

Miami-Dade County Public Schools

West Miami Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	28
Budget to Support Goals	0

West Miami Middle School

7525 SW 24TH ST, Miami, FL 33155

<http://wmms.dade.k12.fl.us/>

Demographics

Principal: Roniel Osorio

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
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* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (49%) 2016-17: C (51%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

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<http://wmms.dade.k12.fl.us/>

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	98%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission at West Miami Middle School is to educate all our students in a safe, respectful, disciplined, and culturally diverse environment. Clear and direct communication as well as challenging curriculum will empower our students to become life-long learners and productive citizens in a world of work and technology contributing to assure their success.

Provide the school's vision statement.

The Vision of West Miami Middle School is to provide educational excellence for all students so that they are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

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
Conover, Debra	Instructional Media	Innovation Specialist, EESAC Chairperson, Professional Development Liaison, Gradebook Manager, Department Chairperson - Electives, Curriculum Council Leader, 7th Grade Team Leader, DSP (Technology) and SEED Mentor.
Rodriguez, Desiree	Teacher, K-12	Science teacher, Science Department Head, Curriculum Council Member, Professional Development Team, Magnet Teacher, STEM
Diaz, Janet	Teacher, K-12	Math Department Chairperson, Curriculum Council Member, Math Accelerated Studies
Orezzoli, Tara	Teacher, K-12	ELA Department Chairperson, Curriculum Leader, Cambridge
Hernandez, Tania	Magnet Coordinator	Teacher of Forensic Science, STEM, Activities Director, Curriculum Council Leader, Seed Mentor, 6th Grade Team Leader
Osorio, Ron	Principal	Assuring instruction aligned to state academic content standards, maintaining continuous improvement in the building, designing instruction for student success, developing partnerships with parents and the community, and nurturing a culture where each individual feels valued.
Garcia, Karen	Assistant Principal	Supports the principal in assuring instruction aligned to state academic content standards, maintaining continuous improvement in the building, designing instruction for student success, developing partnerships with parents and the community, and nurturing a culture where each individual feels valued.

Demographic Information

Principal start date

Tuesday 7/27/2021, Roniel Osorio

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.*

14

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.*

15

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

670

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

8

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

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	218	214	239	0	0	0	0	671	
Attendance below 90 percent	0	0	0	0	0	0	28	30	39	0	0	0	0	97	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	16	13	2	0	0	0	0	31	
Course failure in Math	0	0	0	0	0	0	38	24	17	0	0	0	0	79	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	36	37	0	0	0	0	107	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	34	24	36	0	0	0	0	94	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	99	98	124	0	0	0	0	321	

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	39	38	35	0	0	0	0	112	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	0	2	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	2	2	2	0	0	0	0	6	

Date this data was collected or last updated

Tuesday 7/27/2021

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	226	249	221	0	0	0	0	696	
Attendance below 90 percent	0	0	0	0	0	0	32	38	39	0	0	0	0	109	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	13	0	4	0	0	0	0	17	
Course failure in Math	0	0	0	0	0	0	25	15	7	0	0	0	0	47	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	36	38	43	0	0	0	0	117	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	35	51	0	0	0	0	108	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	37	32	42	0	0	0	0	111	

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	0	2	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5	

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				49%	58%	54%	44%	56%	53%
ELA Learning Gains				55%	58%	54%	50%	56%	54%
ELA Lowest 25th Percentile				47%	52%	47%	50%	52%	47%
Math Achievement				41%	58%	58%	42%	56%	58%
Math Learning Gains				37%	56%	57%	45%	56%	57%
Math Lowest 25th Percentile				34%	54%	51%	38%	55%	51%
Science Achievement				38%	52%	51%	45%	52%	52%
Social Studies Achievement				63%	74%	72%	61%	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	42%	58%	-16%	54%	-12%
Cohort Comparison						
07	2021					
	2019	47%	56%	-9%	52%	-5%
Cohort Comparison		-42%				
08	2021					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison		-38%				
08	2021					
	2019	26%	40%	-14%	46%	-20%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	27%	43%	-16%	48%	-21%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	68%	25%	67%	26%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	73%	-14%	71%	-12%
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	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

