

Miami-Dade County Public Schools

Miami Springs Middle School



2021-22 Schoolwide Improvement Plan

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Miami Springs Middle School

150 S ROYAL POINCIANA BLVD, Miami Springs, FL 33166

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

Demographics

Principal: Christian Saavedra

Start Date for this Principal: 7/10/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (42%) 2016-17: C (41%)
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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Miami Springs Middle School

150 S ROYAL POINCIANA BLVD, Miami Springs, FL 33166

<http://msms.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	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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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.

The Mission of Miami Springs Middle School is to build relationships with students, faculty and staff, parents, and the community in an atmosphere that values equity, respect, and safety.

Provide the school's vision statement.

Miami Springs Middle School encourages our students to take an active role in their learning. In a safe and inclusive school environment, our students are learning how to share ideas and work with faculty and staff to create learning experiences that have a positive impact on their school and their communities.

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
Valero, Alina	Principal	Plans, organizes, administers, and directs all activities and functions at the middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.
Slocum, Mary	Teacher, ESE	Supports teachers and students in the ESE program, ensures compliance of IEPs, Re-evaluations and other information related to students with special needs.
Borges, Rosa	ELL Compliance Specialist	Reading Teacher, ELL Compliance Specialist, Activities Director
Rouco, Nuria	School Counselor	Guidance and RJP Counselor
Cruz, Nidia	Reading Coach	Supports schoolwide literacy by planning with teachers across the curriculum as well as engaging in Coaching Cycles and working with individual teachers to help in increasing student achievement.
Hernandez, Constantino	Assistant Principal	Assists in planning, organizing, administering, and directing all activities and functions at the middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.

Demographic Information

Principal start date

Tuesday 7/10/2018, Christian Saavedra

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.*

24

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

649

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

9

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	213	229	207	0	0	0	0	649	
Attendance below 90 percent	0	0	0	0	0	0	49	74	84	0	0	0	0	207	
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	41	34	13	0	0	0	0	88	
Course failure in Math	0	0	0	0	0	0	48	27	71	0	0	0	0	146	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	48	45	44	0	0	0	0	137	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	57	54	38	0	0	0	0	149	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	100	141	134	0	0	0	0	375	

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	65	69	79	0	0	0	0	213	

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	8	8	6	0	0	0	0	22	
Students retained two or more times	0	0	0	0	0	0	4	7	6	0	0	0	0	17	

Date this data was collected or last updated

Friday 8/27/2021

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	252	230	256	0	0	0	0	738
Attendance below 90 percent	0	0	0	0	0	0	74	91	89	0	0	0	0	254
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	35	15	27	0	0	0	0	77
Course failure in Math	0	0	0	0	0	0	24	76	61	0	0	0	0	161
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	49	45	82	0	0	0	0	176
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	54	40	77	0	0	0	0	171

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	69	84	104	0	0	0	0	257

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	7	8	6	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	3	10	5	0	0	0	0	18

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				36%	58%	54%	33%	56%	53%
ELA Learning Gains				47%	58%	54%	43%	56%	54%
ELA Lowest 25th Percentile				44%	52%	47%	40%	52%	47%
Math Achievement				35%	58%	58%	28%	56%	58%
Math Learning Gains				41%	56%	57%	35%	56%	57%
Math Lowest 25th Percentile				47%	54%	51%	34%	55%	51%
Science Achievement				34%	52%	51%	30%	52%	52%
Social Studies Achievement				58%	74%	72%	59%	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	32%	58%	-26%	54%	-22%
Cohort Comparison						
07	2021					
	2019	31%	56%	-25%	52%	-21%
Cohort Comparison		-32%				
08	2021					
	2019	37%	60%	-23%	56%	-19%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	31%	58%	-27%	55%	-24%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	18%	53%	-35%	54%	-36%
Cohort Comparison		-31%				
08	2021					
	2019	18%	40%	-22%	46%	-28%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	21%	43%	-22%	48%	-27%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	68%	26%	67%	27%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	73%	-17%	71%	-15%
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	82%	63%	19%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

