

Miami-Dade County Public Schools

South Dade Middle School



2021-22 Schoolwide Improvement Plan

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South Dade Middle School

29100 SW 194TH AVE, Homestead, FL 33030

<http://sdm.dadeschools.net>

Demographics

Principal: Guillermo Munoz A

Start Date for this Principal: 7/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
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* Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (53%) 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://sdm.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)
Combination School 4-8	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission statement of South Dade Middle School is to develop leaders through high expectations of academic achievement and individual responsibility.

Provide the school's vision statement.

Our school community is committed to developing our students today with intellectual, social, and emotional skills to become the leaders of tomorrow. "Students Today, Leaders Tomorrow".

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
Munoz, Guillermo	Principal	Plans, organizes, administers, and directs all activities and functions at the elementary/middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.
Boynton, CaTina	Assistant Principal	Assists Principal in planning, organizing, administering, and directing all activities and functions at the elementary/middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.
Rivera, Doribel	Reading Coach	Direct instructional services related to reading/math for students and provide technical assistance for teachers; utilize the coaching model to facilitate the successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in coordination and monitoring of intervention services.
Harrysingh, Annesa	Teacher, K-12	Plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Lebow, Maria	Teacher, K-12	Plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Melvin, James	Other	<p>The Student Activities Director works under the immediate supervision and direction of the Principal. The Student Activities Director will plan, implement, and carry out student activities to meet the needs of the student body in relation to the school and community. As PBS Facilitator, the promotion of:</p> <ul style="list-style-type: none"> -the features, practices and systems of the school-wide PBS approaches -logic, and application of a comprehensive system of behavior support (i.e., the triangle) -components and operations of a proactive school-wide discipline system -application of school-based data management and data-based decision making/problem solving -fundamental strategies and systems of classrooms management and active supervision -features of behavior support for individual students

Name	Position Title	Job Duties and Responsibilities
Chew, Tamara	School Counselor	The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.
Molano, Maria	School Counselor	The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.
Pluto, Diana	Instructional Coach	Direct instructional services related to reading/math for students and provide technical assistance for teachers; utilize the coaching model to facilitate the successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in coordination and monitoring of intervention services.
Rodriguez, Elizabeth	ELL Compliance Specialist	Assure adherence to required ESOL coding verification and schedules during FTE survey periods in partnership with school's registrar and data entry staff. Provide appropriate ESOL in-services for faculty and staff at the school site. Provide instructional support to the classroom teachers of ESOL students. Perform other duties and responsibilities as assigned by the multilingual services department as related to federal, state and district mandates. Conduct and coordinate ELL Committee Meetings. Assess, evaluate, and monitor the individual progress of each student in the ESOL program.
Martinez, Jose	Teacher, K-12	Assist with retention of students, assist with discipline, assist with designated administrative duties assigned to the individual.
Amador, Lesbia	School Counselor	The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.
Quarles, Christopher	Assistant Principal	

Demographic Information

Principal start date

Friday 7/19/2019, Guillermo Munoz A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

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.*

41

Total number of teacher positions allocated to the school

82

Total number of students enrolled at the school

1,258

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

8

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	226	224	245	275	293	0	0	0	0	1263
Attendance below 90 percent	0	0	0	0	60	64	77	130	115	0	0	0	0	446
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	30	39	36	43	52	0	0	0	0	200
Course failure in Math	0	0	0	0	29	44	28	33	26	0	0	0	0	160
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	44	71	71	0	0	0	0	199
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	36	81	68	0	0	0	0	194
Number of students with a substantial reading deficiency	0	0	0	0	78	95	137	172	178	0	0	0	0	660

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	32	46	60	101	94	0	0	0	0	333

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	1	2	0	6	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	3	8	8	12	0	0	0	0	31

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	233	223	290	296	306	0	0	0	0	1348
Attendance below 90 percent	0	0	0	0	62	73	127	110	104	0	0	0	0	476
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	37	30	45	48	40	0	0	0	0	200
Course failure in Math	0	0	0	0	42	25	33	21	9	0	0	0	0	130
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	45	70	68	59	0	0	0	0	255
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	35	79	64	53	0	0	0	0	239

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	44	58	101	88	78	0	0	0	0	369	

