

Miami-Dade County Public Schools

# North Miami Middle School



## 2021-22 Schoolwide Improvement Plan

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# North Miami Middle School

700 NE 137TH ST, North Miami, FL 33161

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

## Demographics

**Principal: Philippe Napoleon J**

Start Date for this Principal: 7/14/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (53%) 2016-17: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## North Miami Middle School

700 NE 137TH ST, North Miami, FL 33161

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	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	98%

### School Grades History

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

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

North Miami Middle School provides a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to the excellence and to the achievement of our goals.

#### **Provide the school's vision statement.**

North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures, and nurtures self-esteem. In an effort to improve academic achievement and promote lifelong contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a challenging and dynamic world.

### 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
Napoleon, Philippe	Principal	The principal provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl Implementation, and communicates with parents regarding school-based Rtl plans and activities.
Heras, Alejandro	Assistant Principal	Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.
Brantley, Chantil	Assistant Principal	Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.
Collins, Mechele	Math Coach	Mathematics respectively develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that lead to early intervening services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.
Jean-Pierre , Fabiola	Reading Coach	Reading respectively develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that lead to early intervening services for children to be considered" at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.
Allen, Sheldon	Other	Coordinates district and state assessments for the school; ensures that the school's testing plan/calendar is effectively and efficiently executed.



Name	Position Title	Job Duties and Responsibilities
Denis , Marie	Teacher, K-12	Teachers serve as Department Chairpersons and provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Saint Jean , Fernande	Teacher, K-12	Teachers serve as Team Leaders and provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

## Demographic Information

### Principal start date

Friday 7/14/2017, Philippe Napoleon J

**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.*

6

**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.*

30

**Total number of teacher positions allocated to the school**

50

**Total number of students enrolled at the school**

821

**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.**

3

### 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	253	281	292	0	0	0	0	826
Attendance below 90 percent	0	0	0	0	0	0	58	119	128	0	0	0	0	305
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	49	85	75	0	0	0	0	209
Course failure in Math	0	0	0	0	0	0	72	45	63	0	0	0	0	180
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	77	84	0	0	0	0	221
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	66	87	80	0	0	0	0	233
Number of students with a substantial reading deficiency	0	0	0	0	0	0	141	174	169	0	0	0	0	484

#### 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	97	122	121	0	0	0	0	340

#### 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	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	4	8	9	0	0	0	0	21

#### Date this data was collected or last updated

Wednesday 7/21/2021

#### 2020-21 - As Reported

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

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

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

Indicator	Grade Level													Total
Students with two or more indicators														

**The number of students identified as retainees:**

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	307	328	271	0	0	0	0	906
Attendance below 90 percent	0	0	0	0	0	0	121	137	93	0	0	0	0	351
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	86	81	15	0	0	0	0	182
Course failure in Math	0	0	0	0	0	0	47	69	30	0	0	0	0	146
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	78	87	71	0	0	0	0	236
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	88	83	71	0	0	0	0	242

**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	124	131	84	0	0	0	0	339

**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	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	8	9	6	0	0	0	0	23

**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				37%	58%	54%	37%	56%	53%
ELA Learning Gains				46%	58%	54%	44%	56%	54%
ELA Lowest 25th Percentile				40%	52%	47%	34%	52%	47%
Math Achievement				37%	58%	58%	36%	56%	58%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				43%	56%	57%	47%	56%	57%
Math Lowest 25th Percentile				43%	54%	51%	56%	55%	51%
Science Achievement				57%	52%	51%	54%	52%	52%
Social Studies Achievement				64%	74%	72%	73%	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	37%	58%	-21%	54%	-17%
Cohort Comparison						
07	2021					
	2019	26%	56%	-30%	52%	-26%
Cohort Comparison		-37%				
08	2021					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	35%	58%	-23%	55%	-20%
Cohort Comparison						
07	2021					
	2019	24%	53%	-29%	54%	-30%
Cohort Comparison		-35%				
08	2021					
	2019	25%	40%	-15%	46%	-21%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	49%	43%	6%	48%	1%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	68%	32%	67%	33%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	57%	73%	-16%	71%	-14%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	76%	63%	13%	61%	15%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	75%	54%	21%	57%	18%