This data was obtained for ELA and Math through i-Ready diagnostics. Data for all other subjects was obtained through Performance Matters. This year, grades K-8 will use iReady AP1 for Fall, AP2 for Winter and AP3 for Spring.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.6	48.3	42.6
	Economically Disadvantaged	38.7	47	35.7
	Students With Disabilities	11.8	18.4	11.8
	English Language Learners	18.8	0	15.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.8	38.6	40.6
	Economically Disadvantaged	29.4	37.6	39.8
	Students With Disabilities	0	0	10.2
	English Language Learners	0	15.6	18.8

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.3	44.2	43
	Economically Disadvantaged	35.7	41.1	41.6
	Students With Disabilities	0	18.2	22.6
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.4	36.2	33.7
	Economically Disadvantaged	20.5	33.9	32.5
	Students With Disabilities	0	18.8	21.9
	English Language Learners	0	22.6	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	50	0
	Economically Disadvantaged	0	47	0
	Students With Disabilities	0	35	0
	English Language Learners	0	19	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.7	47	53.5
	Economically Disadvantaged	34.1	45.8	53.7
	Students With Disabilities	0	27.3	28.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.9	34.5	36.6
	Economically Disadvantaged	20.1	32.8	36
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	35	0
	Economically Disadvantaged	0	36	0
	Students With Disabilities	0	16	0
	English Language Learners	0	13	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	18	20	18	6	12	19	26	14			
ELL	34	40	45	21	15	24	21	37	52		
HSP	42	40	44	24	16	23	37	40	54		
WHT	64	30		18	10						
FRL	41	39	44	21	15	22	34	39	47		
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	29	41	50	28	43	29	31	31			
ELL	36	50	46	31	33	36	20	55	67		
HSP	49	55	47	40	37	35	38	63	76		
FRL	47	55	47	39	37	34	35	63	73		

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	21	33	31	19	28	23	19	52			
ELL	24	47	50	29	39	38	28	37			
HSP	44	50	49	42	44	37	44	61	64		
WHT	71	71		57	64						
FRL	43	50	50	42	45	40	46	59	65		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	33
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
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	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

The school to district comparison shows an increase in the achievement gap widening in ELA, Mathematics, and Social Studies. ELA demonstrated a gain of 5% from 2018 and 2019. In 2019, proficiency rate in ELA was 49%, which was an increase from 44% in 2018. In Mathematics proficiency level in 2018 was 42% and in 2019 proficiency was 41%; a 1% decrease. In social studies, proficiency level was 61% in 2018 and 63% in 2019. This is a 2% increase. However, data findings analyzed from Power BI for the 2021 school year, demonstrate a decrease in all areas.

2021 data findings:

ELA demonstrated a decrease of 6% from 2019 and 2021. In 2019, proficiency rate in ELA was 49%, which declined to 43% in 2021. In Mathematics proficiency level in 2019 was 41% and in 2021 proficiency was at 24%; showing a decrease of 16%. In social studies, proficiency level was 63% in 2019 and in 2021 declined to 41%; demonstrating a 22% decrease.

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

2019 data findings:

A data component from the 2019 state assessments that demonstrated the greatest need for improvement was Mathematics at 41%, with a proficiency decline of 16% based on the 2021 proficiency rate of 24%, according to Power BI. In 2019, learning gains in Mathematics were 37% as compared to 2021 data findings at 16%, showing a 21% decrease. In addition, Mathematics lowest 25% decreased as well from 34% in 2019 to 23% in 2021, demonstrating an 11% decline.

2021 data findings:

A data component, based off progress monitoring and 2021 state assessments, demonstrate the greatest need for improvement was Mathematics at 24% proficiency rate according to Power Bi. This demonstrates a 16% decrease from 2019 proficiency of 41%. In addition, in 2021 our lowest 25% subgroup had a proficiency of 23%.

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

Learning gains in Mathematics were 37% in 2019 as compared to 2021 data at 16%, showing a 21% decrease. In addition, Mathematics lowest 25% subgroup decreased as well from 34% in 2019 to 23% in 2021, demonstrating an 11% decline. The contributing factors to this need for improvement is the learning loss in Mathematics that resulted from students remaining at home due to the pandemic receiving instruction through the MSO model. We are ensuring students are in attendance daily and are engaged in the classroom instructional practices, where teachers are providing standards-aligned instruction. This will result in student achievement gains in mathematics.