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	3	7	8	10	4	0	0	0	0	32

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				44%	63%	61%	39%	62%	60%
ELA Learning Gains				51%	61%	59%	49%	61%	57%
ELA Lowest 25th Percentile				49%	57%	54%	38%	57%	52%
Math Achievement				52%	67%	62%	52%	65%	61%
Math Learning Gains				53%	63%	59%	58%	61%	58%
Math Lowest 25th Percentile				52%	56%	52%	48%	55%	52%
Science Achievement				43%	56%	56%	42%	57%	57%
Social Studies Achievement				59%	80%	78%	63%	79%	77%

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
04	2021					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison						
05	2021					
	2019	36%	60%	-24%	56%	-20%
Cohort Comparison		-38%				
06	2021					
	2019	44%	58%	-14%	54%	-10%
Cohort Comparison		-36%				
07	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	56%	-23%	52%	-19%
Cohort Comparison		-44%				
08	2021					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019	46%	69%	-23%	64%	-18%
Cohort Comparison						
05	2021					
	2019	47%	65%	-18%	60%	-13%
Cohort Comparison		-46%				
06	2021					
	2019	54%	58%	-4%	55%	-1%
Cohort Comparison		-47%				
07	2021					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-54%				
08	2021					
	2019	25%	40%	-15%	46%	-21%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	53%	-21%	53%	-21%
Cohort Comparison						
08	2021					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison		-32%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	73%	-18%	71%	-16%
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	74%	63%	11%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

iReady is the progress monitoring tool used to compile the English Language Arts and Mathematics data below for all grade levels. District assessments were used to compile the data for Science and Civics.

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.1%	24.8%	33.2%
	Economically Disadvantaged	19.6%	24.4%	32.5%
	Students With Disabilities		15.0%	17.5%
	English Language Learners			10.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.1%	37.4%	50.5%
	Economically Disadvantaged	19.1%	37.3%	50.2%
	Students With Disabilities		30%	27.5%
	English Language Learners		12.5%	31.3%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	24.3%	31.1%
	Economically Disadvantaged	17.9%	23.5%	30.1%
	Students With Disabilities			23.8%
	English Language Learners			17.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	29.6%	42.7%
	Economically Disadvantaged	17.4%	30.1%	43.4%
	Students With Disabilities			19.1%
	English Language Learners			23.5%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		15.8%	
	Economically Disadvantaged		15.4%	
	Students With Disabilities		6.7%	
	English Language Learners		3.6%	
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.9%	23.3%	30.1%
	Economically Disadvantaged	21.7%	21.2%	28.1%
	Students With Disabilities		11.5%	19.2%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.7%	20.9%	34.5%
	Economically Disadvantaged	19.9%	21.2%	34.2%
	Students With Disabilities		11.5%	11.5%
	English Language Learners			14.5%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.4%	31.8%	34.9%
	Economically Disadvantaged	28.2%	30.3%	34%
	Students With Disabilities		13.6%	13.6%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.2%	31%	31%
	Economically Disadvantaged	19.8%	30.7%	30.3%
	Students With Disabilities		11.9%	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		42.1%	
	Economically Disadvantaged		41.3%	
	Students With Disabilities		23.5%	
	English Language Learners		9.5%	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39%	40.4%	49.5%
	Economically Disadvantaged	36.4%	38.5%	48.6%
	Students With Disabilities	15.2%	17.4%	23.9%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.4%	31.1%	36.5%
	Economically Disadvantaged	26.3%	30%	35.2%
	Students With Disabilities			19.6%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		13.2%	
	Economically Disadvantaged		13.2%	
	Students With Disabilities		4.2%	
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	35	43	33	29	34	31	26	36	30		
ELL	29	34	32	29	28	32	17	33	34		
BLK	32	41	31	23	21	27	29	48	50		
HSP	37	39	32	32	25	32	30	44	50		
WHT	54	48		43	36		53	50			
FRL	36	38	32	31	25	30	29	44	50		
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	43	54	43	47	59	53	47	50			
ELL	34	47	48	46	50	52	26	40	50		
BLK	42	50	46	42	45	44	47	79			
HSP	43	51	51	53	53	54	40	54	73		

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	57	53		65	54		88				
FRL	42	51	49	51	52	52	40	57	74		
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	43	52	46	49	60	45	41	56			
ELL	20	36	30	38	51	45	20	30			
BLK	41	44	45	47	57	49	34	56			
HSP	37	48	36	52	57	48	41	63	86		
WHT	65	60		76	78		59	90			
FRL	38	48	39	52	58	47	41	63	88		

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	47
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	35
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?

