South Miami Middle School

2022-23 Schoolwide Improvement Plan

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South Miami Middle School

6750 SW 60TH ST, South Miami, FL 33143

http://smmcs.dadeschools.net/

Demographics

Principal: Fabiola Izaqu IR Re

Start Date for this Principal: 8/19/2016

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2021-22 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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (66%) 2017-18: A (66%)
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	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Miami Middle Community School provides opportunities for every student to become a responsible thinking citizen through an extended family of teachers, parents, students, community and business leaders working and learning together in a safe, caring environment to develop knowledge of careers, technology, the arts, and social skills as they relate to the world of work and individual future planning.

Provide the school's vision statement.

In the pursuit of excellence and the belief that every child can learn, South Miami Middle Community School strives to guide students to be lifelong learners who are ever reaching beyond the mark of excellence. Our school operates on the fundamental principles of truth, honesty, integrity, and community.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Izaguirre, Fabiola	Principal	Provides a common school vision for the use of data-based decision-making, ensures that the school-based team is implementing SIP, ensures implementation of intervention support and documentation of identified areas of need, ensures adequate professional development to support student learning, and communicates with parents regarding school-based plans and activities. Reviews student and teacher data and progress for all students, including target groups and individual students.
Hawkins, Lee	Assistant Principal	Ensure commitment to the SIP process and identifies resources for teachers and students. Additionally, assistant principals monitor the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional development to support the SIP implementation. Review student data and progress for all students, including target groups and individual students.
Perez-Sanz, Ingrid	Assistant Principal	Ensure commitment to the SIP process and identifies resources for teachers and students. Additionally, assistant principals monitor the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional development to support the SIP implementation. Review student data and progress for all students, including target groups and individual students.
Miller, Catherine	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Conway, Genesis	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Davis, Tenaj	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Cardona, Connie	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Marin, Lynda	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time.

Name	Position Title	Job Duties and Responsibilities
		Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Grinan, Alison	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.
Eckert, Mimi	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.

Demographic Information

Principal start date

Friday 8/19/2016, Fabiola Izaqu IR Re

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

26

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

733

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	261	230	257	0	0	0	0	748
Attendance below 90 percent	0	0	0	0	0	0	7	11	27	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	8	28	20	0	0	0	0	56
Course failure in ELA	0	0	0	0	0	0	5	4	2	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	10	5	4	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	24	31	39	0	0	0	0	94
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	41	6	41	0	0	0	0	88
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	63	69	0	0	0	0	170

Using the table above, complete the table below with the number of students by current grade level who have 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	18	14	37	0	0	0	0	69

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 7/19/2022

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	215	262	301	0	0	0	0	778
Attendance below 90 percent	0	0	0	0	0	0	20	45	40	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	4	13	9	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	7	16	14	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	8	19	21	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	12	19	25	0	0	0	0	56
Number of students with a substantial reading deficiency	0	0	0	0	0	0	34	76	96	0	0	0	0	206

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	11	27	26	0	0	0	0	64

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	2	2	4	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	1	2	3	0	0	0	0	6

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	221	256	278	0	0	0	0	755
Attendance below 90 percent	0	0	0	0	0	0	11	40	24	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	16	28	14	0	0	0	0	58
Course failure in ELA	0	0	0	0	0	0	1	7	3	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	2	10	7	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	23	40	33	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	44	41	0	0	0	0	85
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	68	56	0	0	0	0	184

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	4	44	31	0	0	0	0	79

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	9	2	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	9	2	0	0	0	0	11