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

2019 data findings:

When comparing the 2018 data components to the 2019 based on Power BI data, ELA proficiency level increase from 44% in 2018 to 49% in 2019. This is a 5% increase. In addition, ELA learning gains demonstrated a 5% learning gain as well from 50% in 2018 to 55% in 2019.

2021 data findings:

When comparing the 2019 data components to the 2021 based on Power Bi data, 6th grade ELA proficiency levels increased from 42% in 2019 to 46% in 2021.

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

When comparing the 2019 data components to the 2021 based on Power Bi data, 6th grade ELA proficiency levels increased from 42% in 2019 to 46% in 2021. Factors contributing to increasing ELA proficiency and learning gains was the use of district resources, assessments, and standards-aligned instruction to help improve classroom practices and close student achievement gaps. The new action that was taken in this area was progress monitoring with fidelity.

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

ELA demonstrated a decrease of 6% from 2019 and 2021. In 2019, proficiency rate in ELA was 49%, which declined to 43% in 2021. In Mathematics proficiency level in 2019 was 41% and in 2021 proficiency was at 24%; showing a decrease of 16%. In social studies, proficiency level was 63% in 2019 and in 2021 declined to 41%; demonstrating a 22% decrease. Strategies that will need to be implemented school-wide to accelerate learning in 2021-2022 are data-driven instruction, standard-aligned instruction and early intervention for students who are not on grade level. Data-Driven Instruction is an educational approach that relies on the teacher's use of student data to inform instructional planning. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Standards-aligned instruction Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks. Lastly, differentiated instruction will align to the needs of students and will help to mitigate learning losses. Our school will implement the Response to Intervention (RtI) multi-tier approach to the early identification and support of students with learning. The RtI process will begin with high-quality instruction and universal screening of all children in the general education classroom and includes providing aligned interventions and on-going progress monitoring.

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.

Ongoing professional development will focus on data-driven decision making, effective use of data in the classroom, closing achievement gaps, and developing standards-aligned lessons through the use of the district pacing guides. The Leadership Team will develop whole group sessions and job-embedded sessions on using data-driven instruction scheduled for August 19, 2021. Department Chairpersons will address on-going progress monitoring data weekly during department planning meetings. Upon completion of AP1 i-Ready diagnostic testing, Department Chairs will work with teachers to make adjustments to groups based on the results (ongoing). Our school is a part of the Verizon Learning Initiative and have scheduled trainings on Digital Collaboration learning experiences in the classroom scheduled for October 29, 2021. Our district has implemented a new, online Learning Management System (LMS) called Schoology. We have scheduled professional development opportunities for September 7, 201 (Schoology 101) and January 21, 2022 (Schoology 102).

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

Weekly collaborative planning will be scheduled and a member of the leadership team will attend to ensure fidelity to the strategies being implemented school-wide. Professional Development opportunities will be provided during district mandatory professional development days as well as select others. Mini-trainings will be provided at Faculty Meetings on various topics.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

The school comparison demonstrates an increase in the achievement gap widening in ELA, Mathematics, and Social Studies. Based on the data review conducted from the Power Bi Dashboard, our school will implement the Targeted Element of Standards-aligned Instruction. We selected this overarching area based on our findings that proficiency in ELA, Mathematics, and Social Studies decreased significantly in these areas. This decrease was analyzed based on the comparison of 2019 and 2021 data. ELA demonstrated a decrease of 6% from 2019 and 2021. In 2019, proficiency rate in ELA was 49%, which declined to 43% in 2021. In Mathematics proficiency level in 2019 was 41% and in 2021 proficiency was at 24%; showing a decrease of 16%. In social studies, proficiency level was 63% in 2019 and in 2021 declined to 41%; demonstrating a 22% decrease.

Measurable Outcome:

The overall school goal is to increase the passing rate on the 2022 State Assessments for Mathematics, ELA and Social Studies. Our SMART goal is to increase proficiency in Mathematics, ELA and Social Studies for grades 6-8 by 10% in each of these subject areas.

