@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), students exhibiting positive behavior and character traits will be publicly honored with a certificate and incentive for their exemplary display of the month's character trait to promote character development within the school culture. By incentivizing students, more students will be likely to display positive behavior, leading to improvement in academics.

Person Responsible Derrick Tate (ddtate@dadeschools.net)

During this implementation period (11/1/21-12/17/21), students will receive positive behavior reinforcement through the use of "Raider Loot" which teachers and staff distribute to students who exhibit exemplary behavior and positive character traits throughout the school day. By incentivizing students, more students will be likely to display positive behavior, leading to improvement in academics.

Person Responsible Derrick Tate (ddtate@dadeschools.net)

During this implementation period (11/1/21-12/17/21), students will have the opportunity to visit the positive behavior "Raider Treasure Cove" to "purchase" items utilizing their "Raider Loot" earned through positive behavior. By incentivizing students, more students will be likely to display positive behavior, leading to improvement in academics.

Person Responsible Derrick Tate (ddtate@dadeschools.net)

During this implementation period (01/31/22-4/29/22), students will receive incentives through their grade level teams for perfect attendance, proficiency on topic and mid-year assessments, and positive behavior. By incentivizing students, there will be an increase in students exhibiting the expected attendance, behavior, and academic achievement.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During this implementation period (01/31/22-4/29/22), Restorative Justice Practices (RJP) will be utilized to allow students to express themselves on school-related topics. By allowing students to express themselves, they are empowered to be a part of the decision-making process within the school community.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: According to the Professional Development Needs Assessment Survey, 95% of respondents agree that staff members have the opportunity to be considered for leadership roles within the school. Richmond Heights Middle would like to capitalize on this opportunity to professionally develop staff into school leaders and increase the involvement of staff in the decision-making process.

Measurable Outcome: If we successfully implement leadership development, then 50% of staff members will be able to be involved in a leadership role within the school. As a result of developing leaders within the school, staff will feel empowered by being involved in the decision-making process. This will be evident by the increase in the staff members new to leadership roles.

Monitoring: The school administrative team will create a survey in order to gauge staff interest in leadership roles. Staff will be asked to participate within the leadership team in various capacities.

Person responsible for monitoring outcome: Francisco Sauri (fsauri@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented is empowering others. Engaging more participants in the leadership process will ensure shared responsibility and accountability, which will lead to students' academic success.

Rationale for Evidence-based Strategy: Empowering others allows for collaboration to solve problems and create an engaging school climate that fosters student learning.

Action Steps to Implement

The administrative team will survey staff by 9/3/21, to identify school leaders who desire to grow professional through experience-based learning opportunities. By identifying school leaders who desire to grow professionally, staff will be able to participate in the school's decision-making process.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

The administrative team will identify school leaders by 9/17/21, in order to provide identified leaders with monthly mentoring and guidance to build their leadership capacity. By providing mentoring opportunities to school leaders, this will allow staff to grow as leaders within the school community.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

The administrative team will assign detailed tasks to identified leaders and teachers at the school by 10/28/21, to provide school leaders experience based learning opportunities. By assigning tasks to identified leaders staff will be directly involved in the decision-making process.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

Throughout the school year (8/31/21-10/11/21), the school administrative team will provide constructive feedback on assigned leadership tasks to the school leaders on assigned tasks. By providing ongoing constructive feedback school leaders can continue to grow professionally.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During this implementation period (11/1/21-12/17/21), teacher leaders will participate in instructional reviews in order to develop their clinical eye for established "look-fors". By providing opportunities to make classroom visits teacher leaders can provide job-embedded professional development such as collaborative planning and PLC's.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During this implementation period (11/1/21-12/17/21), teacher leaders will attend Miami Learns professional development intended for teacher leaders to turnkey strategies and information and develop professional development for the staff within professional learning communities. Providing opportunities to attend and deliver professional development for the staff will improve instructional practices and increase student achievement.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During this implementation period (01/31/22-4/29/22), a professional development needs assessment will be given to the staff to identify areas of focus for the 22-23 school year. By allowing staff to identify areas for growth, they are participating in the development of the 22-23 professional development plan and participating in the school decision-making process.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During this implementation period (01/31/22-4/29/22), teachers will be surveyed to identify future school leaders who desire to grow professionally through experience-based learning opportunities for the 22-23 school year. By identifying future school leaders who desire to grow professionally, staff will be able to participate in the school's decision-making process.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

In comparison to the state, Richmond Heights Middle School reported less suspensions and incidents than the state. According to the Safe Schools data the primary concern is drug/public order incidents. Richmond Heights Middle will utilize tools such as PBIS, Restorative Justice Practices, student service curriculum and initiatives, etc. to continue the trend of having less incidents and suspensions on average than the state and decreasing drug/public order incidents. We will continue to focus our efforts in reducing the number of students with one or more referrals 3% school-wide and specifically target our 8th grade students who had 7% with one or more referrals.

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.

At Richmond Heights Middle we build a positive school culture and environment by building relationships, providing an engaging learning environment, and providing support, care, and connections. Our school creates experiences throughout the year by hosting events that foster the development of trusting and caring relationships, and by creating positive social support for students and staff through support of peer relationships. Students and staff provide ongoing feedback and suggestions to the school leadership team through the school climate survey, and Panorama survey. Additionally, the school aspires to transform students with a natural affinity for animals and their care, into citizens with discriminating minds, informed problem-solving, and critical thinking skills to ultimately become environmentalists, conservationists, preservationists, ecologists, research scientists and stewards of our planet and its natural resources.

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

The administration will ensure staff is trained on building relationships and the use of Restorative Justice Practices within the classroom across curriculum. Teachers will build relationships with their students using Restorative Justice Practices. The counselor will build relationships through social emotional learning lessons and will meet with groups of students with early warning indicators to provide intervention. Students will be afforded opportunities to participate in decision-making and express their feelings of the school with the administration. Richmond Heights Middle School partners with community organizations such as Be Strong, Girl Power, and Guitars Over Guns. in assisting with the character development of our students.

Part V: Budget

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

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|---|----------|---|---------------------------------------|----------------|-----|-------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | | 6781 - Richmond Heights Middle School | Other | | \$3,000.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Differentiation | | | | \$45,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |

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|---------------|---------------|---|---------------------------------------|--------------------------|-----|--------------------|
| | | | 6781 - Richmond Heights Middle School | Title, I Part A | | \$45,000.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | | 6781 - Richmond Heights Middle School | School Improvement Funds | | \$2,000.00 |
| 4 | III.A. | Areas of Focus: Leadership: Leadership Development | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | | 6781 - Richmond Heights Middle School | School Improvement Funds | | \$2,000.00 |
| Total: | | | | | | \$52,000.00 |