### Grade Level Data Review - Progress Monitoring Assessments

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

6th, 7th & 8th Grade Reading & Math- i-Ready Program

7th Grade Civics- Mid-Year Assessment

8th Grade Science-Mid-Year Assessment

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	23	24
	Economically Disadvantaged	21	23	25
	Students With Disabilities			
	English Language Learners	10	11	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	22	26
	Economically Disadvantaged	17	23	25
	Students With Disabilities			
	English Language Learners		11	17
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	29	31
	Economically Disadvantaged	28	30	31
	Students With Disabilities	17	14	19
	English Language Learners	12	13	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	22	20
	Economically Disadvantaged	16	23	20
	Students With Disabilities			15
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		64	
	Economically Disadvantaged		64	
	Students With Disabilities		29	
	English Language Learners		42	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	31	37
	Economically Disadvantaged	28	29	36
	Students With Disabilities			
	English Language Learners			13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	24	22
	Economically Disadvantaged	17	23	21
	Students With Disabilities			
	English Language Learners			15
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		40	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	42	46	29	41	49	50	38	45			
ELL	20	34	39	20	28	42	31	49	55		
BLK	31	38	34	24	28	39	48	53	57		
HSP	35	38	21	30	31	41	47	57	80		
FRL	32	38	32	25	28	40	46	54	61		
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	36	48	27	32	45	35	41	45			
ELL	22	39	37	24	39	42	38	45	75		
BLK	37	46	39	38	42	41	55	66	77		
HSP	37	44	42	34	49	52	59	53	83		
WHT	31	38		33	55						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	37	46	41	38	44	44	56	65	77		
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	28	34	25	32	48	45	40	65			
ELL	17	35	36	20	42	55	37	54	94		
BLK	36	44	34	35	47	55	51	73	94		
HSP	33	41	39	36	46	58	53	60	93		
MUL	39	41		28	44						
WHT	67	75		47	54						
FRL	37	44	33	36	47	57	54	74	93		

### 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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	36
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	39
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	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
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?

Areas for needed improvement are evident across all grade levels based on the following data examined for the following, when comparing 2021 FSA and 2019 FSA:

6th-8th Grade ELA data shows significant decrease in Proficiency (37% to 33%), significant decrease for overall Learning Gains (46% to 38%), and significant decrease for Learning Gains for Lowest 25% (40% to 33%); 6th-8th Grade Math data shows significant decrease in Proficiency (37% to 25%), significant decrease for overall Learning Gains (43% to 29%), and significant decrease for Learning Gains for Lowest 25% (43% to 39%); 7th Grade Civics data shows significant decrease in Proficiency (64% to 54%); and 8th Grade Science data shows significant decrease in Proficiency (57% to 48%)

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

Patterns of minimal gains are evident in Proficiency and Overall Learning Gains in ELA/Reading and Math.

Patterns of minimal gains are evident in the following:

Based on 2020-2021 i-Ready Diagnostic Data, ELA 2.2 Subgroup showed with minimal improvement for Tier 3 (37% to 38%) and Math 2.2 Subgroup with minimal improvement for Tier 3 (38% to 36%). Based on the comparison for the 2019 and 2021 FSA data, 6th - 8th grade overall math learning gains demonstrated the greatest need for improvement (43% to 29%).

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

Opportunities exist for improvement in the area of the frequency with which student work is analyzed. More frequent opportunities to look at expected outcomes and actual outcomes on assessments would allow teachers to better gauge the effectiveness of lessons and scaffolded instruction. It would also show how well aligned scaffolding techniques and chosen activities are to the demands of the standard(s). Opportunities for improvement include the area of engagement during DI rotations and small group instruction. Students were not consistently engaged in small group instruction compared to that during whole group lessons, which incorporated techniques and tools such as Nearpod, Quizzes, and FSA/EOC Camps. Opportunities for improvement should be implemented within DI instruction, during small group-- teachers and interventionists need to improve in motivating and engaging learners, focusing on strategic scaffolded instruction. A clearer understanding of strategic approaches to the steps needed throughout a lesson would contribute to more effective scaffolded instruction, therefore guiding students towards mastery of the demands of the task/standard.