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%	55%	50%				76%	58%	54%
ELA Learning Gains	63%						66%	58%	54%
ELA Lowest 25th Percentile	50%						53%	52%	47%
Math Achievement	66%	43%	36%				71%	58%	58%
Math Learning Gains	72%						57%	56%	57%
Math Lowest 25th Percentile	58%						35%	54%	51%
Science Achievement	63%	54%	53%				71%	52%	51%
Social Studies Achievement	79%	64%	58%				86%	74%	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	2022					
	2019	72%	58%	14%	54%	18%
Cohort Comparison						
07	2022					
	2019	76%	56%	20%	52%	24%
Cohort Comparison		-72%				
08	2022					
	2019	78%	60%	18%	56%	22%
Cohort Comparison		-76%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	58%	58%	0%	55%	3%
Cohort Comparison						
07	2022					
	2019	70%	53%	17%	54%	16%
Cohort Comparison		-58%				
08	2022					
	2019	49%	40%	9%	46%	3%
Cohort Comparison		-70%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	66%	43%	23%	48%	18%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	85%	73%	12%	71%	14%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	43	36	25	49	44	17	56			
ELL	54	60	50	49	63	53	50	69	90		
BLK	29	33	31	26	47	43	30	50			
HSP	72	65	55	68	73	60	63	81	81		
WHT	90	72		88	85		81	91	90		
FRL	64	61	47	59	67	50	53	70	79		
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	24	21	22	23	21	20	43			
ELL	57	52	43	51	32	34	13	78	70		
BLK	26	25	11	22	22	23	13	36			
HSP	69	57	42	61	36	30	50	84	78		
WHT	80	61		73	41		73	81	85		
FRL	59	49	33	51	33	27	40	73	76		
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	35	50	48	31	36	24	32	57			
ELL	56	64	48	51	38	24	46	72	59		
ASN	90	80		100	70						
BLK	39	50	48	35	39	22	43	56	79		
HSP	79	67	53	73	58	38	70	89	77		
WHT	89	67	64	84	66	36	88	97	83		
FRL	69	62	51	59	50	28	62	79	72		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	667
Total Components for the Federal Index	10
Percent Tested	99%
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%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

According to the 2022 FSA data retrieved from the Florida Department of Education (FDOE) and Power BI, the following trends emerged across grade levels, subgroups and content areas:

ELA students demonstrated minimal growth with only a 4-percentage point increase in proficiency across grade levels when compared to the 2020 - 2021 FSA scores. The FSA/EOC 4-Year Comparison Chart showed the percentage of 7th grade math students performing above level 3 decreased by 11 percentage points since the 2020-2021 school year. Students with disabilities (SWD) made notable improvement in ELA from 2021 with 18% in ELA achievement, to 2022 with 31% in ELA achievement. Unfortunately, we have not returned to the level of ELA achievement at 35% as indicated in the 2019 subgroup data. Students with disabilities also showed an increase in math achievement scores from 2021 to 2022, which increased from 22% to 25%. SWD science achievement scores have decrease in

the past 3 years from 32% in 2019, to 20% in 2021, and fell further in 2022 to 17%. The black students' ELA achievement scores are on the rise at 29% in 2022. Black students' math achievement scores increased from 22% in 2021 to 26% in 2022. Unfortunately, similar to SWD, black students are still below the 35% achievement levels of 2019. Black students' science achievement scores increased from 13% in 2021 to 30% in 2022. The black student's science achievement scores are still well below the 43% achieved in 2019.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and state assessment data, ELA achievement is in the greatest need for improvement. After review of the 2021 - 2022 FSA scores, it was determined that ELA achievement increased by only 3 percentage points from the 2020 - 2021 school year. Although learning gains for the lowest 25% increased, and math achievement for students with disabilities increased from 18% in 2021 to 31% in 2022, students with disabilities are still scoring below 41% as they have done for the past 3 years.

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

Analysis of the data exposed an essential need to focus on increasing proficiency levels and teacher collaboration as contributing factors. Action steps will include expanding the ' Ask the Expert' professional growth series and engaging in a variety of activities that honor different learning styles. ELA teachers will review progress monitoring data more intensely and make adjustments to instruction focusing on areas of need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on progress monitoring and state assessments, mathematics has shown the most improvement. According to the 2021-22 FSA data, learning gains for math students in the lowest 25% increased by 14 points from the previous year. The needs assessment analysis of subgroups in math achievement indicated that student with disabilities improved from 22% in 2021 to 25% in 2022.