Monitoring:

For the past few years, our school has been focusing on implementing standards-aligned instruction. We have met challenges with the consistency of implementation due to not having an embedded common planning time in our master schedule. In some classrooms, instruction does not meet the depth of content rigor necessary to make meaningful learning gains in student academic achievement. This area of focus will be monitored by administration during weekly walkthroughs into all core content areas and involvement in weekly collaborative planning sessions. Internal timelines will be in place to incorporate new professional development opportunities per grade level and content area to unwrap the standards and align appropriate resources and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards and the standards-aligned resources provided by the district. Weekly monitoring of the collaborative planning sessions and the results of the weekly walk throughs will be shared by administration at weekly leadership team meetings.

Person responsible for monitoring outcome:

Ron Osorio (pr6961@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Standard-aligned Instruction, our school will focus on the evidence-based strategy of standards-based collaborative planning. During standards-based collaborative planning, lessons should be developed to include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content.

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

9/13- 10/11

Each department will create an instructional focus calendar with a weekly primary standard identified for whole group and a secondary standard identified for small group instruction and data-driven bell ringers. As a result, our school will demonstrate an increase in progress monitoring data results.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

9/1- 10/11

Administration will conduct weekly walkthroughs looking for standards-aligned instruction in core content areas. As part of the walkthroughs, administration will review lesson plans, student work, and common board configuration to ensure alignment to standards. Consequently, school-wide consistency of standard-aligned instruction will be evident.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

9/1-10/11

Administration will sit in on weekly collaborative planning sessions to ensure alignment to standards. Thus resulting in an improvement of student achievement in progress monitoring assessment data.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

9/1-10/11

Department chairpersons will conduct monthly mini professional development at collaborative planning meetings to provide teachers with standards-aligned resources and strategies. Inevitably, this team effort will create a school-wide environment of increased achievement.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

11/1-12/21

Additional time has been allocated for collaborative planning for all content areas teachers. This additional time allows teachers to unwrap the standards and ensure instruction and questioning are standard-aligned. Items on collaborative planning meetings agendas will include a review of the standards, expected student learning outcome and assessment of learning targets.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

11/1-12/21

Teachers will utilize Test Item Specifications as a resource to ensure their instruction addresses the cognitive complexity of the standards. The teachers will also utilize this resource to ensure vocabulary and structure of questioning is aligned to standard-based instruction.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

1/31-4/29

ELA teachers will work with ELA Curriculum Support Specialist to analyze and disaggregate i-Ready data and regroup students for differentiated instruction.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

1/31-4/29

Math teachers will partake in planning sessions with Math Curriculum Support Specialist and will work together to strategically select independent practice problems using the Achievement Level Descriptors (ALDS).

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

#2. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: The area of focus for leadership was identified as classroom walkthroughs. Based on the 2020-2021 Climate Survey on Power BI, only 31% of staff members said their classroom was visited monthly and only 40% said quarterly. Therefore, to improve these percentages, administration will visit classrooms on a weekly basis to ensure visibility, and consistency of initiative implementation.

Measurable Outcome: If we successfully conduct weekly classroom walkthroughs, the proficiency in all core content areas will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments. In addition, we will see an increase of 10% in progress monitoring data.

Monitoring: Administration will keep a record of weekly walkthroughs. Therefore, ongoing conversations to provide feedback with teachers and leadership team members will be a priority. As a result, student achievement in progress monitoring assessments will improve.

Person responsible for monitoring outcome: Ron Osorio (pr6961@dadeschools.net)

Evidence-based Strategy: Within the Targeted Evidence of Walkthroughs, we will focus on the consistent developmental feedback model. Consistent, Developmental Feedback will provide a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback will be provided regularly as a means of professional growth.

Rationale for Evidence-based Strategy: In the staff culture survey of 2021, teachers expressed that they did not receive enough timely feedback. Our school will provide consistent, developmental feedback because it empowers the teachers to be recognized for effective strategies that are being used in the classrooms and provides opportunities for areas of new of growth.

