

Miami-Dade County Public Schools

# Highland Oaks Middle School



## 2022-23 Schoolwide Improvement Plan

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# Highland Oaks Middle School

2375 NE 203RD ST, Miami, FL 33180

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

## Demographics

**Principal: Cheryl Kushi L**

Start Date for this Principal: 7/15/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (57%) 2018-19: B (60%) 2017-18: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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<b>Title I Requirements</b>	<b>0</b>
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## Highland Oaks Middle School

2375 NE 203RD ST, Miami, FL 33180

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

### 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	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

### School Grades History

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

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Highland Oaks Middle School is committed to excellence by ensuring that our students develop the knowledge and skills needed to succeed in a global society by providing opportunity for life long learning.

#### **Provide the school's vision statement.**

Highland Oaks Middle School envisions that our students are prepared to face the future with a set of moral values, academic and intellectual skills, a desire for knowledge, strong self-esteem, and tolerance and respect for others. Highland Oaks Middle School provides our students with a quality education and ensures that parents, teachers, students, community, and administration work cohesively to achieve all of the goals set forth. We are defined by high academic standards, the middle school philosophy, and the implementation of current educational practices so that all students become valuable and productive members of society.

### 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
Kushi, Cheryl	Principal	School Principal - Oversees the daily activities and operations within the school. Main duties include disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members.
Miguez, Julio	Teacher, K-12	Science Chairperson, EESAC Chairperson - Explain science concepts and principles to the students in a comprehensible manner. Prepare and deliver lecture sessions. Plan extra curriculum activities. Oversee the science laboratory activities. Assign projects and assignments to the students. Lead the development of science department's curriculum. Contribute to the leadership and management of the school. Work with other departments to contribute towards the general improvement of the school.
Green, Edith	Teacher, K-12	Testing Chairperson, ELA Chairperson - Responsible for organizing and monitoring testing programs at the school level in accordance with the procedures outlined for each program.
Brito-Miguez, Zorida	School Counselor	School Counselor - Develop, implement and manage school guidance programs. Work with students in individual, small group and classroom settings. Assist students with creating an academic plan for their education.
Carr, Connie	Teacher, K-12	Reading Chairperson - Explain reading principles to the students in a comprehensible manner. Prepare and deliver lecture sessions. Plan extra curriculum activities. Lead the development of reading department's curriculum. Contribute to the leadership and management of the school. Work with other departments to contribute towards the general improvement of the school.
Valmana, Leonardo	Teacher, K-12	Social Studies Chairperson - Explain history principles to the students in a comprehensible manner. Prepare and deliver lecture sessions. Plan extra curriculum activities. Lead the development of social studies department's curriculum. Contribute to the leadership and management of the school. Work with other departments to contribute towards the general improvement of the school.
Caraccia, Christina	Teacher, ESE	ESE Chairperson - Responsible for the direction, coordination, and supervision of the special education process in the assigned building from screening through identification, IEP development, and placement to ensure: (1) appropriate identification and placement of students with disabilities, and (2) district compliance with state and federal requirements for the implementation of the Individual with Disabilities Education Act (IDEA).
Faggans, Shenequa	Teacher, K-12	Gifted Department Chair - Provide leadership and coordination for planning, implementation, and assessment of curriculum/instructional initiatives related to improvements in K-12 Gifted Program.



Name	Position Title	Job Duties and Responsibilities
Tomlinson, Matthew	Teacher, K-12	Team Leader - Chair all grade level meetings and manage the grade level team in a manner that promotes positive and productive relationships between colleagues, students, parents and community. Oversee the communication of grade level events/ school wide events to grade level staff and students.
Eugene, Frantz	Teacher, K-12	Mathematics Department Chair - Explain math concepts and principles to the students in a comprehensible manner. Prepare and deliver lecture sessions. Plan extra curriculum activities. Assign projects and assignments to the students. Lead the development of science department's curriculum. Contribute to the leadership and management of the school. Work with other departments to contribute towards the general improvement of the school.
Burns, Lissette	Assistant Principal	Assistant Principal - Deal with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. Coordinate with the principal to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.