I ready Diagnostics Assessments for all grade levels. Civics Mini Assessments. Science Topic Assessments.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.6	30.9	28.3
	Economically Disadvantaged	26.5	30.2	27.5
	Students With Disabilities	5.7	7.5	9.1
	English Language Learners	7.7	8.0	8.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.7	32.8	31.1
	Economically Disadvantaged	24.1	30.8	28.9
	Students With Disabilities	5.3	10.0	13.2
	English Language Learners	16.7	19.0	15.8

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.1	33.1	29.0
	Economically Disadvantaged	31.0	34.8	32.0
	Students With Disabilities	5.6	4.0	4.8
	English Language Learners	10.5	5.0	5.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.0	27.5	36.6
	Economically Disadvantaged	21.4	29.0	38.1
	Students With Disabilities	4.0	4.2	4.3
	English Language Learners	0	11.1	15.0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	63.0	0
	Economically Disadvantaged	0	63.0	0
	Students With Disabilities	0	0.0	0
	English Language Learners	0	44.0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.0	31.8	26.2
	Economically Disadvantaged	29.2	30.7	26.3
	Students With Disabilities	12.5	11.1	6.7
	English Language Learners	0	9.1	13.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.3	24.2	34.7
	Economically Disadvantaged	17.9	23.6	34.5
	Students With Disabilities	0	0	4.5
	English Language Learners	4.5	20.0	23.1
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	7.0
	Economically Disadvantaged	0	0	6.0
	Students With Disabilities	0	0	0.0
	English Language Learners	0	0	15.0

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	7	15	11	3	17	30		10			
ELL	22	32	33	18	19	24	11	42	26		
BLK	20	19	24	16	17	16	15	41	38		
HSP	30	31	32	24	18	25	27	50	41		
FRL	26	27	28	21	18	22	22	46	40		
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	13	30	37	13	26	21	19	43			
ELL	24	44	44	26	37	39	15	52	55		
BLK	27	42	40	24	33	53	24	53	83		
HSP	39	48	45	39	43	43	38	59	83		
WHT	33	40		42	64						

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	35	46	43	34	40	46	34	56	81		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	30	32	14	31	31	12	34			
ELL	13	39	43	16	32	35	6	46			
BLK	21	30	33	17	25	29	28	37	54		
HSP	36	47	42	31	39	36	30	67	80		
WHT	53	56		39	38						
FRL	31	42	40	26	34	33	29	57	73		

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	28
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	27
Total Points Earned for the Federal Index	283
Total Components for the Federal Index	10
Percent Tested	86%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
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	25
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	
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	23
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	30
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	
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	28
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 2021 FSA Mathematics Assessments, 22% of our students achieved proficiency. This is a decrease of 13% from the 2019 FSA Mathematics Assessment. It is important to continue to use strategies to bridge the gap created in students achievement growth during the 2020-2021 school year.

According to the 2021 FSA ELA Assessments, 27% of our students achieved proficiency. This is a decrease of 9% from the 2019 FSA ELA Assessment.

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

According to the 2021 FSA ELA scores, our students scored 27% proficiency. This data point demonstrates that our students continue to struggle with reaching proficiency due to reading deficiencies.

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

Contributing factors included the continuous struggle with reading deficiencies across the board. Strategies have to be implemented to assist in ensuring that student reading deficiencies are addressed daily.

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

The most improvement based off monitoring were in 7th and 8th grade Mathematics. 7th grade Mathematics students' proficiency score went from 21% in the Fall to 37% in the Spring on the iReady Diagnostics. This is an upwards difference of 16% percentage points. 8th grade Mathematics students' proficiency score went from 18% in the Fall to 35% in the Spring. This is an upwards difference of 17% percentage points.

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

Continuous implementation of differentiated instruction was a new contributing factor.

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

We will continue to incorporate interventionist to work with subgroup struggling with specific content standards in all core subject matter. Teachers will also continue to use standards-based resources and provide differentiated instruction based on assessed data.

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.

Ensure that professional development opportunities are created for differentiated instruction and data analysis.