According to the 2020-21 state assessments, at South Dade Middle School 38% of students scored at the proficient level in ELA and 32% scored at the proficient level in Math. In the area of learning gains, 40% of the students obtained learning gains in ELA and 25% of students obtained learning gains in Math. In the area of learning gains within the lowest 25% students, 33% of the students obtained learning gains in ELA and 31% of the students obtained learning gains in Math. In the combined areas of Grade 5 and Grade 8 science, 31% of students scored at the proficient level. In the area of Social Studies, 45% of students scored at the proficient level. In the area of MS Acceleration, 53% of students scored at the proficient level.

The trends that emerged across ELL/ESE subgroups were stagnant and limited data provided for comparison. For grade levels, grade 4 demonstrated the most gains in ELA and Mathematics. Additionally, Grade 5 tied with Grade 4 in the area of ELA. In the areas of science and social studies, there was limited comparison data provided to observe the progression of students. Grade 7 will be an area of improvement as well as focus this upcoming school year due to limited growth observed at that specific grade level in ELA and Math. Although Grade 6 increased by 6.5% in ELA, there is still room for improvement at this grade level.

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

According to the 2020-21 state assessments, at South Dade Middle School 38% of students scored at the proficient level in ELA and 32% scored at the proficient level in Math. In the area of learning gains, 40% of the students obtained learning gains in ELA and 25% of students obtained learning gains in Math. In the area of learning gains within the lowest 25% students, 33% of the students obtained learning gains in ELA and 31% of the students obtained learning gains in Math. To sum, reflecting on the data mentioned above, although there is a noted decrease in multiple areas, there is an urgent need to focus on the area of mathematics at our school.

Based on progress monitoring data, the greatest need for improvement will be Grade 7 in all subject areas as well as ELL/ESE subgroups in all grade levels and subject areas. To assist schoolwide data, reading will be an area of focus schoolwide.

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

Modality of students (virtual or physical), students' attendance, participation, and engagement were all contributing factors for this data finding. The new action steps to be taken to address this need for improvement will include extended learning opportunities to provide tutoring/intervention sessions in reading and mathematics.

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

Based on progress monitoring and 2019 state assessments' data, Grade 4 demonstrated the most gains in ELA and Mathematics. Additionally, Grade 5 tied with Grade 4 in gains in ELA.

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

The contributing factors to this improvement were instructional coaches for math and reading, the use of interventionists, and the schoolwide incentive program. The new actions that the school will take in this area will be to continue with the contributing factors as well as incorporate more schoolwide professional development sessions, increase frequency of planning sessions for reading and math departments, and create a progress monitoring system for students who are out of school due to being quarantine.

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

The strategies that will be implemented in order to accelerate learning includes data driven instruction, standards based collaborative planning, and extended learning opportunities.

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 opportunities that will be provided at the school site to support teachers and leaders will include differentiated instruction using data, standards based collaborative planning, implementation of Read180, Performance Matters, and Schoology.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will include Collaborative planning, Extended Learning Opportunities (Saturday Academy, Spring Break Academy, Before/During/ After school tutoring sessions).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

According to the 2020-21 state assessments, at South Dade Middle School 38% of students scored at the proficient level in ELA and 32% scored at the proficient level in Math. In the area of learning gains, 40% of the students obtained learning gains in ELA and 25% of students obtained learning gains in Math. In the area of learning gains within the lowest 25% students, 33% of the students obtained learning gains in ELA and 31% of the students obtained learning gains in Math.

According to the 2021 FSA data, in the area of mathematics, 46% of students scored a level 1 and 22% scored a level 2. According to the 2021 FSA data, in the area of English Language Arts, 35% of students scored a level 1 and 26% of students scored a level 2. Based on this data, there is a need to incorporate differentiated instruction into the instructional practices within each classroom.

Measurable Outcome:

In the area of English Language Arts and Mathematics, this school plans to prepare students to show learning gains of 3% when comparing iReady AP1 and the weekly unit assessment in grades 4 and 5. In grades 6-8, this school plans to prepare students to show an increase of 5% as shown on their weekly proficiency levels according to the iReady lessons.