## Demographic Information

### Principal start date

Friday 7/15/2011, Cheryl Kushi L

**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.*

10

**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.*

23

**Total number of teacher positions allocated to the school**

27

**Total number of students enrolled at the school**

766

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

3

**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	254	277	250	0	0	0	0	781	
Attendance below 90 percent	0	0	0	0	0	0	31	65	50	0	0	0	0	146	
One or more suspensions	0	0	0	0	0	0	2	28	28	0	0	0	0	58	
Course failure in ELA	0	0	0	0	0	0	12	9	4	0	0	0	0	25	
Course failure in Math	0	0	0	0	0	0	28	2	8	0	0	0	0	38	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	49	67	65	0	0	0	0	181	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	80	2	89	0	0	0	0	171	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	105	109	0	0	0	0	277	

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	61	39	75	0	0	0	0	175	

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	1	2	0	0	0	0	0	3	

Date this data was collected or last updated

Friday 7/15/2022

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	208	193	299	0	0	0	0	700
Attendance below 90 percent	0	0	0	0	0	0	21	24	52	0	0	0	0	97
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	10	6	8	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	36	0	4	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	9	27	48	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	41	47	0	0	0	0	110
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	96	130	0	0	0	0	289

**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	28	26	46	0	0	0	0	100

**The number of students identified as retainees:**

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

**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	208	193	299	0	0	0	0	700
Attendance below 90 percent	0	0	0	0	0	0	21	24	52	0	0	0	0	97
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	10	6	8	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	36	0	4	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	9	27	48	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	41	47	0	0	0	0	110
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	96	130	0	0	0	0	289

**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	28	26	46	0	0	0	0	100

**The number of students identified as retainees:**

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

**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	54%	55%	50%				65%	58%	54%
ELA Learning Gains	59%						62%	58%	54%
ELA Lowest 25th Percentile	54%						47%	52%	47%
Math Achievement	39%	43%	36%				52%	58%	58%
Math Learning Gains	55%						51%	56%	57%
Math Lowest 25th Percentile	55%						44%	54%	51%
Science Achievement	48%	54%	53%				58%	52%	51%
Social Studies Achievement	65%	64%	58%				76%	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	63%	58%	5%	54%	9%
Cohort Comparison						
07	2022					
	2019	62%	56%	6%	52%	10%
Cohort Comparison		-63%				
08	2022					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	33%	58%	-25%	55%	-22%
Cohort Comparison						
07	2022					
	2019	46%	53%	-7%	54%	-8%
Cohort Comparison		-33%				
08	2022					
	2019	33%	40%	-7%	46%	-13%
Cohort Comparison		-46%				

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	51%	43%	8%	48%	3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	68%	28%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	73%	0%	71%	2%
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	81%	63%	18%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	54%	43%	57%	40%

## 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	23	45	39	29	52	49	28	54	55		
ELL	32	54	51	21	46	53	13	57			
ASN	81	75		75	67						
BLK	46	50	47	28	55	59	41	59	83		
HSP	51	60	57	38	52	56	46	65	76		
WHT	76	73		61	65	33	60	82	86		
FRL	48	55	53	32	51	54	40	63	75		
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	26	31	15	29	29	18	23	48			
ELL	32	41	39	20	15	19	23	34	62		
ASN	73	69		67	38		75		90		
BLK	45	39	32	20	18	29	31	46	60		
HSP	50	44	33	29	20	23	44	58	59		
WHT	72	54	73	49	34	18	75	70	76		
FRL	47	42	36	26	21	23	41	49	63		
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	45	53	37	36	44	20	39	59	92		
ELL	40	56	53	34	52	57	29	57	83		
ASN	75	79		82	74		71				
BLK	54	55	43	37	44	41	43	68	73		
HSP	66	64	49	52	53	46	60	74	85		
MUL	79	93		62	33						
WHT	85	68	43	75	63	50	84	88	91		
FRL	60	58	46	45	47	42	51	71	78		

## 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	57
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	63
Total Points Earned for the Federal Index	573
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	43
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
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	67
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	54
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?