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

Continue to hold monthly data-chats across all curriculum areas for all stakeholders to ensure that data is being disseminated and analyzed to improve instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the 2021 FSA ELA Assessments data review, 27% of our students achieved proficiency. This is a decrease of 9 percentage points from the 2019 FSA ELA Assessment. As a result, we will implement the Targeted Element of Differentiation in our school. The learning Gains for the L25 subgroup have also decreased and we need to ensure that we are meeting the learning needs of all of our students. It is evident that we must improve our ability to differentiate instruction to ensure that we reach our students at the different cognitive levels. We will provide the scaffolding necessary and use all available resources to assist our L25 subgroup in making learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will show a proficiency increase of a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats with teachers and ensure that differentiated instruction and targeted groups of students are fluid throughout the school year based on data from formative assessments. Administration will follow-up with regular walkthroughs to ensure quality instruction is taking place. Intervention will be provided to those students who are not showing growth on standard based assessments.
Person responsible for monitoring outcome:	Alina Valero (pr6521@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on Data-Driven Instruction. Data-Driven instruction will assist in raising the learning gains of our L25s. Teachers will develop their lesson plans using the findings from assessment data focusing on improving any skill deficiencies students may need in order to master a specific standard. Data-Driven instruction will be monitored by administration during classroom walkthroughs and data-driven chats with all stakeholders.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are utilizing all available standard based resources to align data to develop lessons that are customized to student needs. Furthermore, teachers will make adjustments to their plans and instruction after every assessment is analyzed.

Action Steps to Implement

August 30, 2021 - October 11, 2021 - Teachers will conduct subject area collaborative common planning sessions weekly so that they can discuss content covered, calibrate student work samples, discuss pacing, examine data, in order to plan for deliberate differentiated instruction for all students.

Person Responsible Alina Valero (pr6521@dadeschools.net)

August 30, 2021 - October 11, 2021 - Teachers will monitor data and create groups of students that are grouped by ability. Differentiated instruction will allow the students to work in small groups and bridge the learning gap.

Person Responsible Alina Valero (pr6521@dadeschools.net)

August 30, 2021 - October 11, 2021 - Administrators will implement classroom walk throughs to check for evidence of Differentiated Instruction.

Person Responsible Alina Valero (pr6521@dadeschools.net)

August 30, 2021 - October 11, 2021 - Administrators will conduct classroom walk throughs on the designated data chat days to participate in data chats with students as well as conduct weekly data chats by departments.

Person Responsible Alina Valero (pr6521@dadeschools.net)

November 1, 2021 - December 17, 2021 - Administrators will conduct classroom walk throughs and share their findings with teachers in order for differentiation strategies to continue to be implemented effectively. The focus is for students to be given more opportunities to independently grapple with the text and text-based questions.

Person Responsible Alina Valero (pr6521@dadeschools.net)

November 1, 2021 - December 17, 2021 - Teachers will use current iReady, Topic Assessments, and/or teacher assessments to understand the academic needs of students and use the data to group students according to the focus of their academic activities.

Person Responsible Alina Valero (pr6521@dadeschools.net)

January 31, 2022 - April 29, 2022 - Core content area teachers will implement their differentiated instruction plans as a school-wide effort on Wednesdays and Thursdays to target instruction based on the academic needs of students.

Person Responsible Alina Valero (pr6521@dadeschools.net)

January 31, 2022 - April 29, 2022 - Teachers will engage in collaborative planning sessions, professional development, and/or receive support from teacher leaders and curriculum support specialists on best practices and resources for differentiated instruction groups.

Person Responsible Alina Valero (pr6521@dadeschools.net)

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

Area of Focus Description and Rationale:	Based on the 2021 FSA Mathematics Assessments data review, 22% of our students achieved proficiency. This is a decrease of 13 percentage points from the 2019 FSA Mathematics Assessment. As a result, our school will implement the Targeted Element of Standards-aligned Instruction. The learning Gains for the L25 subgroup have also decreased therefore, we need to ensure that lesson plans and resources used in the classroom are standard based. We must plan to meet the needs of all learners at different cognitive levels still ensuring that the standards are addressed and taught. .
Measurable Outcome:	If we successfully implement Standards-aligned Instruction, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats with teachers and ensure that standards-aligned instruction is implemented in all classrooms. Administration will follow-up with regular walkthroughs to ensure quality instruction is taking place.
Person responsible for monitoring outcome:	Alina Valero (pr6521@dadeschools.net)
Evidence-based Strategy:	As part of the Targeted Element of Standards-aligned Instruction, we will focus on the evidence-based strategy of Effective Curriculum and Resource Utilization. Effective Curriculum and Resource Utilization will help in lesson planning process, ensuring that standards-based resources are being used consistently.
Rationale for Evidence-based Strategy:	Effective Curriculum and Resource Utilization will help in lesson planning process ensuring that standard based resources are being used consistently. We will ensure to incorporate program materials, technology, pacing guides, task cards and supplemental resources to support student learning.