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

The 2021-22 Professional Learning Support Team Survey indicated that the implementation of professional growth sessions related to providing students with corrective feedback, ESOL and ESE strategies were all very helpful. Math teachers also reported that the opportunity to learn the IXL platform was beneficial as it enabled them to address specific standards that students needed more practice in. However, due to the increased rigor of the New B.E.S.T Standards for mathematics, it will be essential to monitor student progress even more closely.

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

Math teachers will practice Ongoing Progress Monitoring (OPM) to differentiate instruction with increased levels of rigor aligned with B.E.S.T standards. Data from the I-Ready AP1 and AP2 diagnostic assessments will be used to guide differentiated instruction. In response to data generated from the 2022 FSA, the math department will be attentive to scaffolding instruction by grade level and focusing on areas of weakness.

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.

Professional development opportunities include on demand professional learning via the departments as well as job embedded monthly 'Ask the Expert' series beginning on September 14, 2022. Samples of our professional development opportunities listed below will be adjusted as needed.

August 12- Faculty Growth - Power BI- Support ongoing by request
September 14- Ask the Expert-Claim, Evidence, Reasoning (CER) and Turn the Question Around (TTQA)
September 14- Ask the Expert-Creating Categories in Pinnacle
September 14- Ask the Expert-Performance Matters
September 21, Collaborative Sessions- Teacher Choice
October 4, 2022- Faculty Growth-Boosting Academic Language through Vocabulary
October 5, 2022- Teacher Planning-Healthy Habits/Safe Schools & Classroom Management
October 12, 22- Ask the Expert- Schoology, Canva,, Following Directions & Collaboration & Nearpod
September 21, Collaborative Sessions- Teacher Choice
October 19, 2022- Collaborative Sessions- Teacher Choice
November 8, 2022- PD day- ESE Accommodation & Services and ESOL Strategies & Resources
December 14, 2022- Ask the Expert • Data Analysis & Student Motivation, Adobe Photo Shop and Discovery Education & STEAM Lessons
February 8, 2022- Ask the Expert- Nearpod, Adobe photo Shop and Issues of Equity
February 8- Ask the Expert 8-8:30am • Excell

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

For subgroups including students with disabilities and black students who did not meet the 41% threshold in in core content areas 'push in' and 'pull out' interventions will be provided throughout the year. Through Community School after school tutoring will be offered in reading and math.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	After review of the 2021 - 2022 FSA scores, it was determined that ELA achievement increased by only 3 percentage points from 67% in 2021 to 70% in 2022. The data exposed an essential need to focus on increasing proficiency levels.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of Ongoing Progress Monitoring (OPM), an additional 5% of the middle school population will reflect a 3 percentage point increase in proficiency, on the 2022 - 2023 third F.A.S.T. assessment by the end of the 2022 - 2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ELA teachers will review progress monitoring data and make adjustments to instruction focusing on areas of need. The administrative team will conduct quarterly data chats. Data will be shared across department and grade level teams. Professional development, adjustment to teacher practice and collaboration in the implementation of research based instructional strategies will reinforce learning goals. Data will be reviewed during faculty learning sessions so that teachers across content areas can contribute to the stated outcome.
Person responsible for monitoring outcome:	Fabiola Izaguirre (fizaguirre@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the targeted element of ELA , our school will focus on Ongoing Progress Monitoring (OPM) to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate effectiveness of instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	The data exposed an essential need to focus on increasing ELA proficiency levels. It is anticipated that the implementation of Ongoing Progress Monitoring will support our goal of attaining a 3 percentage point increase in proficiency, on the 2022 - 2023 third F.A.S.T. assessment by the end of the 2022 - 2023 school year.

