

Miami-Dade County Public Schools

Palm Springs Middle School



2021-22 Schoolwide Improvement Plan

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Palm Springs Middle School

1025 W 56TH ST, Hialeah, FL 33012

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

Demographics

Principal: Heriberto Sanchez

Start Date for this Principal: 8/13/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (51%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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<http://palmspringsmiddle.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		B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty at Palm Springs Middle School, in cooperation with parents and community, is committed to assisting all students in reaching their maximum potential through the development of individual responsibility, self-esteem, and integrity.

Provide the school's vision statement.

Every student will receive a quality education that meets his or her individual needs through a positive learning environment that encourages them to become life long learners and productive 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
Torres, Leonard	Principal	Principal – is responsible for the vision, planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Pineda, Arlene	Assistant Principal	Assistant Principal – Assists Principal in planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Gomara, Mayte	Teacher, K-12	Teacher Leader – plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Rodriguez Del Rey, Orlando	Teacher, K-12	Teacher Leader – plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Perez, Oria	Teacher, ESE	Teacher Leader – plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.

Demographic Information

Principal start date

Friday 8/13/2021, Heriberto Sanchez

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

24

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

32

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

708

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

10

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	300	236	239	0	0	0	0	775
Attendance below 90 percent	0	0	0	0	0	0	50	33	37	0	0	0	0	120
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	37	1	2	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	41	1	37	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	39	47	64	0	0	0	0	0	150
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	39	50	57	0	0	0	0	146
Number of students with a substantial reading deficiency	0	0	0	0	0	0	132	142	133	0	0	0	0	407

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	55	43	61	0	0	0	0	0	159

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	4	3	0	0	0	0	0	7

Date this data was collected or last updated

Thursday 7/29/2021

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	250	261	264	0	0	0	0	775
Attendance below 90 percent	0	0	0	0	0	0	34	38	46	0	0	0	0	118
One or more suspensions	0	0	0	0	0	0	0	20	22	0	0	0	0	42
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	37	18	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	49	67	63	0	0	0	0	179
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	52	59	81	0	0	0	0	192

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	45	61	66	0	0	0	0	172

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	3	0	4	0	0	0	0	7

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	58%	54%	46%	56%	53%
ELA Learning Gains				54%	58%	54%	55%	56%	54%
ELA Lowest 25th Percentile				39%	52%	47%	50%	52%	47%
Math Achievement				47%	58%	58%	39%	56%	58%
Math Learning Gains				52%	56%	57%	49%	56%	57%
Math Lowest 25th Percentile				47%	54%	51%	48%	55%	51%
Science Achievement				44%	52%	51%	38%	52%	52%
Social Studies Achievement				75%	74%	72%	68%	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	38%	58%	-20%	54%	-16%
Cohort Comparison						
07	2021					
	2019	40%	56%	-16%	52%	-12%
Cohort Comparison		-38%				
08	2021					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	37%	58%	-21%	55%	-18%
Cohort Comparison						
07	2021					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-37%				
08	2021					
	2019	30%	40%	-10%	46%	-16%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	33%	43%	-10%	48%	-15%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	73%	-4%	71%	-2%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	63%	21%	61%	23%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	54%	43%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

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

To compile the data below we used data provided from iReady as it pertains to the three AP Diagnostics administered in the Fall, Winter, and Spring.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.6%	30.9%	24.7%
	Economically Disadvantaged	28.6%	29.4%	23.5%
	Students With Disabilities	6.9%	7.1%	5.0%
	English Language Learners	4.9%	n/a	6.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.5%	28.7%	34.2%
	Economically Disadvantaged	19.3%	27.7%	32.2%
	Students With Disabilities	4.4%	9.0%	12.0%
	English Language Learners	7.7%	15.0%	25.0%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.2%	37.3%	38.1%
	Economically Disadvantaged	31.6%	36.1%	35.6%
	Students With Disabilities	14.5%	12.5%	16.7%
	English Language Learners	10.3%	18.4%	13.8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.4%	34.9%	19.4%
	Economically Disadvantaged	19.6%	30.8%	18.0%
	Students With Disabilities	3.3%	10.3%	n/a
	English Language Learners	18.9%	32.4%	7.7%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		58.0%	
	Economically Disadvantaged		57.0%	
	Students With Disabilities		34%	
	English Language Learners		32%	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.6%	30.3%	34.4%
	Economically Disadvantaged	27.5%	30.7%	35.4%
	Students With Disabilities	15.3%	17.1%	22.9%
	English Language Learners	4.2%	4.2%	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.1%	27.8%	19.3%
	Economically Disadvantaged	21.1%	28.7%	16.7%
	Students With Disabilities	7.4%	14.7%	9.7%
	English Language Learners	13.6%	12.5%	4.8%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		4.0%	
	Economically Disadvantaged		4.0%	
	Students With Disabilities		6.0%	
	English Language Learners		4.0%	