The school-to-school comparison of 2021 versus 2022 Data shows an increase in the Achievement in all subgroups in both ELA and Math. All ELA and Math Subgroups Achievement increased except SWD in ELA which decreased by 3%.

All ELA and Math Subgroups Learning Gains and Learning Gains L25 increased. Science Subgroup Achievement level decreased by 10% in ELL, 15% in White Students, and 1% in our Free/Reduced Lunch (FRL) subgroup. The school-to-district comparison shows an opportunity for improvement in Achievement in all subgroups in both ELA and Math.

All ELA Subgroups Achievement were less than the District except for Asians which were 1.1%, Black/



African American 6.0%, and White subgroups who were 0.1% above the District. All ELA and Math Subgroups showed an opportunity for improvement in the area of Learning Gains.

All ELA and Math Subgroups Learning Gains showed an opportunity for improvement except for our White subgroup that scored 19.8% above the District in ELA.

Science Subgroups Achievement levels showed an opportunity for improvement in all subgroups except Black/African American students who scored 2.8% above the District.

The greatest need for improvement is in the subject area of Science and in supporting Subgroups, specifically those in the L25 population, in the area of proficiency and making learning gains.

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

Analysis of our data indicates that Science Achievement demonstrates the greatest need for improvement for the majority of our subgroups. For example, the number of ELL students achieving proficiency in Science decreased by 10%, White students decreased by 15%, and our Free and Reduced Lunch (FRL) student's decreased by 1 percentage points. This decrease shows a need to target instruction using differentiation to achieve improvement.

**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 implementing standards-based instruction in all classrooms. We have struggled with consistency of standards-based instruction across all classrooms and grade levels. In some of our classrooms, instruction does not meet the depth of the standard or access pre-requisite knowledge. We will begin to incorporate new development opportunities per grade level and content area to unwrap the standards and align appropriate resources and instructional activities. In addition, we will collaborate with other schools in our district with similar demographic who demonstrate successful growth in Science to acquire strategies and best practices.

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

Math Learning Gains increased from 22 percentage points in 2021, to 55 percentage points on the 2022 FSA. This was a 33 percentage point increase overall. Math Learning Gains in the L25 subgroups increased from 26 percentage points in 2021, to 55 percentage points on the 2022 FSA. This was a 29 percentage point increase overall. Similar gains were demonstrated in overall Math Achievement on i-Ready AP1 compared to AP3 in 2022. Students went from 27 percentage point mastery to 44 percentage point mastery, a 17 percentage point increase.

ELA Learning Gains increased from 44 percentage points in 2021, to 59 percentage points on the 2022 FSA. This was a 15 percentage point increase overall. ELA learning Gains in the L25 subgroups increased from 37 percentage point in 2021, to 55 percentage points. This was a 17 percentage point increase overall.

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

Every student at our school was enrolled in a Study Hall elective class where they receive assistance and encouragement to complete their home learning and their i-Ready Reading and Math Weekly assignments. Saturday, Winter and Spring Learning Camps were offered to all students with the specific goal of targeting our Level 1 and Level 2 students. Our Reading Department's use of READ 180, ELA's Writing Blitz, PAST (after-school program), school-wide data chats, and morning, afternoon, and

weekend tutoring all contributed to the learning gains we made in both Reading and Mathematics and with our Lowest 25% subgroup.

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

Data-driven Instruction, Academic Vocabulary Instruction, Standards-Based Collaborative Planning, Technology Integration, Gradual Release of Responsibilities Model and Inquiry-Based Learning.

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

The PLST will develop whole group sessions and job-embedded sessions on using Schoology (August/22), using data to drive instruction (August/22), Best Practices for Vocabulary instructions (September/22), Clarifying the new BEST standards through Standards-Based Collaborative Planning (on-going), Technology Integration (ongoing), utilizing the Gradual Release of Responsibilities Model and continuous data chats with individualized feedback and next steps (ongoing). Inquiry and Project-Based Learning (November/22) in the Science Class.