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

Based on state assessment results, overall learning gains in the L25 subgroup, as well as in ELL and ESE subgroups, showed the most improvement. Learning gains in ELA overall showed improvement. Improvement is also evident in I-Ready Reading and I-Ready Math Data, as well as Science MYA and Algebra MYA Data. When comparing i-Ready AP1 to AP2 Average Change in Score when compared to other ETO Schools, ELA data shows significant increase: Grade 6 (-7 vs 0); Grade 7 (-2

vs 5); Grade 8 (-4 vs 0). When comparing i-Ready AP1 to AP2 Average Change in Score when compared to other ETO Schools, Math data shows significant increase: Grade 6 (2 vs 5); Grade 7 (6 vs 8); Grade 8 (4 vs 5). In the area of Science, data shows significant improvements in proficiency, when compared to ETO Schools (50% vs 69%). In the area of Algebra, data shows significant improvements in proficiency, when compared to ETO Schools (38% vs 54%).

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

Contributing factors include effective collaborative planning, strategic interventions and extended learning opportunities as well as more emphasis on differentiated instruction and progress monitoring. Inclusion rates for the ESE subgroup increased from 29% to 64%.

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

In order to accelerate learning, strategies include effective implementation of Differentiated Instruction and Extended Learning Opportunities. We plan to create a 3-tier monitoring system for progress monitoring of both strategies, ensuring the effectiveness of resources. Administrators will monitor fidelity and provide feedback for changes to processes.

**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.**

During the Opening of Schools Professional Development Day and throughout the school year, professional development activities will be provided to all teachers and staff, incorporating school culture, leadership and academics. Administrators will review School-wide Data and conduct Breakout Sessions with all teachers and staff to provide an overview of key areas of focus for the school year. The Leadership Team will discuss achievable goals for the 2021- 2022 school year and during weekly Collaborative Planning sessions, the Curriculum Team will review pacing guides, instructional focus calendars and Item Specs, in order to support teachers to develop lesson plans and engaging activities for students.

**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 include addressing individual students' learning needs and developmental levels by providing instruction based on effective interventions. The Leadership Team will work with teachers to review data to drive instruction, determine students' needs based on analyzed data, and conduct progress monitoring for early interventions and remediation

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the targeted element of differentiation. Differentiation was selected based on the findings that Lowest 25% of students made minimal gains on 2021 FSA Assessments compared to 2019 FSA results: ELA/Reading Learning Gains for Lowest 25% (40% to 33%) and Math Learning Gains for Lowest 25% (43% to 39%). Therefore, it is evident that the individual needs of all students must be addressed through scaffolded instruction and targeted interventions.
<b>Measurable Outcome:</b>	If we successfully implement differentiation, then we will decrease the number of students placing in Tier 3 on AP1 in Reading and Math by 15% on AP2 for Reading and Math. We will increase our FSA proficiency from 32% to 40% in Reading and 25% to 40% in mathematics.
<b>Monitoring:</b>	Administration will conduct quarterly data chats with teachers and Instructional Coaches. DI groups will be created, adjusted based on data. Walkthroughs and lesson plan reviews will be conducted at least weekly by Administration to ensure the effective implementation of differentiation. Ongoing progress monitoring trackers will be reviewed biweekly, and data from OPM trackers will be used to adjust groups and/or instruction as needed.
<b>Person responsible for monitoring outcome:</b>	Philippe Napoleon (pr6631@dadeschools.net)
<b>Evidence-based Strategy:</b>	Based on the evidence, our school will focus on the strategy of differentiation. Differentiation will aid in the recovery of learning losses by providing targeted instruction to meet the students' individual needs.
<b>Rationale for Evidence-based Strategy:</b>	Differentiation will allow teachers to analyze data to address deficiencies and identify enrichment opportunities. By doing so, lesson plans will be better aligned to the needs of students and will lead to the achievement of the measurable outcome.