Monitoring:

This area of focus will be monitored using weekly iReady reports in the areas of Reading and Math, biweekly topic assessments in mathematics, strategic use of instructional personnel (i.e. instructional coaches and teacher leaders), and targeted interventions.

Person responsible for monitoring outcome:

Guillermo Munoz (gmunoz@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy being implemented for this Area of Focus is data driven differentiated instruction. All available data will be used to make decisions on creating an instructional focus calendar to meet the needs of all learners. Teachers will be encouraged to use an instructional framework that would allow students to work in collaborative groups, individually, and with the teacher to target the students' areas of weaknesses.

Rationale for Evidence-based Strategy:

Based on 2020-21 data, there is a need to incorporate differentiated instruction into the instructional practices within each classroom. The rationale for selecting this specific strategy is to address the academic needs of each learner. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Action Steps to Implement

Facilitation of a professional development session on Data Driven Differentiated Instruction.
August 19th, 2021

Person Responsible [no one identified]

Creation of an instructional focus calendar for the areas of mathematics, ELA, and Reading.
September 13, 2021- October 29, 2021

Person Responsible Diana Pluto (dianapluto@dadeschools.net)

Disaggregating iReady and Read180 reports on a bi-weekly basis, reviewing the topic assessments on a monthly basis.

September 13, 2021- October 29, 2021

Person Responsible Catina Boynton (cjackboynton@dadeschools.net)

Facilitating data chats with the instructional coaches and teachers.
October 4, 2021- October 29, 2021

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

Hiring of interventionists in the areas of mathematics and literacy to remediate the L25 and tier 2 students. IReady AP1, unit/topic assessments, and teacher observations will be used to determine the weakest standards/skills requiring remediation.

Dates: November 1st, 2021- December 17, 2021.

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

Implementation of DI frameworks in mathematics and literacy classes via rotations (Teacher led, Independent, and Technology) and targeted bellringers in mathematics.

Dates: November 1, 2021- December 17, 2021

Person Responsible Diana Pluto (dianapluto@dadeschools.net)

Implementation of iXL practice lessons prior to the completion of teacher assigned iReady lessons.

Dates: January 31st, 2022- April 29, 2022

Person Responsible Diana Pluto (dianapluto@dadeschools.net)

Implementation of extended learning opportunities (Saturday Academy and Spring Break Academy)

Dates: January 31st, 2022- April 29, 2022

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:**

According to the 2020-21 state assessments, in the area of learning gains, 40% of the students obtained learning gains in ELA and 25% of students obtained learning gains in Math. For the lowest 25% students, 33% of the students obtained learning gains in ELA and 31% of the students obtained learning gains in Math.

Based on this data, there is a critical need to focus on the comprehending and implementing of B.E.S.T standards in English Language Arts and Mathematics by utilizing standards aligned instruction.

Measurable Outcome:

In the area of English Language Arts and Mathematics, this school plans to equip teachers with an understanding of the B.E.S. T standards and item specifications to implement effective and appropriate lessons to students 100% of the time by ensuring that 90% of the teachers attend at least two planning sessions per month. The expected outcome will be students' progression via learning gains and/or proficiency on end of the unit assessments.

Monitoring:

Administration, Instructional Coaches, and teachers will collectively monitor the progression of this area of focus to ensure that the students are being properly and effectively prepared for the FSA and B.E.S.T. assessments.

Person responsible for monitoring outcome:

Catina Boynton (cjackboynton@dadeschools.net)

Evidence-based Strategy:

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the B.E.S.T. standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.

Rationale for Evidence-based Strategy:

The rationale for selecting this specific strategy is as a result of the 2021 FSA data. There is a need for teachers and students to understand the components of each standard to be better prepared for the FSA/ B. E. S. T assessments. In English Language Arts, the B.E.S.T. standards will focus on foundations, reading, communication, and vocabulary. In the area of Mathematics, the B. E. S. T. standards will focus on vertical and horizontal alignment, purpose and instructional strategies, common misconceptions errors, instructional tasks, and instructional items. Using the abovementioned focal points to teach the respective curriculum, teachers should be able to fill in the gaps of the students and in turn students should be able to become proficient and acquire learning gains in English and Language Arts as well as Mathematics.

Action Steps to Implement

Professional Development on B.E.S.T. Standards for English Language Arts and Mathematics.

