

Miami-Dade County Public Schools

Rockway Middle School



2022-23 Schoolwide Improvement Plan

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Rockway Middle School

9393 SW 29TH TER, Miami, FL 33165

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

Demographics

Principal: Josephine Otero

Start Date for this Principal: 8/18/2020

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: B (61%) 2017-18: A (63%)
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	N/A
* 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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Rockway Middle School

9393 SW 29TH TER, Miami, FL 33165

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

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	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Rockway Middle School's mission is to provide an innovative, nurturing, and mutually respectful academic and social environment.

Provide the school's vision statement.

Our vision is to prepare our community of learners for high school and beyond by providing them with a challenging curriculum that enables them to experience measurable growth in all areas.

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
Otero, Josephine	Principal	Instructional leader supervising student services and the overall curriculum/ effective functioning of the school.
Gant, Eugenio	Assistant Principal	Instructional leader supervising language arts, reading, SPED, and electives.
Mejer, Annette	Teacher, K-12	6th Grade Team Leader and Digital Innovation Leader on the Professional Learning Support Team
Matrajt, Lourdes	Teacher, K-12	S.T.E.A.M. Liaison and Robotics Instructor. She also serves on our Professional Learning Support Team (PLST).
Rodriguez, Maria	Instructional Media	Media Specialist in charge of collecting, organizing, and issuing library resources. She is also the Lead Mentor on our Professional Learning Support Team (PLST).

Demographic Information

Principal start date

Tuesday 8/18/2020, Josephine Otero

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.*

17

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.*

3

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

979

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

10

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

7

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	332	316	331	0	0	0	0	979
Attendance below 90 percent	0	0	0	0	0	0	19	29	40	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	28	26	0	0	0	0	54
Course failure in ELA	0	0	0	0	0	0	18	26	5	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	26	9	19	0	0	0	0	54
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	44	69	64	0	0	0	0	177
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	60	89	59	0	0	0	0	208
Number of students with a substantial reading deficiency	0	0	0	0	0	0	84	106	102	0	0	0	0	292

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	43	78	65	0	0	0	0	186

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	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	5	2	0	0	0	0	7

Date this data was collected or last updated

Thursday 9/8/2022

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	302	318	390	0	0	0	0	1010
Attendance below 90 percent	0	0	0	0	0	0	26	55	80	0	0	0	0	161
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	11	14	13	0	0	0	0	38
Course failure in Math	0	0	0	0	0	0	18	12	32	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	22	42	41	0	0	0	0	105
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	37	38	0	0	0	0	103
Number of students with a substantial reading deficiency	0	0	0	0	0	0	82	123	145	0	0	0	0	350

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	24	43	51	0	0	0	0	118

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	4	2	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	5	3	5	0	0	0	0	13

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	302	318	390	0	0	0	0	1010
Attendance below 90 percent	0	0	0	0	0	0	26	55	80	0	0	0	0	161
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	11	14	13	0	0	0	0	38
Course failure in Math	0	0	0	0	0	0	18	12	32	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	22	42	41	0	0	0	0	105
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	37	38	0	0	0	0	103
Number of students with a substantial reading deficiency	0	0	0	0	0	0	82	123	145	0	0	0	0	350

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	24	43	51	0	0	0	0	118

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	4	2	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	5	3	5	0	0	0	0	13

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	66%	55%	50%				66%	58%	54%
ELA Learning Gains	59%						63%	58%	54%
ELA Lowest 25th Percentile	51%						52%	52%	47%
Math Achievement	64%	43%	36%				63%	58%	58%
Math Learning Gains	70%						57%	56%	57%
Math Lowest 25th Percentile	64%						44%	54%	51%
Science Achievement	64%	54%	53%				51%	52%	51%
Social Studies Achievement	80%	64%	58%				70%	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	62%	58%	4%	54%	8%
Cohort Comparison						
07	2022					
	2019	64%	56%	8%	52%	12%
Cohort Comparison		-62%				
08	2022					
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	58%	1%	55%	4%
Cohort Comparison						
07	2022					
	2019	57%	53%	4%	54%	3%
Cohort Comparison		-59%				
08	2022					
	2019	28%	40%	-12%	46%	-18%
Cohort Comparison		-57%				