**used for selecting
this strategy.**

8/22/22-10/14/22: All students will participate in FAST assessments allowing teachers to review data for ongoing progress monitoring, identifying areas of need for reteaching and remediation. As a result, weaknesses will be addressed and gains will be maximized as evidenced in the third FAST assessment implementation.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

8/22/22-10/14/22: Students will complete teacher assigned i-Ready lessons to increase understanding of the two lowest performing standards: integration of knowledge and ideas as well as key ideas and details. As a result, students will improve performance on reading standards.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

8/22/22-10/14/22: Students will engage in 30 minutes of reading. As a result, students will foster the love of reading and improve comprehension.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

8/22/22-10/14/22: Via faculty growth sessions the language arts department will introduce Claim, Evidence, Reasoning (CER) and Turn the Question Around (TTQA) techniques. As a result of the training, these strategies will be implemented across disciplines to reinforce learning processes.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

10/31/22 to 12/16/22- Via faculty growth sessions, the language department will introduce strategies in understanding text structures to improve comprehension. As a result of the training, these strategies will be implemented across disciplines to reinforce learning processes.

Person Responsible	Fabiola Izaguirre (fizaguirre@dadeschools.net)

10/31/22 to 12/16/22- Via the language arts department, students will be taught to log their lesson progress on their own progress i-Ready charts and to lead data chats. As a result, students will be better prepared to discuss growth, identify areas of weakness, celebrate successes, and participate in attainable goal setting.

Person Responsible	Fabiola Izaguirre (fizaguirre@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the Needs Assessment Analysis Subgroup Data Review, students with disabilities (SWD) in 8th grade achievement scores in Science have decreased in the past 3 years from 32% in 2019, to 20% in 2021, and again to 17% in 2022. Due to the 15% decrease over the last 3 years, it is essential to monitor SWD progress more closely.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of ongoing progress monitoring, the 2022 - 2023 assessment FSA Science scores will reflect a 3 percentage point increase in 8th grade science SWD subgroup achievement by the end of the 2022 - 2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Science teachers will review Progress Monitoring data to make adjustments to instruction aligned with Science standards and benchmarks to focus on the areas of need. Administration will conduct data chats quarterly with teachers to identify low performing standards for remediation.
Person responsible for monitoring outcome:	Fabiola Izaguirre (pr6881@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of SWD, Ongoing progress monitoring (OPM) will be used to assess SWD's academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate effectiveness of instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Science teachers will practice Ongoing Progress Monitoring (OPM) to differentiate instruction with increased levels of rigor aligned with science standards. This empowers all in promoting and achieving our goal of attaining a 3-percentage point increase of achievement level for SWD by the end of the 2022 - 2023 school year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: Eighth grade science teachers will review SWD data from the Grade 8 Science Baseline Assessment and units tests. As a result, teachers will implement differentiated instruction deepening understanding of key concepts and standards.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

8/22/22-10/14/22: Science teachers with 8th grade SWD, will utilize various supplemental programs, such as Gizmos, Edgenuity, and Nearpod to scaffold instruction and create targeted instruction lessons for remediation and standards support. As a result, teachers will utilize programs to differentiate and monitor students' standard progress.

Person Responsible	Fabiola Izaguirre (pr6881@dadeschools.net)

8/22/22-10/14/22: Science teachers with 8th grade SWD, will utilize ReadWorks and other nonfictional materials to provide real-time intervention for science topics and concepts in order to monitor increase students' academic vocabulary. As a result, teachers will emphasize the use of concept vocabulary.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

8/22/22-10/14/22: Science teachers with 8th grade SWD will participate in ESE strategies growth sessions in order to increase instructional practice and reinforce science curriculum concepts for learners with disabilities. As result, teachers will implement learned strategies to meet students' accommodations and monitor student progress.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

10/31/22 to 12/16/22-Upon completion of district assessments and review of new data, teachers will use EDpuzzle and Khan Academy to differentiate instruction and to improve knowledge of areas that scored as Developing and below. As a result, students with disabilities will show growth by at least one level.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