**Action Steps to Implement**

The Curriculum Team will conduct professional development on Differentiated Instruction (DI) planning and implementation for teachers and interventionists, focused on organizing instructional groups, lesson planning and developing activities for small group instruction. As a result of professional development, the teachers will be knowledgeable of pedagogy and strategies in order to implement differentiated instruction more effectively.

(August 30, 2021-September 17, 2021)

**Person Responsible** Mechele Collins (maccollins@dadeschools.net)

The Transformation Coaches will conduct collaborative planning sessions with teachers and interventionists to plan lessons and gather necessary resources to plan for the effective use of the 5-day framework for DI. As a result of collaborative planning, the teachers will receive coaching support to develop targeted and aligned lessons to students' needs. (August 30, 2021-October 11, 2021)

**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

The Curriculum Team will review and monitor weekly usage and pass rate performance on I-Ready reports, in Reading and Math, and utilize the data to tailor instruction to meet the needs of individual students. As a result of reviewing this data, student progress will be tracked regularly and teachers can address students' progress more effectively. (September 17, 2021-October 11, 2021)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Administration will review lesson plans and utilize a walkthrough monitoring tool to document and provide feedback after conducting walkthroughs weekly, to ensure effective implementation of DI and the 5 day plan. As a result of administrative walkthroughs, the implemented lessons and instructional practices can be monitored with fidelity and determine if effectiveness is met. (September 17, 2021-October 11, 2021)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

During subject specific collaborative planning, the curriculum team will guide and assist teachers in the strategic and effective planning of lessons for small group and differentiated instruction focused on remediation of standards based on assessment data. This will be evident through student work products found in DI folders. (November 1, 2021 - December 17, 2021)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Administration will conduct classroom walkthroughs and data chats with teachers to review the effective utilizing of data trackers to show Ongoing-progress monitoring of their students. This will be evident by data trackers in their data binder, grouping templates with students in fluid groups, and corrective feedback on student work products and in their folders. (November 1, 2021 - December 17, 2021)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

After conducting data disaggregation of all midyear assessments, the instructional coaches and administrators will conduct collaborative planning sessions with teachers to review the data and restructure DI groups, ensuring that all accountability groups are targeted for intervention. This will be evident through updated grouping charts, showing accountability groups with disaggregated data. (January 31, 2022 – April 29, 2022)

**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

After conducting data disaggregation of all midyear assessments, Instructional coaches will work with teachers during collaborative planning sessions to select targeted standards for remediation of skills and standards. These targeted standards will be the focus of classroom instruction, small group instruction and intervention. This will be evident through lesson plans indication each part of the instructional block targeting specific standards which were selected for remediation. (January 31, 2022 – April 29, 2022)

**Person Responsible** Mechele Collins (maccollins@dadeschools.net)

**#2. Other specifically relating to Extended Learning Opportunities**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, 6th-8th Grade ELA data shows significant decrease in Proficiency (37% to 33%), significant decrease for overall Learning Gains (46% to 38%), and significant decrease for Learning Gains for Lowest 25% (40% to 33%); 6th-8th Grade Math data shows significant decrease in Proficiency (37% to 25%), significant decrease for overall Learning Gains (43% to 29%), and significant decrease for Learning Gains for Lowest 25% (43% to 39%). Current Extended Learning Opportunities will be put into place. Our school will implement and improve upon Extended Learning Opportunities. We chose to grow and revise Extended Learning Opportunities in order to mitigate learning losses that occurred during the 2020-2021 school year. We will provide the additional supports and interventions needed to close the gaps that exist in Reading and Math in order to meet the measurable outcome.
<b>Measurable Outcome:</b>	If we successfully implement differentiation, then we will decrease the number of students placing in Tier 3 on AP1 in Reading and Math by 15% on AP2 for Reading and Math. We will increase our FSA proficiency from 32% to 40% in Reading and 25% to 40% in mathematics.
<b>Monitoring:</b>	The school's Leadership Team will identify students to target for Extended Learning Opportunities. Parents will be notified through various channels in order to ensure participation by the targeted students. The Leadership Team will identify students and create subgroups in I-Ready to track students' growth and determine the effectiveness of Extended Learning Opportunities. Data will be analyzed to determine next steps and modifications to Extended Learning opportunities and student groups to ensure that we meet the needs of those students who are not meeting expected outcomes.
<b>Person responsible for monitoring outcome:</b>	Chantil Brantley (cbrantley@dadeschools.net)
<b>Evidence-based Strategy:</b>	Our school will focus on the evidence based strategy of Extended Learning Opportunities. This will empower us to identify those students who need to close learning gaps and remediate learning loss. Student performance will be tracked through i-Ready subgroups that compare performance from AP1 to AP2.
<b>Rationale for Evidence-based Strategy:</b>	Extended Learning Opportunities will ensure that the resources are being implemented with purpose to meet the needs of the targeted subgroups of students. Data gathered from subgroups will allow the school to retool current programs and modify programs to better meet the needs of individual students.