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	32%	43%	-11%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	68%	24%	67%	25%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	73%	-6%	71%	-4%
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	94%	63%	31%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	54%	44%	57%	41%

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	33	48	47	32	52	51	28	36	64		
ELL	48	55	47	43	64	62	38	65	74		
HSP	66	59	51	64	70	64	64	81	85		
WHT	62	78		65	68		90				
FRL	63	59	50	61	70	63	59	78	83		
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	31	34	30	30	27	19	31	40	45		
ELL	51	51	46	42	27	19	30	57	72		
HSP	63	53	43	51	30	21	49	67	73		
WHT	46	44		48	23	10					
FRL	59	52	43	47	28	19	46	62	70		

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	33	49	43	33	44	35	25	47	77		
ELL	51	58	52	51	50	42	32	53	79		
HSP	66	63	53	63	57	44	49	70	86		
WHT	67	62		67	50						
FRL	64	63	50	61	56	43	46	66	83		

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	656
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
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	73
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	64
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 state testing data, trends across the core content areas show improvement in all areas. Math and Language Arts showed significant improvement in overall achievement, learning gains, and the learning gains of the lowest 25% compared to the previous school year. A five-year comparison of our school's data revealed that our 2021-2022 school year data showed impressive growth. Looking at the data from across the five years indicates that not only did we show growth from one school year to the other, the five-year comparison shows we've continued to show growth from year to year.

Science data for 2021-2022 was the highest our school has ever achieved at 64% proficiency. Social Studies data was on a downward trend prior to the 2020-2021 school year. In 2017, we scored 81% proficiency but by 2020-2021 school year we had dipped to 66% proficiency. However, during the 2021-2022 school year we went back up to 80% proficiency.

Middle school acceleration data revealed that we dipped to our lowest point, at 72% proficiency the previous school year. Our 2021-2022 data shows that 85% of our students were proficient.

20% of our Students with Disabilities population (154 students) scored proficient in English Language Arts during the 2020-2021 school year. 24% of these students scored proficiency during the 2021-2022 school year, representing a 4% increase.

Our ELL population (75 students) scored 1% proficiency on the 2020-2021 ELA FSA. Our population increased to 127 students during 2021-2022, who scored 11% proficiency on the FSA ELA Assessment.

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

All ELA and Math Subgroups increased in their proficiency when compared to the previous year's assessment data. The greatest need for improvement is in the area of learning gains of ELA Achievement, ELA Learning Gains and ELA Lowest 25th Percentile. Overall ELA Achievement only increased by 4 percentage points (from 62% in 2020-2021 to 66% in 2021-2022). ELA Learning Gains increased by 7 percentage points (from 52% in 2020-2021 to 59% in 2021-2022). ELA Lowest 25th Percentile increased by 8 percentage points (from 43% in 2020-2021 to 51% in 2021-2022). Although all of these areas did make gains during the 2021-2022 school year, there is always room for more growth, especially for our ELA Lowest 25th Percentile students.

In Math, the 2020-2021 data for Math Lowest 25th Percentile students was 20% proficiency and we jumped to 64% proficiency during the 2021-2022 school year. This growth is impressive, but with new BEST Standards in Math this coming school year, we still feel the need to address the learning of this population of students. It will be important to monitor these populations of students and provide the targeted interventions required for them to excel academically.

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

For the last 3 years, we have been focusing on standards-based instruction, data-driven instruction and providing an optimal learning environment in all classrooms. We have struggled with alignment across standards and the consistent implementation of standards-based learning across content areas in a coherent way. One contributing factor to our struggles and the need for improvement in these areas for

the identified populations was the learning loss that resulted from the Covid 19 Pandemic. During the pandemic our students made slower progress on math and reading tests than usual as evidenced by Math and English Language Arts FSA data from the 2020-2021 school year. ELA Achievement, ELA Learning Gains and ELA Lowest 25th Percentile all made progress, but more growth is possible with the implementation of consistent interventions to meet student learning needs. New actions that are needed to address these concern are consistent, meaningful collaboration between stakeholders. We would like to increase collaboration between departments within the school, reengage parents to get them more involved and energize students to take a more active role in their educational journey.