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	39	45	32	40	36	27	47	47	41		
ELL	37	45	32	30	23	29	38	53	45		
BLK	38	33		23	25						
HSP	42	45	34	33	25	28	43	59	46		
WHT	18			10							
FRL	39	42	32	30	24	27	38	57	45		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	53	35	48	60	46	35	65			
ELL	38	52	41	40	53	48	28	69	69		
BLK	42	35		42	46	60	40				
HSP	47	54	39	47	52	46	43	75	81		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	46	62		54	62						
FRL	45	53	40	47	52	47	42	75	80		
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	34	45	38	35	48	41	27	48			
ELL	30	51	49	28	46	45	17	60	50		
BLK	23	40		23	48	40		46			
HSP	46	55	51	40	49	49	38	69	68		
WHT	80	80		70	50						
FRL	44	54	51	38	48	49	36	68	66		

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	6
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	10
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	38
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	30
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	40
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	14
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	38
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?

2021 data findings:

Our score comparisons when reviewing 2019 and 2021 FSA ELA results indicated a decrease in 6 percentage points in which our percentage of students that scored levels 3-5 was at 40% and decreased to 34% respectively.

Our score comparisons when reviewing 2019 and 2021 FSA Math results indicated a decrease in 14 percentage points in which our percentage of students that scored levels 3-5 was at 34% and decreased to 20% respectively.

2019 data findings:

The school to district comparison shows an increase in the Achievement gap widening from 6th-8th grade in both ELA and Math.

All ELA Subgroups Achievement increased except for WHT which decreased by 34 percentage points.

The majority of the ELA Subgroups decreased in Learning Gains; BLK decreased by 5 percentage points, HSP decreased by 1 percentage point; WHT decreased by 18 percentage points, FRL decreased by 1 percentage point, while SWD increased by 8 percentage points, and ELL increased by 1 percentage point.

All ELA Subgroups Learning Gains L25 decreased ranging from 3-12 percentage points.

All Math Subgroups Achievement increased except for WHT which decreased by 16 percentage points.

All Math Subgroups Learning Gains increased except for BLK which decreased by 2 percentage points.

The majority of the Math Learning Gains L25 increased between 3-20 percentage points. Students with Free and Reduced lunch decreased by 2 percentage points, and Hispanic students decreased by 3 percentage points.

All Science, Social Students, and Middle School Accelerated Subgroups Achievement levels increased between 5-14 percentage points.

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

2019 data findings:

All ELA lowest 25 subgroups decreased by at least 3 percentage points. Students with Disabilities decreased by 3 percentage points, ELL decreased by 8 percentage points, Hispanics decreased by 12 percentage points, and FRL decreased by 9 percentage points. In some classrooms instruction was not differentiated to target students with disabilities and pre-requisite knowledge was not front-loaded.

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

2019 data findings:

For the last 3 years, we have been focusing on data driven instruction and data driven decision making schoolwide. While we have been successful in obtaining data, we have lacked in efficiently using the data to target our lowest 25% of our school population. We will begin to incorporate

interventions early on in the year and focus our common planning meeting to targeting students for differentiated instruction.

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

2019 data findings:

Math achievement increased from 39 percentage points in 2018 to 47 percentage points in 2019 FSA. In 2021, all 6th grade subgroups showed a growth range between 7.6-17% points when comparing the iReady AP1 to AP3 data.