**Action Steps to Implement**

Administrators and Coaches will review I-Ready AP1 and 2021 FSA assessment data sources to identify Tier 2 and 3 students to target for extended learning opportunities. As a result of data review to select students by tier, instruction during differentiation will be implemented more effectively. (August 30, 2021-September 24, 2021)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Coaches and teachers will review regular assessment data to determine standards requiring remediation during DI or whole group, and modify intervention plan to better fit the individual needs of the targeted students. As a result of data review and planning for intervention, instruction and remediation activities will be implemented more effectively. (August 30, 2021-September 24, 2021)



**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

Administrators and Leadership Team will create a grade level incentive plan to increase participation and usage of resources and programs, monitoring accountability groups including targeted students. As a result of utilizing this monitoring system, students will be more motivated to use the programs which will increase their engagement and participation rates. (September 20, 2021-October 11, 2021)

**Person Responsible** Mechele Collins (maccollins@dadeschools.net)

Administrators will send letters home, call parents and conduct Open House meetings to increase parental knowledge and participation, with understanding the importance of the extended learning opportunities. As a result of this plan, parents will have an increased awareness of the benefits of having their child participate in additional opportunities for learning which will improve their academic skills. (September 13, 2021-October 11, 2021.)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Administrators will conduct formal data chats with all teachers to review various data points such as iReady, Topic Assessments, Ready 180 and Systems 44. As a result, the curriculum team and teachers will have a better understanding of the data to assist with maximizing instruction during the extended learning opportunities. (November 9, 2021 - November 16, 2021).

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

Based on data from monitoring the accountability groups, administrators and curriculum team will develop and implement a plan for Saturday School. Letters/invitations will be created to send home for L25 and regressor students. Saturday School will focus on remediated standards chosen from ongoing progress monitoring. Parents will be invited to an informational meeting for the extended learning opportunities. Implementation of Saturday School will begin on December 4, 2021. (November 15, 2021 - December 17, 2021).

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

In order to track performance data from Saturday School ELO, the instructional coaches will develop questions in Performance Matters to be utilized as Exit tickets, in order to check for mastery and determine if specific standards need to be re-taught during Saturday school. This is evident by data reports that will be pulled from Performance Matters. (January 31, 2022 – April 29, 2022)

**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

Administrators will conduct individual Spring Data chat meetings with teachers to review various assessment data and determine which students need to be targeted for Saturday School and/or Extended Learning Opportunities. This will be evident by submitted teacher data chat forms with data comparison. (March 7, 2022 – April 29, 2022)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

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

**Area of Focus Description and Rationale:** Based on the data review from the School Improvement Plan Survey, our school will implement the Targeted Element of Social Emotional Learning. Through our data, we noticed student academics decreased and student infractions increased significantly.

**Measurable Outcome:** If we successfully implement the Targeted Element of SEL strategies, our school will be able to reduce behavioral infractions by at least 3% for students who receive 1 disciplinary referral.

**Monitoring:** The Leadership Team will work and connect with select teachers and monitor the students academic growth from AP 1 to AP 2.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Within the targeted area of Social Emotional Learning, our school will focus on building student/staff relationships. Through a variety of relationship building initiatives and activities, students are more likely to feel that teachers care about them as individuals.