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

Math Lowest 25% increased from 20 percentage points in 2021 to 64 percentage points on the 2022 FSA (+44 points). Math Learning Gains increased from 30 percentage points in 2021 to 70 percentage points on the 2022 FSA (+40 points). Science achievement increased from 49 percentage points in 2021 to 64 percentage points on the 2022 Assessment (+15 points). Social Studies achievement increased from 66 percentage points in 2021 to 80 percentage points on the 2022 Assessment (+14 points).

IREADY projection data in reading and math was on target with the 2022 FSA Assessment results. Based on iREADY Diagnostic performance data in Math we were projected to be proficient at 68% by iREADY. We actually scored 64% on the 2021-2022 FSA Math Assessment. In Reading, iREADY projected us to be at 62% and we actually achieved 66% on the 2021-2022 FSA ELA Assessment.

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

Contributing factors to our success included the hard work of our instructional staff, strategically scheduling students and extended learning opportunities which included ELL tutoring, tutoring in various tested content areas and afterschool bootcamps focused on test preparation. We also were more intentional in the development of our department chairs and leadership team. This included a Book Study and an Impact Review which had never been done at our school site before. Many of our teachers also engaged in various professional developments offered by our staff and the Miami Learns team. There was also a focus of progress monitoring of iReady data, effective use of curriculum and resources, collaboration, and data driven instruction. Teachers analyzed diagnostic growth data for iReady to provide differentiated instruction within their classroom. This information was also used to target students for before/after tutoring and interventions.

New actions our school will take will include implementing monthly Impact Wednesday data review sessions and continuing to strengthen collaboration across content areas. Professional development will also be provided to assist our teachers with improving their instructional practices specifically in the areas of coaching students to mastery by conducting frequent checks on understanding, providing specific feedback, and improving staff-student connections.

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

Check for Student Understanding, Clear Learning Goals, Data-driven Instruction, Extended Learning Opportunities, Feedback, Give Feedback to Students Regularly, Interventions, Shared Leadership, Standards-Based Collaborative Planning

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.

Staff will continue to receive professional development centered around how to analyze reports, utilize data in department planning sessions, utilize progress monitoring protocols, providing meaningful feedback and how to conduct data chats with students to discuss progress and create learning goals. Through departments meetings teachers will analyze data and share best practices for remediation or enrichment. The Professional Learning Support Team (PLST) will develop whole group sessions and job-embedded sessions on data analysis and decision making (November 8th), staff-student connections and social emotional learning (various points during the school year via formal and informal professional development).

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

To ensure sustainability of improvement, we will ensure ongoing support for the professional development needs of our teachers provided by our PLST. Curriculum leaders will provide support and opportunities to engage in conversations on data through department and leadership meetings. Curriculum leaders will provide time and resources for collaborative planning among teachers to ensure fidelity in the implementation of instructional strategies and curricular resources. Extended learning opportunities will be provided with before and after school tutoring and interventions as well as academic focused school clubs. We would also like to bring back parent workshops to improve parental involvement so we can work together more closely to support their child's education. We would like to experience a new level of parent engagement by ensuring all parents have access to school-based opportunities so parents can get invested and more involved in their child's education.