10/31/22 to 12/16/22-By way of collaborative work sessions, science teachers will be trained in annotating for science and A & D statements. Following implementation of the teacher's newly acquired knowledge, it is anticipated that students with disabilities show increased achievement on unit assessment scores.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Analysis of the 2020-2021 and the 2021-2022 School Climate Survey two-year comparison showed a 15% increase in the number of students who agreed with the statement "Bullying is a problem at my school." The percentage of students who agreed or strongly agreed was 20% in 2021 and 35% in 2022. Correspondingly disconcerting was the data indicating a 12% increase in the number of students who agreed that "student drug and alcohol use are a problem at my school." The number of students who agreed or strongly agreed was 12% in 2021 and rose to 24% in 2022. With the element of school safety in mind, the decision was made to focus on the essential need for Social Emotional Development. It is hoped that the implementation of evidence-based strategies related to inclusivity, tolerance and anti-bullying will enhance our students' ability to establish and maintain positive relationships and make responsible decisions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of inclusivity, tolerance and antibullying strategies, the middle school student population will report an additional 6% decrease in agreement with the statement "Bullying is a problem at my school" by the 2022-2023 school climate survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Staff and Faculty will implement mindfulness, SEL, and RJP aimed at promoting a safe, healthy, and supportive learning environment. The student services department will outline and monitor patterns of practice designed to promote students' mental health and wellness. The PLST will provide professional development and monitor progress relative to the implementation of activities that advance a culturally responsive and high-performing workforce. The entire staff will strive to cultivate skills and monitor behaviors structured to reduce episodes of bullying and enhance our students' ability to establish positive relationships and make responsible decisions.
Person responsible for monitoring outcome:	Fabiola Izaguirre (fizaguirre@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	With the targeted element of Social Emotional Development, our school will focus on the evidence-based strategy of Inclusivity, Tolerance, and Anti-Bullying. Implementation of this strategy will assist us in establishing an environment where students and staff feel safe from physical harm, teasing, gossip, and exclusion in school and/or social media.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

In response to the 2022-2021 and the 2021-2022 School Climate Survey two-year Comparison School Safety data, SMMCS is resolved to systematically implement strategies that diminish student incidences of physical harm, teasing, gossip, inappropriate social media behaviors, in school and online bullying with the goal of increasing safety and sense of belonging for all students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22- 10/14/22: After participating in faculty growth sessions defining and clarifying strategies related to equity, teachers across content areas will promote equity as a standard of practice by becoming familiar with students' backgrounds, interests, learning styles and abilities. As a result, classroom environments will be more conducive to individual student needs.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

8/22/22- 10/14/22: Selected staff will lead students and teachers in mindfulness activities, and grounding techniques for calming and resetting emotions. As a result, students and teachers will be benefited with increased self-compassion, understanding of emotion regulation and ability to focus clearly.

Person Responsible   Fabiola Izaguirre (pr6881@dadeschools.net)

8/22/22- 10/14/22: Via i-engage social emotional learning videos and activities will be implemented across content areas. As a result, students will acquire skills to regulate behavior.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

8/22/22- 10/14/22: Via faculty growth sessions the PLST will introduce National School Reform Faculty protocols related to equity. As a result, teachers will be able to adapt new skills to ensure safety and sense of belonging for all students

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

10/31/22 to 12/16/22-Via i-engage time, digital citizenship learning videos and activities will be implemented across content areas. As a result, students will develop enhanced communication skills and good habits of media use with diminished inappropriate social media behaviors.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

10/31/22 to 12/16/22- The Student Services department will present antibullying and drug abuse lessons in magnet and elective classes followed by school -wide Red Ribbon activities. With the implementation of these curricular activities, combined with cooperative competition, students have the opportunity to be recognized for their efforts and experience a sense of belonging with a reduction in school bullying and incidences of drug use.