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

2019 data findings:

We created a research class that predominately focused on interventions and targeting academic deficiencies in mathematics.

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

Blended learning, Differentiated Instruction, Extended Learning Opportunities, Hands-On Learning, Interventions/RTI, Standards-Based Collaborative Planning, Technology Integration, Universal Design for Learning (UDL).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on aligning resources to small group instruction and making adjustments to groups as data becomes available (October 29th).

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

Collaborative planning will be scheduled bi-weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday academies for the Middle School Accelerated programs. Additionally, collaboration between content area teachers and extra-curricular clubs will provide students with supplementary standard based opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on our data review, our school will implement the Targeted Element of Differentiation. We selected the area of Differentiation based on our 2021 findings in which both Math and ELA percentage of students showing mastery indicated in percentage of students that scoring level 3-5 in the FSA decreased 14% and 6 % respectively. Our 2019 findings indicated that our Lower 25% subgroups unanimously showed a decline in percentage points ranging from 3 to 12 percentage points. We are not meeting the needs of our most disadvantaged students and therefore need to shift our focus to differentiating the instruction in order to meet their needs. We will identify our L25 and scooped instruction to bridge the gap in order to make learning gains and more towards proficiency.

Measurable Outcome: If we successfully implement Differentiation, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessment.

Monitoring: The Leadership Team will conduct quarterly data chats and use current data to assist teachers in adjusting groups, celebrating successes and identify targeted skills that each group will focus on. Walk throughs will focus on the targeted skill to ensure that quality instruction is consistently being delivered. PLC's will focus on lesson planning and departments will ensure that L25 differentiation is addressed and implemented with fidelity.

Person responsible for monitoring outcome: Leonard Torres (leotorres@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiated Instruction. 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.

Rationale for Evidence-based Strategy: Differentiated instruction will ensure that teachers target their instruction to focus on the needs of those students that needs the most assistance in gaining instruction towards proficiency.

Action Steps to Implement

8/23/21-9/10/21: Conducting necessary training with faculty/staff members in order to identify students in need of interventions/Rtl. As a result, we should be able to have all teachers trained on how to identify students in need of tiered instruction.

Person Responsible: Mayte Gomara (gomaramayte@dadeschools.net)

9/13/21-10/8/21: Administering the iReady AP1 to student body & identify students who make up early warning systems. As a result, we will have documented the need for student's need for intervention.

Person Responsible: Arlene Pineda (arlenepineda@dadeschools.net)

9/20/21-10/15/21: Developing an ELA intervention program in order to meet the specific needs of targeted students as a result we should be able to identify students that require targeted assistance.

Person Responsible: Arlene Pineda (arlenepineda@dadeschools.net)

10/4/21-10/15/21: Using data to develop an ELA after-school tutorial program to target identified students. As a result, will meet the diverse needs of all learners.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

11/1/2021-12/17/21: Students will be rewarded based on participation and attendance in after-school tutoring.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

11/1/2021-12/17/21: Parent contact will be made for students that have not attended after-school tutoring in an effort to increase participation.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

1/31/2022-4/29/22: School-wide targeted student rewards will be given to students that have shown an improvement in results from the iReady AP1 to AP2.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

1/31/2022-4/29/22: Administrative walkthroughs will be conducted to ensure fidelity of PLC meetings to ensure that departments are focusing on lesson planning and implementing Differentiated Instruction within their lessons.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of ELA. We selected ELA based on our findings that showed a decrease in student mastery as evidenced in student proficiency. There was a 6 percentage point decrease when comparing the percentage of students that scored a level 3-5 from 2019 to 2021. Our 2019 findings showed a decrease in percentage points in the components of ELA Learning Gains, Lowest 25 Percent, and Proficiency.

Measurable Outcome: If we successfully implement the Target Area of ELA, then our Learning Gains, Lowest 25 Percent, and Proficiency will increase by a minimum of 10 percentage points.

Monitoring: The Leadership Team will use online progress monitoring, OPM, to identify students who are performing below grade level and target those students to provide tiered-based individualized instruction.

Person responsible for monitoring outcome: Arlene Pineda (arlenepineda@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Interventions/Rtl.