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 Collaborative Planning

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 2022 FSA proficiency data, 65% of students are proficient in ELA, 51% of the students are proficient in Mathematics, 79% of tested students are proficient in Social Studies, and 55% of the 8th graders are proficient in Science. The 2021 FSA proficiency data shows 62% of students were proficient in ELA, 51% of the students are proficient in Mathematics, 66% of tested students are proficient in Social Studies, and 49% of the 8th graders are proficient in Science. Based on the data, teacher collaboration has been proven to be effective in positively impacting student achievement at Rockway Middle School. Teacher collaboration and planning also contributed to school improvement and student success as evidenced by the 2022 FSA proficiency data. We do not have the same level of collaboration across all disciplines. With more intentional collaboration, we can heighten student achievement. We will focus on collaborative planning in middle school centered around identifying and sharing effective academic, behavior, and social-emotional instructional practices, ensuring that practices are consistent across all disciplines and ensuring that the students benefit from those practices.
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the successful implementation of collaborative planning, an additional 10% of the middle school population will score at grade level or above in area of ELA, an additional 10% in the area of mathematics, an additional 5% in the area of social studies, and an additional 6% in the area of science as evidenced by 2022-2023 state assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will create a monthly calendar with specific dates designated for departmental collaborative planning on a monthly basis. This will include various planning sessions and an Impact Wednesday meeting for data disaggregation. Administrators will attend meetings and monitor conversations during departmental collaborative planning sessions. Administrators will conduct classroom walkthroughs to monitor the implementation of best practices and strategies shared during collaborative planning meetings. Data will be collected using district and state assessments during various points in the school year to monitor student progress as a result of collaborative planning. Administrators will engage with teachers on reviewing data and engaging in debriefing of collaborative planning meetings and the classroom implementation of resources following the meeting.

Person responsible for monitoring outcome:

Josephine Otero (pr6821@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Collaborative planning sessions will focus on the teacher's use of student performance data to inform instructional planning and delivery to make instruction more relevant and be more responsive to student learning needs. This will assist in accelerating learning gains in ELA and Math for our students and increase student proficiency on the Science Statewide Assessments and Civics EOC.

being

implemented for this Area of Focus. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Data-driven instruction will ensure that teachers are collaborating, understanding their own data and making instructional decisions aligned to the needs of their students. Additionally, teachers will be able to strengthen their skillsets in collaboration and be able to seek assistance, as needed, from their peers. Teachers will assess student learning, analyze assessment data and adjust instruction in response to the assessment data in intentional cycles. They will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available from various sources throughout the school year.

Describe the resources/criteria used for selecting this strategy.

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.

8/24/22 -10/14/22 - Teachers will be provided with cross curricular instructional strategies and opportunities for collaborative discussions through biweekly department, biweekly grade level teams, and monthly Impact Wednesday Data Disaggregation meetings. As a result, teachers will implement strategies discussed in such meeting in their lesson plans and curricular activities as evidenced through classroom walkthroughs, teacher lesson plans, and portfolios of student work.

Person Responsible Eugenio Gant (296337@dadeschools.net)

8/24/22 -10/14/22 -Support new teachers and those teachers new to our building this year with data driven instruction, shifting instruction based on data, and targeted instruction.

Person Responsible Maria Rodriguez (rodriguezma@dadeschools.net)

8/29/21 - 10/14/21 - Teachers will infuse acquired strategies learned during collaborative planning into lesson plans and activities as evidenced by, classroom walkthroughs conducted by the school leadership team monthly. As a result, teachers will develop lessons that provide students with enrichment opportunities, as evidenced through classroom walkthroughs, teacher lesson plans, and portfolio of student work.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

09/26/22-10/14/22-Administration will meet with departments and/or individual teachers to discuss needs of students with special needs, lowest quartile, and other academic concerns. Conversations will be centered around relevant and recent student progress monitoring data.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

10/31/22-12/16/22-The Professional Learning Support Team will conduct a comprehensive review and needs assessment of professional development needs within the school. From the data collected, the PLST will provide on-going professional development and share best practices with all teachers. As a result, we

expect teachers to learn new knowledge and skills because of their participation that they will be able to put into practice in their classrooms. This will result in changes to teacher practices and improvements in student learning.

Person Responsible Maria Rodriguez (rodriguezma@dadeschools.net)

10/31/22-12/16/22-Teachers will engage in collaborative data chats with other colleagues to determine areas of strengths and areas of improvement via departmental meetings on a biweekly basis and via Impact Wednesday meetings on a monthly basis. As a result, we expect teachers to collaborate to analyze data and draw conclusions that spark action which will help them implement data driven instructional practices.