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

We will continue to provide opportunities for tutoring. Extended learning opportunities will be provided such as before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, Winter Academy, special Blitz/camps and STEM-based clubs.

**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 B.E.S.T. Standards**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>According to the 2022 FSA proficiency data, 50% of the 6th-grade students, 45% of the 7th-grade students and 56% of the 8th grade students are proficient in ELA. Also, 36% of the 6th grade students, 34% of the 7th-grade students and 26% of the 8th grade students are proficient in Math. This data indicate an opportunity for improvement in ELA and Math especially with the implementation and evaluation of Florida's New B.E.S.T standards. Understanding these standards, knowing what is being assessed in each level, and explicitly teaching them to the students has been proven to be effective in all grade levels and with all subgroups. We will focus on Florida's B.E.S.T standards in ELA and Math to address possible achievement regressions with these new standards.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>With the implementation of the Florida B.E.S.T standards, an additional 10% of the middle school population will score at grade level or above in the area of ELA and an additional 15% in the area of mathematics by 2022-2023 state assessment (FAST).</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>After the administration of FAST Progress Monitoring #1 and #2, the Leadership team will meet to analyze and review the data to identify areas of growth and opportunities for improvement. This information will be shared with all stakeholders (Parents, Teachers, Interventionist, Tutoring and After Care Personnel) to adjust and align instruction that provides remediation of standards. Teachers will also conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular formative assessments to ensure that standards instruction is aligned to current data. During weekly department meetings, Department Heads will continue unpacking the new grade level standards to ensure clarification of standards and alignment to the District Pacing Guide.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Lisette Burns (lisvaldes@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>Within the Targeted Element of B.E.S.T Standards, our school will focus on the evidence-based strategy of: Explicit Instruction in the new Florida Standards. Explicit Instruction of the B.E.S.T Standards will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.</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.**

Explicit Instruction relating to the B.E.S.T standards will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

### **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.

8/19-10/11- Provide Professional Development for teachers on Florida's ELA and Math B.E.S.T standards and effective implementation of these standards in classroom instruction that is aligned to the school goals based on data. As a result, teachers' lessons plans will reflect understanding of the clarification of these standards by grade level.

**Person Responsible** Edith Green (egreen@dadeschools.net)

8/19-10/11-Teachers will develop lesson plans that reflect explicit instructions on the Florida B.E.S.T Standards. As a result, teachers will have mini-focused lessons and performance-based assessments embedded within their classroom instruction.

**Person Responsible** Edith Green (egreen@dadeschools.net)

8/19-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

**Person Responsible** Edith Green (egreen@dadeschools.net)

8/19-10/11- Teachers will share Best Practices during department and faculty meetings on the Florida B.E.S.T. Standards. As a result, teachers will have the opportunity to explore instructional methods for presenting materials using the new Florida B.E.S.T. Standards.

**Person Responsible** Edith Green (egreen@dadeschools.net)

10/31-12/16 - Continue to facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm instructional delivery strategies. As a result, teachers will be better equipped to implement improved practices and impact student achievement.

**Person Responsible** Edith Green (egreen@dadeschools.net)

10/31-12/16 - -The administrative team will review the data collected during their walkthroughs to discuss support opportunities for identified areas of improvement in instructional delivery, classroom management, and/or classroom configuration. As a result, teachers will receive suggestions for professional development opportunities and will be better equipped to implement improved practices and impact student achievement.

**Person Responsible** Cheryl Kushi (pr6241@dadeschools.net)

**#2. Instructional Practice specifically relating to Differentiation**

**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 Science FCAT proficiency data, 32% of the 8th-grade students are proficient in Science. 2021 Science FCAT proficiency data showed that 35% of the 8th-graders were proficient in Science. This indicates a -3% decrease in proficiency. Also District 2022 Science FCAT proficiency in Science is 53.2%. Trend data indicate that Science is the area that provides the greatest opportunity for improvement. Based on the data, differentiation has been proven to be effective in meeting the individualized needs of our learners.