Action Steps to Implement

9/9-10/11

Administration will keep a record of walkthrough observations and provide consistent timely developmental feedback to teachers. As a result, teachers will be more in tune to the academic expectations set forth as the opening of school meeting.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

8/31- 10/11

Administration will follow-up with teachers who need a mentor to provide support and guidance for ongoing professional growth. Consequently, the quality of performance will increase.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

8/31- 10/11

Administration will look for evidence of student work folders to consistently provide developmental feedback.

As a result, student work folders will demonstrate proof of consistent and timely developmental feedback, which teachers will turn-key to students.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

9/13 and 10/11

Administration will share information gathered during walkthroughs with members of the Curriculum Council. Consequently, these members will provide job-embedded professional development for teachers who are in need of support to promote the continuous improvement model.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

11/1-12/21

Administration will share information gathered during weekly classroom walkthroughs with department chairpersons. In turn, department chairpersons will embed this feedback into collaborative planning sessions to promote strategic team planning for effective instruction.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

11/1-12/21

During classroom walkthroughs and observations, administration will ensure that checks for understanding are taking place. Teachers will use this strategy as an informal assessment to determine if their daily learning goals were achieved and adjust instruction accordingly based on students' errors and misconceptions.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

1/31-4/29

During classroom walkthroughs, administration will ensure that targeted differentiated instruction is taking place to meet the needs of all students.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

1/31-4/29

During classroom walkthroughs and observations, administration will ensure that core text resources are being utilized in grades 6-8 Math classrooms.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Social Emotional Learning based on the School Climate Survey Results in Power BI. In the survey, 50% of students had a neutral or negative response as to whether they believe that adults at the school cared about them.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning, our students will feel better in their classrooms and there will be an increase of a minimum of 10 percentage points in core content areas on the 2022 State Assessments.

Monitoring: This Area of Focus will be monitored by the Student Services department through weekly Restorative Justice Practices aligned school wide by the Trust Counselor. At the end of the first semester, we will conduct an in-house survey to gauge where students are at that time.

Person responsible for monitoring outcome: Lillian Helbig-Perez (helbig5@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Restorative Justice Practices. As a result, monthly round table meetings will take place to ensure the students are given an opportunity to express themselves and ensure that they feel safe at school.

Rationale for Evidence-based Strategy: Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).

Action Steps to Implement

9/1-10/11

The Student Services team will generate and identify behavioral "At Risk" factors and will counsel identified students on a quarterly basis. As a result, students will develop a more positive mindset about their education and mental health.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

8/31-010/11

The school will include a monthly focus on one of the nine core values that are part of the 2021-2022 Values Matter Miami program. Subsequently, this program will enhance the social emotional capacity of students and develop long-lasting implications for their educational and mental wellbeing.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

8/31-10/11

Counselors will conduct small group sessions for students needing additional emotional support on a weekly basis. In addition, Social Emotional Learning activities embedded in the District pacing guides will also be presented to students. As a result, students will be able to gauge their own social development and wellbeing to feel more comfortable and safe within the school environment.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

8/31-10/11

Teachers will continue to conduct social and emotional practices/teaching through the Edge curriculum, which will result in helping students feel that their teachers care more about them.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

11/1 - 12/21

Counselors will maintain a monthly log to monitor identified "At-Risk" students and counsel those as needed through Mindfulness practices, individual counseling, and peer mediation.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

11/1 - 12/21

Staff members will be encouraged to nominate a student and staff member who exemplifies the designated "value" for each month of the Values Matter Miami.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

1/31- 4/29

Counselors will provide push-in support to MAWI teachers and implement the Digitally Responsible Citizenship curriculum with students.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

1/31- 4/29

Counselors will work with teachers to guide, model and implement restorative practice circles with students.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup has been consistently decreasing over the last three years. In ELA the learning gains of our L25 subgroup decreased from 50% in 2018 to 44% in 2021. It is evident that differentiated instruction is a critical framework for effective instruction to meet the needs of all learners. Therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to assess grade level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 subgroup 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, adjust groups based on current data in real-time and follow-up with weekly walkthroughs to ensure quality instruction is taking place. Administration will review lesson plans for indication of differentiated instruction for our L25 students, in particular. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Ron Osorio (pr6961@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of data-driven instruction to ensure the differentiation of students is guided by the data of their progress monitoring assessment results. Data driven instruction will assist in accelerating the learning gains of our L25' subgroup as it is a systematic approach of instruction to meet students' needs.
Rationale for Evidence-based Strategy:	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Action Steps to Implement

8/31-10/11

Administration will be actively involved in department chair meetings, review agendas and conduct data chats with teachers. As a result, teachers will gain an understanding of how to best group their students according to their data-driven needs and address those needs effectively.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

8/31/10//11

ESE Chairperson will monitor small group instruction via weekly walkthroughs to ensure students' in our most fragile subgroups are receiving individualized instruction. As a result, students in the ESE subgroup will demonstrate an increase in learning gains on progress monitoring assessment results.