Person Responsible Lourdes Matrajt (235445@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

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 2022 FSA proficiency data, 58% of students made Learning Gains in ELA, 51% of the students in the Lowest 25% made Learning Gains in ELA, 70% of students made Learning Gains in Math and 64% of the students in the Lowest 25% made Learning Gains in Math.

The 2021 FSA proficiency data shows 52% of students made Learning Gains in ELA, 43% of the students in the Lowest 25% made Learning Gains in ELA, 30% of students made Learning Gains in Math and 20% of the students in the Lowest 25% made Learning Gains in Math.

Based on the data, our school has chosen the B.E.S.T. Standards as an instructional practice to heighten our understanding of the B.E.S.T. Standards, continue working intentionally to deepen instruction across disciplines and work toward bringing every student to proficiency. Our data this year improved over the previous year, but it is essential that teachers continue using the B.E.S.T. Standards as a reference point for planning teaching and learning experiences and assessing student progress. Our goal would be to accelerate student achievement even higher than our 2022 FSA proficiency data.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the B.E.S.T. Standards into our instructional practices, an additional 10% of the middle school population will score at grade level or above in the area of overall ELA and Math as evidenced by the 2022-2023 state assessment . We also expect to see the Lowest 25% of our middle school population increase proficiency by 10 percentage points in the area of ELA and Math as evidenced by the 2022-2023 state assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Professional Learning Support Team (PLST) will provide professional development focusing on the B.E.S.T. Standards and based on the needs of teachers as identified on the 2021-2022 PD Needs Assessment Survey. The PLST will periodically survey teachers during the school year to determine specific professional growth needs and adjust offering accordingly. Administration will review lesson plans during classroom walkthroughs for alignment to the B.E.S.T. Standards to ensure the specified curriculum and lesson activities are consistent with enabling students to reach the milestones outlined in the standards. Particular attention will center around the alignment of the goals, objectives and standards of the lesson plan and what additional scaffolds are in place to meet the needs of L25 students (differentiated instruction, using technology to increase student engagement, varied instructional techniques, etc.). Extended learning opportunities will be provided to those students who are not showing growth on Ongoing Progress Monitoring (OPMs).

Person responsible for monitoring outcome:

Eugenio Gant (296337@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of the B.E.S.T. Standards, our school will focus on the evidence-based strategy of: Standards-Based Lesson Planning. Standards-Based Lesson Planning will assist in accelerating the proficiency of our overall student population and our L25s as it is a systematic approach to ensuring the goals, objectives and standards components of a lesson plan are cohesive and connected to the same concepts. Standards-Based Lesson Planning will be monitored through classrooms walkthroughs by administrators and as a result of the implementation of learning in the classroom. OPMs will also be utilized as a monitoring tool 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.

We want to empower our teachers to be confident in implementing the B.E.S.T Standards. Standards-Based Lesson Planning promotes high expectations for all students and leads the way to standards based practices for classroom instruction and assessments. It will allow the B.E.S.T Standards to delineate what matters, provide clarity and a fixed point of reference for students and teachers and can serve as a guide to instruction so that it is focused on student learning. This will provide our teachers and students with a common language to have conversations, help ensure equal educational opportunities and assist in identifying struggling students in need of additional support or more focused instruction.

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.

08/31/22 -10/14/22 - Conduct a review of Ongoing Progress Monitoring (OPMs) data to ensure students needing additional support are identified for extended learning opportunities (before or after school tutoring support, etc.). Recruit teachers to work these extended learning opportunities and develop a schedule for implementation of planned tutoring programs.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

09/08/21-10/14/22 - During faculty meetings, teachers will be provided with training on the B.E.S.T. Standards and cross-curricular instructional strategies that promotes learning that is interrelated and connected as evidenced by faculty meeting agendas. As a result, we expect teachers to provide standards-based instruction with authentic, on-going, multidimensional opportunities to assess student progress, participation, and achievement.