Person Responsible	Fabiola Izaguirre (fizaguirre@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Rationale for this area of focus is based on the comparison of responses from the Leadership Competency Survey between the 2020-2021 and 2021-2022 school years. In the 2020-2021 school year, when presented with the statement "When my student(s) exhibit early warning indicators or disruptive behaviors, they are provided interventions," 19% of the respondents answered "never." in 2020-202. In 2021-2022, 12% responded 'never' to the same question. With the implementation of new action steps, it is anticipated the 2023 School Climate survey will show that 99% of the faculty responds in the affirmative when asked "When my student(s) exhibit early warning indicators or disruptive behaviors, they are provided interventions,"
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of leadership development, and additional 11% of the staff will agree with the statement "When my student(s) exhibit early warning indicators or disruptive behaviors, they are provided interventions by the 2022-2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Following the Code of Student Conduct and Discipline Plan, Administration and Safety Committee Team will review and share attendance and discipline data with faculty, in order to identify students and implement supportive/corrective actions.
Person responsible for monitoring outcome:	Fabiola Izaguirre (fizaguirre@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the targeted element of leadership development, our school will focus on the evidence-based strategy of shared leadership. By the administration providing a monthly summary of interventions to disruptive behaviors and early warning indicators, along with experts in the building providing staff training in classroom management, we are guaranteed to be on the right track in meeting the outcome stated above.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Rationale for Evidence-based Strategy: We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals 12% of the staff believes that when students exhibit early warning indicators or disruptive behaviors, they are never provided interventions. To decrease this percentage, we selected shared leadership, as it will empower us to collaborate in addressing the problem.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: Interdisciplinary grade level team leaders will implement a classroom management practice "purple folder" If a teacher happens to have a student continuously interrupt the classroom, the teacher writes him or her a pass and asks the student to deliver a Purple folder to another teacher from the Team grade level. As a result, there will be fewer incidences of disruption to the learning environment by way of minor infractions to the Student Code of Conduct.

| **Person Responsible** | Lee Hawkins (leehawkins@dadeschools.net) |

8/22/22-10/14/22: Following the schools' progressive discipline plan, administrative lunch detentions will be implemented. As a result, early interventions will assist in deterring level two infractions.

| **Person Responsible** | Lee Hawkins (leehawkins@dadeschools.net) |

8/22/22-10/14/22: The Restorative Justice Practice Coordinator will train new teachers and the RJP Faculty Response Team to facilitate circles and Connect B4 Curriculum' activities. As a result, every child will know they have a voice in the school community and trusted adults who listen to them.

| **Person Responsible** | Lee Hawkins (leehawkins@dadeschools.net) |

8/22/22-10/14/22:School leaders will check the campus daily for adherence to dress code and attendance. This action step will result in increased response to interventions to early warning indicators and will be evident in the 2023 school climate survey data.

| **Person Responsible** | Fabiola Izaguirre (pr6881@dadeschools.net) |

10/31/22 to 12/16/22- The RJP Coordinator will convene a team of RJP student leaders who will be trained to guide circles related to topics, issues, and feelings paramount to students. The anticipated results will be the building of trust and positive relationships among peers and the school community

| **Person Responsible** | Fabiola Izaguirre (fizaguirre@dadeschools.net) |

10/31/22 to 12/16/22- The attendance review committee will design a plan to collaboratively monitor attendance by expanding efforts to identify students with early warning indicators, conferencing with

parents and increasing home visits. It is anticipated that with this increased communication, students and parents will be more engaged with the school community.

Person Responsible   Fabiola Izaguirre (fizaguirre@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

South Miami Middle Center for the Arts (SMMCS) is committed to creating a positive school culture. Our mission is to promote social emotional well-being, student engagement and academic success. Our strengths within school culture involve: Collaborative Relationships, Support, Care, Community Connections and Student Engagement. SMMCS creates a positive school culture by encouraging school pride, celebrating successes of students and staff, and by recognizing accomplishments. Stakeholders are called on to share feedback, ideas and concerns. We maintain positive relationships within the school community through extensive communication such as: school website, emails, conferences, phone calls, social media, school messenger, and outreach. Social emotional well-being is a priority and will be promoted through clearly defined expectations.

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

The stakeholders involved in building a positive school culture and environment include the Principal, Assistant Principals, professional learning support team, counselors and department chairs. The Principal's role is to develop and encourage professional relationships based on trust, respect, honesty and high expectations. The Principal promotes family and community support by maintaining a safe and supportive learning environment, and share the mission and vision with all stakeholders. The Assistant Principals will monitor the programs and assist in ensuring all information is appropriately disseminated with stakeholders in a timely manner. Teacher leaders will assist in establishing protocols, connecting with students and families, and providing resources to support student needs. All stakeholders are held accountable for initiating efforts that build relationships with students, parents, and families.