Person Responsible Cristina Vital (cvital@dadeschools.net)

8/31-10/11

Administration will conduct weekly walkthroughs and monitor small group instruction. Consequently, student achievement will demonstrate an increase in progress monitoring assessment results.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

8/31-10/11

Curriculum Council members will conduct mini professional development during monthly meetings to provide strategies for differentiated instruction based on students' individual data. As a result, teachers will continually make instructional adjustments to their delivery and increase student learning gains.

Person Responsible Tania Hernandez (taniapardo@dadeschools.net)

11/1-12/21

Teachers will use Ongoing Progress Monitoring (OPM) to assess student's academic performance, to quantify students' rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

11/1-12/21

Teachers will allocate time to remediate and/or enrich instruction for students in the form of feedback. The feedback will be to assist students in understanding their areas of success and areas of development. Feedback will also be provided on students' work samples or in the form of anecdotal feedback describing the works' merits and areas of improvement.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

1/31-4/29

Teachers will utilize the gradual release model and provide opportunities for students to work collaboratively on a specific area of focus.

Person Responsible Ron Osorio (pr6961@dadeschools.net)

1/31-4/29

Teachers will continue to conduct student data chats and provide students access to their data. Teachers will also help the students gain an understanding of the steps needed for improvement.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.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.

Our primary area of concern is drug use or possession of tobacco products. We fell into the middle category as compared to the State. The secondary area of concern is suspensions. Although we fell into the low category, we feel that this is an area that could be corrected through Positive Behavior Intervention and Supports. This area of concern will also be monitored through the lens of behavior and discipline data.

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 school provides a safe and orderly environment for all staff and students. Clearly defined rules and expectations are provided to all key stakeholders with strategies on how to meet those expectations. In addition, open lines of communication are maintained as they are an important aspect of promoting a positive school culture. Thus, opportunities for all stakeholders to give input on our vision, mission and plans are provided. We celebrate both staff and student achievement to promote team morale and reinforce the values we believe are a bridge to student success. The Leadership Team engages staff members by offering leadership roles to members from different grade levels and departments.

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

Both internal and external key stakeholders play an important role in promoting a positive culture and environment at West Miami Middle School. Administration ensures that every member of the faculty and staff feel that they are supported by leadership in a professional community that values innovation, growth and collegiality. They set the tone through their words and actions, nurtures a growth mindset, builds positive relationships with adults and peers, and fosters the emotional safety necessary for students to focus on their learning.

The Leadership Team promotes collaboration among staff members and create a positive environment in which teachers can share best practices that are responsive to student needs. School leaders strive to achieve common goals point out the positive and take every opportunity to appreciate staff. They provide a model of bringing cultural values to the classroom and spend time and attention on setting a clear vision for their staff culture, while providing supportive feedback.

Students' primary role is to participate in the educational program and processes of the school. This participation is encouraged by allowing them to take part in certain decision-making processes which helps them better understand the value of education.

Parents are key stakeholders as their involvement allows them to stay connected to their children's education and support learning both at school and at home, thus projecting a positive school culture. We keep these stakeholders engaged and involved through various forms of communication to include social media posts, monthly newsletters and our school website. Through these platforms, parents and guardians are provided with instructional information such as testing and curriculum, information on daily and upcoming events, and unique opportunities for family involvement. Videos of events and meetings are also

posted for those parents who are unable to attend in person to ensure that all have an opportunity for involvement.

Community stakeholders play an important role in our school as they recognize the value of the educational system and offer assistance, support, and services to both families and students when needed. In addition, students participate in various community-sponsored projects and competitions through our various school programs.