Person Responsible Eugenio Gant (296337@dadeschools.net)

8/24/22 -10/14/22 - Teachers will be provided with resources for the B.E.S.T. Standards and opportunities for collaborative discussions through biweekly department, biweekly grade level teams, and monthly Impact Wednesday Data Disaggregation meetings. These meetings will include collaboration time where teachers can discuss the B.E.S.T. Standards as a team, align lessons to the standards, plan instruction to meet student learning needs and share best practices. As a result, teachers will implement strategies discussed in such meeting in their lesson plans and curricular activities as evidenced through classroom walkthroughs, teacher lesson plans, and portfolios of student work.

Person Responsible Eugenio Gant (296337@dadeschools.net)

09/10/22 -10/14/22-Teachers will conduct data chats with students in lowest quartile/low performance following the administration of the initial OPMs assessment. Students will use data trackers to set goals and monitor progress. Teachers will plan standards-based lessons that includes accommodations to meet the needs of L25s that ensure lessons:1)Make the standards accessible to students; 2) Reference the standards regularly; and 3) Use the language from the standards in their lessons.

Person Responsible Lourdes Matrajt (235445@dadeschools.net)

10/31/22-12/16/22-Establish, implement, and monitor a proactive before and afterschool program tutoring program designed to provide interventions and additional support for bubble students (Level 1 and 2's) as identified by schoolwide data.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

10/31/22-12/16/22-Research, explore, evaluate and implement protocols during department meetings that assist teachers in better understanding and implementing the B.E.S.T. Standards for their content area. As a result, we expect teachers to utilize the B.E.S.T Standards to guide their planning, implementation, and assessment of student learning as evidenced through classroom walkthroughs, teacher lesson plans, and portfolios of student work.

Person Responsible Eugenio Gant (296337@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Staff-Student Connections

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>According to the 2021-2022 School Climate Survey feedback from students, 23% of students Strongly Agree that my teachers are friendly and easy to talk to, in comparison to 28% during the 2020-2021 School Climate Survey feedback, this indicates a decrease of 5 percentage points. In addition, the 2021-2022 School Climate Survey feedback from students indicated that 12% of students Strongly Agree that adults at my school care about me as an individual, in comparison to 13% during the 2020-2021 School Climate Survey feedback, a decrease of 1 percentage point. It is a priority of Rockway Middle School that all students feel safe, seen, & heard. This data indicates that there is a critical need to increase Staff-Student Connections.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement the Targeted Elements of Staff-Student Connections, then our staff and student morale will increase 10 percentage points on the 2022-2023 Climate Survey by June 2023.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Leadership Team will work to equip our teachers with resources and strategies needed to build positive connections with students. Our Character Counts Coalition (Administration, Counselors and Agents of Change Student Leadership Team) will work in collaboration with the Leadership Team to disseminate activities centered around improving staff-student relationships, building motivation, creating safe spaces for learning, improving student behavior and creating new pathways for learning. The Administration and Student Services Team will monitor discipline data, review RJP data and provide feedback to the teachers so we can tailor our efforts to address the behavioral & social & emotional concerns that are evident from analyzing the data.</p>
Person responsible for monitoring outcome:	<p>Josephine Otero (pr6821@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Within the Targeted Element of Staff-Student Connections, we will focus on the evidence-based strategy of Shared Vision to ensure that our teachers and staff are clear about what Rockway Middle School is about and what it is trying to become.</p>

for this Area of Focus.**Rationale for Evidence-based**

Strategy: Our theme this year in M-DCPS is to Connect and Inspire. We selected Staff-Student Connections because it goes along with our District theme and we thought it would be appropriate for us to focus on improving students' relationships with teachers through a shared vision. We want our students to have close, positive and supportive relationships with their teachers. We believe that teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. This optimal learning environment can lead students to attain higher levels of academic achievement.

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

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.

08/24/22 - 10/14/22- The Media Specialist will disseminate weekly Restorative Justice Practice(RJP) resources with teachers and encourage these Check to Connect activities to be used by our teachers with students. As a result, teachers will implement shared strategies in their lesson plans and curricular activities as evidenced through classroom walkthroughs and teacher lesson plans. Administration will monitor the implementation of RJP activities during classroom walkthroughs and school functions.