September 8, 2021- October 29, 2021

Person Responsible [no one identified]

Instructional Coaches will create Instructional Focus Calendars aligned with the pacing guides and 2021 FSA Data.

September 13, 2021- October 29, 2021

Person Responsible Diana Pluto (dianapluto@dadeschools.net)

Conduct weekly planning sessions with teachers to discuss the Instructional Focus Calendar and implementation of the B.E.S.T Standards.

August 20, 2021- October 29, 2021

Person Responsible [no one identified]

Model lessons for teachers and/or students.

August 27, 2021- October 29, 2021

Person Responsible [no one identified]

Progress Monitoring Walkthrough Observations to ensure teachers are implementing the instructional focus calendars with fidelity.

August 27, 2021- October 29, 2021

Person Responsible Catina Boynton (cjackboynton@dadeschools.net)

Use of Achievement Level Descriptors (ALDs) to review teachers' lesson plans, lesson delivery, and student work samples and overall performance.

Dates: November 1, 2021- December 17, 2021

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

During planning sessions, create sample student responses to the SRM (grades 4 and 5). For grade levels 4-8, create sample student responses for guiding questions and checks for understanding questions that are aligned to the Achievement Level Descriptors (ALDs).

Dates: November 1, 2021- December 17, 2021

Person Responsible [no one identified]

Implementation of Exit Tickets to mimic FSA/B.E.S.T. questions on a daily/weekly basis.

Dates: January 31st, 2022- April 29th, 2022

Person Responsible Diana Pluto (dianapluto@dadeschools.net)

Continuation of Q1 and Q2 implementation steps.

Dates: January 31st, 2022- April 29th, 2022

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Positive Behavior Intervention and Support was identified as a critical need for our school due to 60% of the students were absent 10 days or more during the 2020-2021 school year. Additionally, 4% of grade 4 students received at least one referral, 9% in grades 5 and 6, 7% in grade 7, and 5 percent in grade 8. In grades 6 and 7, 4% of the students received more than one referral. Therefore, there is a need to focus on supporting positive student behaviors as well as demonstrating to the students the importance of attending school daily.
Measurable Outcome:	As a result of implementing Positive Behavior Intervention and Support, students' unexcused absences should be reduced by a minimum of 5 percent. Disciplinary referrals for students with multiple offense should be reduced by 5 percent.
Monitoring:	This area of focus will be monitored on a monthly basis. A snapshot of referrals and disciplinary actions will be reviewed by the disciplinary committee and administrative team. Additionally, student attendance will be reviewed by the retention team and administrative team to determine next steps for each student on a case-by-case basis.
Person responsible for monitoring outcome:	Jose Martinez (248857@dadeschools.net)
Evidence-based Strategy:	Positive Behavior Intervention and Support is an evidence-based strategy that reduces unwarranted negative behaviors displayed by students. In return, there should be an increase in positive behaviors through the use of a systematic approach.
Rationale for Evidence-based Strategy:	The rationale for selecting PBIS is to address the behaviors of the entire student population in a positive manner using a multi-tier approach. The first tier will focus on all students by establishing schoolwide procedures to provide a proactive means of preventing unwanted behaviors. The second tier will include strategies to support students who are at a high risk for developing more serious behaviors. These strategies will be implemented early to prevent and deescalate unwanted behaviors. The third tier will use an individualized approach to supporting and improving students' academic and behavioral outcomes. A collection of disciplinary referrals, teacher recommendations, and early warning indicators related to attendance and academic performance will be used as criteria for positive behavior implementation support.

Action Steps to Implement

Establish the criteria/rubric that will be used to implement PBIS.

August 19, 2021- October 29, 2021

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

Using the criteria, group students by tier 1, tier 2, and tier 3.

August 19, 2021- October 29, 2021

Person Responsible James Melvin (jmelvin@dadeschools.net)

Create a rewards and incentive plan/calendar.

August 19, 2021- October 29, 2021

Person Responsible James Melvin (jmelvin@dadeschools.net)

Discuss with faculty and staff, the criteria and implementation strategies for PBIS.

August 19, 2021- October 29, 2021

Person Responsible James Melvin (jmelvin@dadeschools.net)

Create a system to progress monitor tier 2 and tier 3 students.
August 19, 2021- October 29, 2021

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

Implement "Student of the Month" to reward and acknowledge students who are displaying characteristics associated with "Values Matter" initiative.