Rationale for Evidence-based Strategy: Interventions/Rtl will target students that require assistance and remediation on grade level standards based on 2021 FSA and current year assessment data.

Action Steps to Implement

8/23/21-10/11/21: The Rtl process begins 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. As a result of conducting necessary training with faculty/staff members all teachers will be able to identify students in need of interventions/Rtl. Response to Intervention (Rtl) is a multi-tier approach to the early identification and support of students with learning and behavior needs

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

9/7/21-9/17/21: Reading coach will conduct coaching models to target differentiated instruction delivery. As a result, teacher effectiveness will improve.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

9/20/21-10/1/21: Teachers will use ongoing assessments to monitor growth in targeted academic areas. As a result, student achievement will increase.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

10/4/21-10/11/21: Teachers will identify students that require additional academic interventions and recruit parental involvement for targeted students to attend Saturday Academy and after-school tutoring. As a result, student achievement will increase.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

11/1/2021-12/17/21: Reading Coach will conduct classroom visits to provide support in effectively implementing DI strategies modeled.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

11/1/2021-12/17/21: Data chats are going to focus on mid-year assessments and district assessments to target growth patterns and areas for improvement.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

1/31/2022-4/29/22: Based on the results of i-Ready AP2 in comparison to AP1, students with early warning indicators will be targeted for individualized intervention.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

1/31/2022-4/29/22: The reading coach will disseminate data and meet with teachers to identify students that would benefit from additional academic interventions.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

#3. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Based on the qualitative data from the school Climate Survey, the SIP Survey and the Core Leadership Competencies, we want to use the Targeted of Managing Accountability Systems. 58% of Teachers indicated on the PD Needs Assessment Survey that they did not receive guidance at least monthly in using data to plan instruction. Additionally, 37% of teachers used progress monitoring only some of the time throughout the school year to ensure students receive appropriate remediation/enrichment. Using Targeted Managing Accountability Systems teachers will be able to disaggregate data and monitoring systems to make instructional decisions.
Measurable Outcome:	If we successfully implement the Targeted Element of Managing Accountability Systems, our teachers will be provided with the tools and guidance needed to collect and use data to drive their instruction. In turn this will increase both how often they receive guidance and how often they use that data to guide their instruction.
Monitoring:	The Leadership Team will identify specific staff members that are experts in data collection and analysis to provide training and guidance in using data to drive instruction in their classroom. Additionally, our Reading coach will be implementing coaching cycles to model how to implement data for differentiated instruction by effectively implementing fluid grouping.
Person responsible for monitoring outcome:	Arlene Pineda (arlenepineda@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Managing Accountability Systems, our school will focus on the evidence-based strategy of: Taking ownership of student learning. Taking Ownership for Students' Learning involves school leaders continuously taking accountability for student progress and outcomes. Leaders revisit progress towards outcomes and determine action steps to ensure students are supported and able to meet the goals set forth for or by them. Leaders reflect on their own practices and progress and determine necessary self-improvement to ensure students are successful.
Rationale for Evidence-based Strategy:	Having teachers' take ownership of student learning will empower all teacher's to ensure best practices when delivering lessons and using data to drive their instruction.

Action Steps to Implement

8/23/21-9/3/21: Teachers will use data protocols forms to collect and analyze data throughout the curriculum as a result teacher effectiveness and knowledge of students will increase.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

9/7/21-9/17/21: Teachers will use interim assessments and formative assessments to guide instruction to target learners. As a result, targeted student growth and remediation will occur.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

9/20/21-10/1/21: Teachers will use a variety of strategies to engage and support all learners. As a result, student achievement will increase.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

10/4/21-10/11/21: Reading coach and pre-identified experts will model how to disseminate data and use data to drive instruction. As a result, all teachers will be able to effectively use data to plan and deliver targeted lessons.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

11/1/2021-12/17/21: Data chats are going to focus on mid-year assessments and district assessments to target growth patterns and areas for improvement.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

11/1/2021-12/17/21: Student conferences will be conducted with each student to assess personal growth in comparison to diagnostic assessment and district and mid-year assessments.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

1/31/2022-4/29/22: Student conferences will be conducted individually to assess personal growth in comparison to i-Ready diagnostic assessment growth and areas in need of improvement.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

1/31/2022-4/29/22: The reading coach will disseminate data and meet with teachers to identify students that would benefit from additional academic interventions.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the qualitative data from the school Climate Survey, the SIP Survey data suggests that our percentage in disciplinary referrals, 10% is above the district average, of 6%. We recognize that through proactive approaches to student emotional growth we can prevent disciplinary referrals and therefore increase time students have in class actively engaging in quality instruction.