Person Responsible Maria Rodriguez (rodriguezma@dadeschools.net)

08/31/22 - 10/14/22- Teachers will incorporate more talk time in the classroom for discussions about topics that interest students. This will include nonacademic journal writing and sharing. Teachers will make real world connections to these conversations and create scenarios for the students to apply and integrate new knowledge to academic concepts as appropriate. As a result, students will develop a sense of belonging and we expect to see better staff and student connections.

Person Responsible Josephine Otero (pr6821@dadeschools.net)

09/22/22-10/14/22- The School Counselors will attend faculty meetings to model simple strategies, tips and tools for teachers to build positive connections with their students. Additional resources will be disseminated by the administration and counseling staff to support teachers in forming authentic, caring relationships with their students. As a result, teachers will implement strategies discussed in such meetings in their lesson plans and curricular activities as evidenced through classroom walkthroughs, teacher lesson plans, and portfolios of student work.

Person Responsible Eugenio Gant (296337@dadeschools.net)

09/16/22 - 10/14/21 - Grade Level Team Leaders will meet to create goal based incentives that motivate attendance and positive student behavior for each grading period. As a result, students will develop a sense of belonging and we expect to see increased positive staff-student connections and increases in our daily attendance rates.

Person Responsible Annette Mejer (320004@dadeschools.net)

10/31/22-12/16/22-Teachers will be able to nominate students for prizes and incentives through our schoolwide SPOT Success Positive Referral Program for improved attendance and/or any of the Values

Matter Core Focus Areas on a weekly basis. As a result, students will develop a sense of belonging and we expect to see increases in our daily attendance rates.

Person Responsible Eugenio Gant (296337@dadeschools.net)

10/31/22-12/16/22-The School Leadership Team and the Community Involvement Specialist will develop community partnerships with organizations to support our attendance and SPOT Success Positive Referral initiatives as well as provide resources to families and students in need. As a result, we will expect acquire a variety of partners ranging from local small businesses and nonprofits to large corporations. These community partner will provide unique and individualized support that can be used for a variety of schoolwide initiatives to increase staff student connections.

Person Responsible Eugenio Gant (296337@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>We decided to focus on the Instructional Leadership Team to address the critical needs within our school. The data from the 2022 School Climate Survey revealed that 50% of staff STRONGLY AGREED that school personnel work together as a team. It also revealed that 35% of staff STRONGLY AGREED that they feel their ideas are listened to and considered. To increase these percentages, we selected Instructional Leadership Team because we can utilize the talents of our Leadership Team and leverage their strengths to increase collaboration amongst stakeholders and implement opportunities to solicit feedback. Our Leadership Team consists of Department Chairs, Grade Level Chairs, Administration and Student Services Personnel. This group can proactively engage teachers and the broader school community in order to maximize student learning and success.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will work together more effectively and they will feel that their ideas are listened to and welcomed. This will be realized through allocating time for collaboration, creating feedback systems, and providing professional learning support for teachers. This will lead to an increase of 10 percentage points in staff responses that STRONGLY AGREE with the statements "school personnel work together as a team" and "I feel my ideas are listened to and considered" on the 2022-2023 Climate Survey by June 2023.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Administrators will monitor teacher participation based in department, grade level and Impact Wednesday meeting attendance provided by curriculum leaders and grade level team leaders. Administrators will conduct classroom walkthroughs to identify changes made in instructional practices. To ensure we are on the right track, teachers can share their knowledge and best practices during designated meetings.</p>
Person responsible for monitoring outcome:	<p>Josephine Otero (pr6821@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Shared Leadership. By leveraging our Leadership Team we can work across disciplines to assist us in becoming more inclusive and self-reflective. We will deploy several strategies through shared leadership during our meetings to exchange important information, engage in structured problem-solving processes, and empower them to work with their departments to make decisions more collaborative. Additional strategies will be used to support the Leadership Team in effectively and efficiently doing its job.</p>