Dates: November 1, 2021- December 17, 2021

Person Responsible Lesbia Amador (240572@dadeschools.net)

Implement Panther Pride and Honor Roll Celebrations. These initiatives will celebrate the academic and social emotional success of the students.

Dates: November 1, 2021- December 17, 2021

Person Responsible James Melvin (jmelvin@dadeschools.net)

Facilitation of Spring Break Classic Sports day to increase student attendance on the days prior to Spring Break.

Date: March 18th, 2022

Person Responsible James Melvin (jmelvin@dadeschools.net)

Implementation of Valentine's Day Dance/Field day events to reward students who are demonstrating an increase in academic performance.

Dates: February 14th, 2022 and February 16th, 2022

Person Responsible Catina Boynton (cjackboynton@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Leadership Walkthroughs will be a critical component of progress monitoring this school year. As a result of the 2021 FSA data, 34% of the students were proficient in English Language Arts and 26% proficient in Mathematics. As a factor in obtaining the school goals for the 2021-22 school year, teachers and students will be held accountable for instructional practices taking place in the classrooms. Administration will be held accountable for ensuring that data driven instruction via differentiated instruction is taking place with fidelity within all classrooms.

Measurable Outcome: As a result of the leadership team conducting frequent and targeted walkthroughs, the instructional practices will be monitored as well as revised in a timely manner, if necessary. In the area of English Language Arts and Mathematics, this school plans to prepare students to show learning gains of 3% when comparing iReady AP1 and the weekly unit assessment in grades 4 and 5. In grades 6-8, this school plans to prepare students to show an increase in 5% as shown on their weekly proficiency levels according to the iReady lessons.

Monitoring: This area of focus will be monitored on a weekly basis. Administration and the instructional coaches will meet to create a weekly walkthrough calendar as well as set the purpose of the walkthroughs. Based on the target/purpose of the week, teachers will be tiered to ensure that the more critical teachers/students are prioritized and observed first.

Person responsible for monitoring outcome: Guillermo Munoz (gmunoz@dadeschools.net)

Evidence-based Strategy: Leadership walkthroughs will ensure the goals and outcomes for the school year are maintained and progressing in a forward direction. By being focused and purposed, leadership walkthroughs will share a better perspective on what is planned versus what is being implemented in the classrooms. Additionally, these walkthroughs will aid the administrative team in discussing areas or strategies that will need to continue being implemented, be revised, or discontinued.

Rationale for Evidence-based Strategy: Leadership Walkthroughs are used to observe and assess what is taking place inside of the classroom. Through this evidence-based strategy, any success or failures can be observed quickly, and revisions can be made in a timely manner. Additionally, administration will be able to align the work of the instructional coaches in targeted areas to best fit the teacher and/or students' academic needs.

Action Steps to Implement

Create a walkthrough weekly calendar identifying the date(s), location(s), and tentative teachers to be observed.

August 27, 2021- October 29, 2021

Person Responsible CaTina Boynton (238677@dadeschools.net)

Reference the testing calendar as well as observations from the weekly planning sessions to identify the area of focus for each weekly walkthrough.

August 27, 2021- October 29, 2021

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

Discuss the observations found during the walkthrough with the administrative team and/or instructional coaches.

August 27, 2021- October 29, 2021

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

Discuss revisions and rationales to the instructional framework and/or practices, if necessary.

August 27, 2021- October 29, 2021

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

Coordinate and provide coverage for teachers to peer observe other teachers who are exhibiting best and effective practices within their classrooms.

Dates: November 1, 2021- December 17, 2021

Person Responsible CaTina Boynton (238677@dadeschools.net)

During leadership walkthroughs, observe teachers to select teachers for "Happy Fridays" initiative. The "Happy Fridays" initiative is an initiative where selected teachers will be highlighted at a faculty meeting based on addressing the academic needs of their students in an unique and effective manner.

Dates: November 1, 2021- December 17, 2021

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

Walkthroughs and progress monitoring of L25 reading and math intervention sessions.

Dates: January 31st, 2022- April 29th, 2022

Person Responsible Catina Boynton (cjackboynton@dadeschools.net)

Continuation of Q1 and Q2 implementation steps.