Action Steps to Implement

August 30, 2021 - October 11, 2021 - Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.

Person Responsible Alina Valero (pr6521@dadeschools.net)

August 30, 2021 - October 11, 2021 - Teachers will have biweekly collaborative planning sessions to review standards and resources available in order to create effective lesson plans.

Person Responsible Alina Valero (pr6521@dadeschools.net)

August 30, 2021 - October 11, 2021 - Teachers will ensure that lesson plans identify visible scaffolding to rigor of each teaching and learning standard.

Person Responsible Alina Valero (pr6521@dadeschools.net)

August 30, 2021 - October 11, 2021 - Administration will conduct a standards-based observation to inspect and support standards implementation and achievement through weekly classroom walkthroughs.

Person Responsible Alina Valero (pr6521@dadeschools.net)

November 1, 2021 - December 17, 2021 - Teachers will analyze current data to re-group students and delivery instructional strategies focused on teaching or re-teaching skills that students need in order to increase their academic proficiency.

Person Responsible Alina Valero (pr6521@dadeschools.net)

November 1, 2021 - December 17, 2021 - Teachers will release instruction to focus on the "we do and you do" part of the Gradually Release Model so that students have more opportunities to grapple with standards-based questions and rigorous text.

Person Responsible Alina Valero (pr6521@dadeschools.net)

January 31, 2022 - April 29, 2022 - Teachers will implement standards aligned differentiated instruction based on mid-year student assessment data to support the academic needs of students.

Person Responsible Alina Valero (pr6521@dadeschools.net)

January 31, 2022 - April 29, 2022 - Teachers will analyze mid-year student assessment data, engage in cycles of continuous reflection, and leverage pacing guides and district curricular resources and support to enhance standards aligned instruction, lesson planning, and instructional delivery.

Person Responsible Alina Valero (pr6521@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale: According to our data review, 23% of our students had 16 - 30 days absent and 8% of our students had 31 plus absent days. Because of these high number of student absences, we will implement the Targeted Element of Student Attendance.

Measurable Outcome: If we successfully implement the Targeted Element of Student Attendance, then the overall achievement levels of our students will increase 6 percentage points by June 2022.

Monitoring: The administration will ensure that School Messenger/Personal Phone call to Parent/Guardian are conducted when students are absent. We will ensure that letters are sent home, Parent/Administrator/Student Conferences, One on One Counseling between student and Counselor are taking place with our students and parents that exhibit continual attendance issues. We will work with family members to ensure that we provide all assistance possible to ensure that all of our students are in attendance on a daily basis.

Person responsible for monitoring outcome: Alina Valero (pr6521@dadeschools.net)

Evidence-based Strategy: We will be focusing on the evidence-based strategy of: Attendance Initiatives. We will use several Attendance Initiatives to promote and celebrate student attendance and curtail the pattern of excessive absences.

Rationale for Evidence-based Strategy: Attendance Initiatives will assist in decreasing the number of student absences from 23% of our students having 16 - 30 days absent to 10% and 8% of our students having 31 plus absent days to 2%.

Action Steps to Implement

August 30, 2021 - October 11, 2021 - Monthly student name recognition on the school's bulletin board.

Person Responsible Alina Valero (pr6521@dadeschools.net)

October 1, 2021 - October 11, 2021 - Quarterly breakfast for the classroom with the highest percentage of attendance.

Person Responsible Alina Valero (pr6521@dadeschools.net)

September 30, 2021 - October 11, 2021 - Monthly Championship Belt classroom attendance competition.

Person Responsible Alina Valero (pr6521@dadeschools.net)

August 30, 2021 - October 11, 2021 - Students with perfect attendance for the school year will be recognized at the end of the year awards ceremony.