**Rationale for Evidence-based Strategy:** Building student/staff relationships will assist in fostering more positive relationships between staff and students that will in turn make students more likely to feel that teachers care about them as individuals.

**Action Steps to Implement**

Administrators and School Discipline Team will create a grade level incentive plan for positive behavior and reward students whose infractions have decreased and exhibited improved behavior. As a result of implementing this behavior system, students will be more motivated to do well in school, which will improve their social-emotional skills, engagement and class participation. (September 10, 2021-October 11, 2021)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Curriculum Team will monitor students academic growth after the i-Ready Diagnostic Assessment (AP 1) to the Growth Monitoring Assessment and weekly usage/pass rate performance. As a result of utilizing this monitoring system, the Curriculum Team will be able to modify the plan for instruction and remediation activities more effectively. (September 27, 2021-October 11, 2021)

**Person Responsible** Mechele Collins (maccollins@dadeschools.net)

Administrators and School Leadership Team will develop a plan to increase our student enrollment with the mentorship programs, such as 5000 Role Models, TIARAs, etc. As a result of the increased enrollment, the school will see a decrease in maladaptive behaviors and an increase in student engagement and participation. (September 20, 2021-October 11, 2021)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Counselors will develop and implement lessons focused on Social Emotional Learning and share various strategies with teachers during social studies, physical education and homeroom classes. As a result of implementing these lessons, the school will experience a decrease in behavior referrals. (September 13, 2021-October 11, 2021)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)



Administrators and the School Discipline Team will continue to monitor the amount of referrals per month using the tracking system through Positive Behavior Support System (PBS) and continue to reward students for positive behaviors throughout the building. (November 1, 2021 - December 17, 2021).

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Curriculum Team will plan with teachers how to effectively implement Social Emotional Learning strategies through homeroom check-ins and school-wide activities such as the state-mandated Mental and Emotional Education course through the Edgenuity platform. (November 15, 2021 - December 17, 2021).

**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

Curriculum Team will develop a calendar for the counselors to conduct classroom visits supporting the Social Emotional Learning (SEL) Check-in sessions, and to discuss topics being presented in the Edgenuity lessons. (February 14, 2022 – April 29, 2022)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Administrators and counselors will attend training sessions pertaining to the implementation of Restorative Justice Practices (RJP) circles and turnkey the information to Department chairpersons and grade level team leaders, resulting in increased number of documented RJP circles. (February 14, 2022 – April 29, 2022)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

**#4. Leadership specifically relating to Managing Accountability Systems**

<b>Area of Focus Description and Rationale:</b>	Based on qualitative data from the School Climate survey and SIP survey, we want to use the Targeted Element of Managing Accountability Systems to monitor student progress and utilize the data to determine strategies to effectively address individual students' needs. This will improve the effective use of progress monitoring tools for teachers, transformation coaches and administrators to plan more effectively for in-class support and extended learning opportunities.
<b>Measurable Outcome:</b>	If we successfully implement the Targeted Element of Managing Accountability Systems, our teachers will be provided with tools to help improve student learning gains in the areas of ELA/Reading and Math by at least 10%, during the 2021 - 2022 school year on the FSA Assessments.
<b>Monitoring:</b>	The curriculum team will disaggregate data by utilizing tools to monitor student growth in various areas.
<b>Person responsible for monitoring outcome:</b>	Chantil Brantley (cbrantley@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the targeted element of Managing Accountability Systems, we will focus on Determining, Implementing, and Tracking Initiatives and Progress. By creating methods of tracking attendance, academic outcomes, and SEL outcomes, we hope to hold students and staff more accountable to their own success and to modify and improve upon existing programs.
<b>Rationale for Evidence-based Strategy:</b>	Determining, Implementing, and Tracking Initiatives and Progress with fidelity will allow us to gauge the effectiveness of existing programs, modify the implementation of programs, and adjust any other areas necessary to ensure student success and improve upon staff/student relationships.