Measurable Outcome: If we successfully implement Social Emotional Learning, then our overall disciplinary actions will reduce contributing to improved student outcomes. With our consistent SEL initiative, our disciplinary referral percentage will decrease 4 percentage points.

Monitoring: The success coach will be attending monthly SEL Strong trainings and disseminating information during our monthly faculty meetings. Additionally, she will be creating an SEL instructional plan to ensure the lesson are carried out to the entire student body. Furthermore the student services department will be targeting identified students in need of one-on-one support and mental health services. To ensure we are on track to meeting the data above this data will be discuss at our Leadership Meetings.

Person responsible for monitoring outcome: Arlene Pineda (arlenepineda@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Social and Emotional Learning. 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).

Rationale for Evidence-based Strategy: Social and Emotional Learning initiatives lead to more positive social behaviors and relationships with peers and adults which in turn reduces disciplinary problems and risk-taking behavior.

Action Steps to Implement

8/23/21-9/3/21: Conduct student orientations with all grade levels in order to provide peer training. As a result, students will be informed about the expectations and services offered at our school.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

9/7/21-9/17/21: Selected teachers will attend monthly SEL trainings. As a result, all teachers will be privy to evidenced-based research strategies to implement in their classrooms.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

9/20/21-10/1/21: Identify students who make up the Early Warning Systems cohort. As a result, we will be able to preventatively target students that need assistance.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

10/4/21-10/11/21: Student services department will meet with students to provide individualized interventions. As a result, it will reduce disciplinary problems and risk-taking behavior

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

11/1/2021-12/17/21: School-wide behavior contract will be given to all students to hold students accountable for their behaviors and will be used

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

11/1/2021-12/17/21: School-wide mental health monthly seminars are being conducted to proactively assist all students and reduce at-risk behaviors.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

1/31/2022-4/29/22: Administrative team will identify trends in data to determine students which have multiple behavioral referrals and refer them to the student services department for targeted SEL strategies and provide individualized interventions.

Person Responsible Arlene Pineda (arlenepineda@dadeschools.net)

1/31/2022-4/29/22: Teachers will be paired with identified students to build rapport and develop mentorship to promote positive relationships.

Person Responsible Arlene Pineda (arlenepineda@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.

According to the SafeschoolsforAlex website our school ranks very high in both Property incidents and Drug/Public Order Incidents when compared to all middle schools in Florida. This school year we are implementing a school-wide behavioral contract for all students to commit to in order to participate in any school based activity. The use of the behavior contract will directly affect the school culture in that students will need to adhere to all school rules and thus decrease disciplinary actions.

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 Inclusivity of all subgroups and stakeholders, and safety in shared ideas within and across staff and students. Throughout the year our school provides opportunities for all subgroups to be celebrated and opportunities for them share and validate their participation. We have ongoing communication via multiple platforms such as our website, social media, email, Remind, Blackboard, and Teams. We provide stakeholders multiple opportunities and resources to offer feedback via surveys, and digital forms.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, Counselors, Department chairs, and BMT. The Principal's role is to model behavior and support activities that promote positive school culture and to build on ideas presented by staff and students that look to celebrate, each other. Listen to suggestion from staff and students, determine if they fit with the ideals and vision and assist them in facilitating their ideals to promote a positive school culture. The Assistant Principal will monitor and oversee all the school's initiatives and create the committee to oversee planning of Team-Building and morale boosting activities. Teacher Leaders and department chairs will assist in eliciting ideas from stakeholders. All stakeholders are responsible for sharing out our success and making connections to build positive relationships with students, parents, families, and community members.