Dates: January 31st, 2022- April 29th, 2022

Person Responsible Guillermo Munoz (gmunoz@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to the 2021 FSA ELA Assessment, 38% of Grade 4 students scored at a level of 3 or higher. For Grade 5, 29% of the students scored at a level of 3 or higher on the 2021 FSA Assessment. This area of focus was identified as being a critical need area due to 50% or more of the students at any grade level scored below a level 3.

Measurable Outcome: Utilizing the Elevate Reading Horizons and Read180 programs, a comparison between the baseline data and the monthly test results will show 3% increase in student performance.

Monitoring: On a biweekly basis, administrative walkthroughs will be conducted to ensure the appropriate implementation of the Read180 and Elevate Reading Horizons programs. On a monthly basis, progress monitoring reports from Elevate Reading Horizons, Read180, and unit tests will be disaggregated to track the progression of the students.

Person responsible for monitoring outcome: Guillermo Munoz (gmunoz@dadeschools.net)

Evidence-based Strategy: The evidenced based strategy being implemented for this Area of Focus is Effective Curriculum and Resource Utilization.

Rationale for Evidence-based Strategy: Effective Curriculum and Resource Utilization refers to district curriculum and resources to maximize student learning including utilizing program materials, technology, pacing guides, task cards and supplemental resources to support student learning.

Action Steps to Implement

Conduct a professional development session with Tier 3 and IA teachers on how to best implement the Elevate Reading Horizons program.

September 16, 2021

Person Responsible [no one identified]

Conduct weekly planning sessions with the Intensive Reading teachers on implementing the Read180 program with their students.

September 8, 2021- October 29, 2021

Person Responsible [no one identified]

Collaboration between literacy and reading teachers on a weekly basis to discuss skills and standards being taught and ways to reinforce this information in both classrooms.

September 8, 2021- October 29, 2021

Person Responsible [no one identified]

Conduct data chats with the teachers to create targeted differentiated instruction groups and student assignments.

September 8, 2021- October 29, 2021

Person Responsible Catina Boynton (cjackboynton@dadeschools.net)

Implement Differentiated instruction (DI) rotation groups of Teacher led, Technology, and Independent Reading for all Read 180 classes.

Dates: November 1, 2021- December 17, 2021

Person Responsible [no one identified]

Continue implementation and progress monitoring of Elevate Reading Horizons program with Tier 3 and Intensive Acceleration students in grades 4 and 5.

Dates: November 1, 2021- December 17, 2021

Person Responsible CaTina Boynton (238677@dadeschools.net)

Implementation of Reading Assessment for Reading Horizon

Dates: January 31st, 2022- April 29, 2022

Person Responsible Catina Boynton (cjackboynton@dadeschools.net)

Implementation of extended learning opportunities (Saturday Academy and Spring Break Academy)

Dates: January 31st, 2022- April 29, 2022

Person Responsible Guillermo Munoz (gmunoz@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.

Based on the 2019-2020 school year, South Dade Middle ranked #255 out of 313 combination schools. South Dade Middle reported 2.6 incidents per 100 students which was a rate greater than the statewide average of 1.6 incidents per 100 students. Based on the discipline data from Safe Schools for Alex.org, South Dade Middle School's primary concerns are property incidents and drug/public order incidents. For these two categories, the school received a rating of very high. Based on the discipline data from Safe Schools for Alex.org, South Dade Middle School's secondary concern would be to reduce the number of incidents occurring within our school. Through the schoolwide implementation of Values Matters, Positive Behavior Intervention Support, and Restorative Justice Practices, South Dade Middle will be able to monitor and change the school culture and environment for all stakeholders.

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 South Dade Middle, we pride ourselves in building a positive school culture and environment for all stakeholders. Each quarter, we have an honor roll assembly to celebrate the success of the students. On a weekly basis, we celebrate the students' progression and proficiency on iReady Reading and iReady Math. Finally, the administration team empowers aspiring leaders by offering a variety of tasks to these individuals.

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

The administrative team leads the school in promoting a positive culture and environment by monitoring initiatives and empowering teachers leaders. Decision making conversations and discussions are conducted with the faculty and staff to address specific schoolwide problems. At faculty and department meetings, a problem will be brought up and the faculty will be able to share their perspectives to assist in reaching a realistic resolution. The Activities/Athletic Coach, as well as the Instructional Coaches, assist in developing and manage initiatives. Teacher leaders assist in building relationships with all stakeholders.