**Action Steps to Implement**

Administration and Leadership Team will create monitoring tools and share with teachers to discuss data findings and utilize in order to determine student achievement. As a result of creating and utilizing the tools, it will assist teachers with disaggregating and tracking pertinent data and determining additional areas of growth for students. (September 3, 2021 - September 15, 2021)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

Curriculum Coaches will conduct Collaborative Planning sessions with teachers to review students' OPM data and disaggregate various data sources. As a result of attending the planning sessions, data disaggregation will assist the teachers with determining any underlying trends or patterns amongst the grade levels. (September 16, 2021 - October 11, 2021)

**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

Curriculum Coaches will develop and review the use of Differentiated Instruction trackers with teachers and interventionists. As a result of developing and reviewing the DI trackers, teachers will create targeted instruction to implement during small group instruction, which will improve overall student achievement. (September 13, 2021 - October 11, 2021)

**Person Responsible** Mechele Collins (maccollins@dadeschools.net)

Administration will review and monitor Ongoing Progress Monitoring tools, providing feedback after conducting data chats to ensure effective implementation of consistent use of OPM trackers. As a result of monitoring the use of the OPM trackers, administrators will determine any further needs to implement trackers with fidelity, to ensure current data is captured effectively in order to increase student achievement. (September 27, 2021 - October 11, 2021)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Administration will review and monitor the school-wide attendance plan using the Targeted Student Status Form (TSSF) to identify and track students who exhibit attendance concerns. As a result, this will reduce the number of truant students and we will conduct monthly homeroom challenges to motivate and increase student attendance. (November 1, 2021 - December 17, 2021).

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Curriculum coaches will track and monitor students progress through Saturday School attendance and exit tickets in Reading and Mathematics. To incentivize students, they will be entered into the Saturday School raffle for a chance to win a reward for attending. As a result, this will increase student attendance and accountability in core subject areas (December 4, 2021 - December 17, 2021).

**Person Responsible** Mechele Collins (maccollins@dadeschools.net)

Using the data results from the Exit tickets for Saturday School, the Curriculum Team will make an analysis to determine the effectiveness of the instructional strategies being implemented during Saturday School and revise lessons for additional scaffolded instruction, if necessary. (February 5, 2022 – April 29, 2022)

**Person Responsible** Mechele Collins (maccollins@dadeschools.net)

Using the Saturday School Attendance spreadsheet, the Instructional coaches will track attendance of targeted accountability groups. Contact with parents of students who are registered but not attending, will be made to ensure participation of those targeted students. (February 5, 2022 – April 29, 2022)

**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.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.

**When comparing the discipline data of the school to discipline data across the state, North Miami Middle School falls into the moderate category, ranked #227 out of 553 middle/junior school statewide. During this school year, the school will monitor the primary area of concern-- fighting, and the secondary area of concern-harassment. Proactive practices to improve School Culture and Environment will be monitored through the lens of behavior within our plan to implement Social Emotional Learning strategies and Positive Behavior Interventions and Supports.**

## Part IV: Positive Culture & Environment

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

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

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

Our strengths within School Culture are in Support, Care and Connections, Physical and Emotional Safety, and Clearly Defined Expectations. Our school invites parents to monthly Parent Academy meetings, open parent conferences on Mondays and Tuesdays of every week, and various parent events to support school wide initiatives. Our school also integrates social emotional learning/RJP strategies into teachers' lesson plans and school announcements and activities. Student Services personnel deliver instruction related to mental health and wellness. Our school addresses the Physical and Emotional Safety of the students by swiftly addressing allegations of bullying, harassment and intolerance. Consequences for engaging in such behavior are clear through the school's Discipline Plan, and students are aware of reporting procedures should they or someone they know experience negative thoughts or feelings. In the way of Clearly Defined Expectations, our school's Discipline Committee meets biweekly to review and revise policies and procedures relating to social emotional learning, discipline, and PBIS.

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

The stakeholders identified will continue promoting a positive culture and environment at the school. The administrators, Community Involvement Specialist and all teachers will encourage the continuous involvement of our parents. The administrators will continue to empower our teachers to contribute to the school-wide leadership, and all stakeholders will be continuously engaged and inspired to assist in decision making for positive change.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Other: Extended Learning Opportunities	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00

	<b>Total:</b> <b>\$0.00</b>
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