Person Responsible Alina Valero (pr6521@dadeschools.net)

November 1, 2021 - December 17, 2021 - Students with perfect attendance will be invited to and recognized at a morning Perfect Attendance Event in November.

Person Responsible Alina Valero (pr6521@dadeschools.net)

November 1, 2021 - December 17, 2021 - Teachers will recognize 1st quarter perfect attendance students during homeroom by presenting them with a Certificate of Perfect Attendance.

Person Responsible Alina Valero (pr6521@dadeschools.net)

January 31, 2022 - April 29, 2022 - Our Attendance Review Committee will monitor student attendance, implement our attendance monitoring plan with fidelity, and provide support and services to families of students who are excessively absent.

Person Responsible Alina Valero (pr6521@dadeschools.net)

January 31, 2022 - April 29, 2022 - Mid-year attendance will be reviewed and students with perfect attendance will be recognized.

Person Responsible Alina Valero (pr6521@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	After reviewing the School Climate survey, the SIP survey and the Core Leadership Competencies, we will focus on the Targeted Element of Instructional Leadership Team. We want to ensure that through our Team Level Teams, our teachers feel like they are part of the decision making process in our school. We will develop teacher leaders by involving them in all steps of school-wide decision making related to school activities. These actions will help our school improve teaching and learning through increased collaboration and distributive leadership.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will feel a shared sense of loyalty, commitment, and shared accountability. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The administration will monitor the effectiveness of the Leadership Team through observations and weekly Leadership Team meetings. The desired outcome is to implement distributive leadership within our school, expanding the impact of our vision and goals for student outcomes beyond the administration to other stakeholders.
Person responsible for monitoring outcome:	Alina Valero (pr6521@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions.
Rationale for Evidence-based Strategy:	Involving our Leadership Team in important decision making in our school will create a real buy-in from our stakeholders.

Action Steps to Implement

August 30, 2021 - October 11, 2021 - Give teacher leaders opportunities to create professional development training for their colleagues.

Person Responsible Alina Valero (pr6521@dadeschools.net)

September 8, 2021 - October 11, 2021 - Create professional development opportunities using the Miami Learns initiative.

Person Responsible Alina Valero (pr6521@dadeschools.net)

August 30, 2021 - October 11, 2021 - Teacher Leaders will lead data conversations within their content area.

Person Responsible Alina Valero (pr6521@dadeschools.net)

August 30, 2021 - October 11, 2021 - Team Leaders will assist teachers by developing and incorporating strategies to ensure student growth.

Person Responsible Alina Valero (pr6521@dadeschools.net)

November 1, 2021 - December 17, 2021 - Team Leaders will work with their grade-level teachers to develop and implement a parent-communication plan to ensure all parents of students who are not meeting academic expectations are met with and provided with support.

Person Responsible Alina Valero (pr6521@dadeschools.net)

November 1, 2021 - December 17, 2021 - Department Chairs will work with their content area teachers to ensure they have access to data and that teachers implement data chats with their students.

Person Responsible Alina Valero (pr6521@dadeschools.net)

January 31, 2022 - April 29, 2022 - Department Chairs will work with content area teachers to ensure teachers are supported with resources and professional development, as needed, to implement their differentiated instruction plans with fidelity.

Person Responsible Alina Valero (pr6521@dadeschools.net)

January 31, 2022 - April 29, 2022 - The Professional Learning Support Team (PLST) will provide teachers with opportunities to participate in professional development opportunities to support their professional growth aligned to instructional planning, delivery, engagement, assessment, and knowledge of learners.

Person Responsible Alina Valero (pr6521@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.

The school reported 1.8 incidents per 100 students. This rate is less than the Statewide Middle School rate of 4.2 per 100 students. This falls into the low category as compare to other state middle schools.

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.

The school addresses building a positive school culture and environment by building relationships and connections with all stakeholders. We will continue to be active on all social media outlets to ensure communication of all school activities. We will continue to hold our Administrative Coffeehouse meetings with parents. We will build teacher and student connections during morning arrival time with differentiated activities.

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

The school administrators will create opportunities for student and teacher engagement to take place. The teachers will participate in activities and engage with all students. Our counselors will work with all stakeholders through the Restorative Justice Program and Mental Health curriculum. We will continue to work on continuing to involve all parents through Parent Academy and workshops.

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: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00