

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>87%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	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	67	
Course failure in Math	0	0	0	0	0	0	12	26	18	0	0	0	56	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	29	36	30	0	0	0	95	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	34	36	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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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				
	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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	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
	Number/% Proficiency	Fall	Winter	Spring
Civics	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

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**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

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.

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

			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