**implemented
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.**

We decided to focus on Shared Leadership to address critical needs within our school identified by on the 2021-2022 School Climate Survey. 50% of staff STRONGLY AGREED that school personnel work together as a team and 35% of staff STRONGLY AGREED that they feel their ideas are listened to and considered. The responses to these two questions are concerning. It is important that teachers are collaborating with their colleagues in an efficient manner. Staff also need to believe their ideas are listened to and considered in order to have staff buy in. If there is not buy in, teachers will be less likely to do what the administration is asking them to do with fidelity. Through shared leadership our Leadership Team can be the influencers within our building working intentionally to improve our schools performance, creating buy in and bringing creative solutions to the forefront.

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.

09/02/22 - 10/14/22 - The School Leadership Team will allocate the time and resources for teachers to collaborate to exchange cross curricular best practices, increase staff knowledge and understanding of effective instructional strategies utilizing the new B.E.S.T. Standards, review data, provide feedback and discuss ongoing progress monitoring efforts. As a result of these presentations, during faculty, grade level and department meetings, we expect to nurture a learning and innovative culture through these collaborative practices.

Person

Responsible Josephine Otero (pr6821@dadeschools.net)

10/01/22 - 10/14/22- The School Leadership Team will conduct an internal Impact Review in order to reflect on our current instructional practices and implement strategies to accelerate teaching and learning processes throughout our school. The Impact Review will provide us with firsthand data that we can analyze to think more deeply about improving our school improvement efforts.

Person

Responsible Eugenio Gant (296337@dadeschools.net)

09/12/22 - 10/14/22 - The Administrative Team will conduct classroom walkthroughs and/or observations and provide teachers with timely and meaningful feedback. As a result, we expect teachers to make improvements in areas related to IPEGS as evidenced by teacher lesson plans and future classroom walkthroughs and/or observations.

Person

Responsible Josephine Otero (pr6821@dadeschools.net)

09/12/22 - 10/14/22 - We will host regular Leadership Team meetings to provide our larger group of leaders in the building with the opportunity to share out progress and provide feedback with the Administration from the teachers in their departments/grade levels.

Person

Responsible Josephine Otero (pr6821@dadeschools.net)

10/31/22-12/16/22-The School Leadership Team will continue to allocate the time and resources for teachers to collaborate to exchange cross curricular best practices, increase staff knowledge and

understanding of effective instructional strategies utilizing the new B.E.S.T. Standards, review data, provide feedback and discuss ongoing progress monitoring efforts. As a result of these presentations, during faculty, grade level and department meetings, we expect to nurture a learning and innovative culture through these collaborative practices.

Person Responsible Eugenio Gant (296337@dadeschools.net)

10/31/22-12/16/22-The School Leadership Team will create opportunities for family nights to engage parents and students. This will allow for families to develop a sense of belonging between the school and increase student attendance as result of their feeling of belongingness.

Person Responsible Eugenio Gant (296337@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.

The school addresses building a positive school culture and environment by using Restorative Justice Practices, positive incentives for students, and our SpotSuccess Positive Referral Program. Restorative Justice Practices are used to build relationships with our students and teachers during faculty meetings, department meetings, grade level team meetings, and in the classrooms. We continue to ensure that addressing the social emotional wellness of students is a school priority. Students are recognized for their academic achievement every grading period through honor roll ceremonies. Additionally, teachers are provided with opportunities to nominate students for demonstrating positive values in their classes on a weekly basis. Teachers build relationships with each other through activities embedded during faculty meetings, department meetings, and grade level team meetings. Throughout the school year, teachers have multiple opportunities to engage in collaboration through departmental common planning, STEAM meetings, and Professional Learning Support Team (PLST) meetings.

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 are the Principal, Assistant Principals, Teacher Leaders, Counselors and Mental Health Coordinator. Our school uses the Character Counts Coalition to promote various values associated with developing a positive culture and environment at our school. Grade level team leaders promote team building and celebrating student successes throughout the school year with various activities that occur.