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

With the implementation of Differentiation, an additional 10% of the 8th grade students will score at grade level or above in area of Science, an additional 10% of our Lowest 25% in the area of Science, an additional 10% of ELL subgroup in the area of science by 2022-2023 state assessment.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 and ELL students, in particular. Data Analysis of formative assessments of L25 and ELL students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

**Person responsible for monitoring outcome:**

Julio Miguez (jmiguez@dadeschools.net)

**Evidence-based**

**Strategy:** Describe the evidence-based strategy being implemented

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the learning gains of our L25s and ELL students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include OPMs.

**for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting this  
specific  
strategy.**

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**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.

8/19-10/11- Provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

**Person  
Responsible** Julio Miguez (jmiguez@dadeschools.net)

8/19-10/11- Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are standards-aligned. The data will reflect differentiated instruction that incorporate Universal Design for Learning (UDL) strategies. As a result, students will increase achievement as evidenced by mini-assessment data.

**Person  
Responsible** Julio Miguez (jmiguez@dadeschools.net)

8/19-10/11- Teachers will attend collaborative planning and model instruction during weekly department meetings. As a result, continued vertical and horizontal alignment of instruction will be evident in lessons and student data will show increased achievement.

**Person  
Responsible** Julio Miguez (jmiguez@dadeschools.net)

8/19-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

**Person  
Responsible** Julio Miguez (jmiguez@dadeschools.net)

10/31-12/16 - Continue to facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm instructional delivery strategies. As a result, teachers will be better equipped to implement improved practices and impact student achievement.

**Person  
Responsible** Edith Green (egreen@dadeschools.net)

10/31-12/16 - The administrative team will review the data collected during their walkthroughs to discuss support opportunities for identified areas of improvement in instructional delivery, classroom management, and/or classroom configuration. As a result, teachers will receive suggestions for professional development opportunities and will be better equipped to implement improved practices and impact student achievement.

**Person Responsible** Cheryl Kushi (pr6241@dadeschools.net)



**#3. Positive Culture and Environment specifically relating to Inclusivity, Tolerance and Anti-Bullying**

**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 2021-2022 School Climate Survey feedback from instructional staff, 19% of teachers Strongly Agreed that there is student gang activity at our school, in comparison to 5% during the 2020-2021 School Climate Survey feedback, this indicates a increase of 14 percentage points. Likewise, according to the 2021-2022 School Climate Survey feedback from students, 28% of students Strongly Agreed that violence is a problem at our school, in comparison to 5% during the 2020-2021 School Climate Survey feedback, this indicates an increase of 23% percentage points. In addition, the 2021-2022 School Climate Survey feedback from student indicated that 26% of students Strongly Agree Bullying is a problem at our school in comparison to 7% during the 2020-2021 School Climate Survey feedback, this is a increase of 19 percentage points. This data indicates that there is a critical need to increase Inclusivity, Tolerance and Antibullying.

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

If we successfully implement Inclusivity, Tolerance and Antibullying, our staff and student feeling of gangs, violence and instances of bullying will decrease 10 percentage points in the 2022-2023 Climate survey by June 2022.

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

Staff will encourage students to join school clubs and extracurricular activities that promote Inclusivity, Tolerance and Antibullying. Also, all students will participate in the Social and Emotional Learning Program that facilitates understanding and managing emotions, feeling and showing empathy for others, establishing and maintaining positive relationships. Our school will also promote "START With HELLO" and "See Something, Say Something" FORTIFYFL program.

**Person responsible for monitoring outcome:**

Amy McMillan (amcmillan@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy**

Within the Area of Focus of Positive Culture and Environment, we will focus on Inclusivity, Tolerance and Antibullying to ensure that our students feel safe which promotes School Safety and Order category.

being  
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 want to promote a feeling of inclusivity, build tolerance, and reduce bullying of the students in our school by involving them in clubs and extra-curricula activities, sports. Also, Inclusivity, Tolerance and AntiBullying establishes an environment where students and staff feel safe from physical and mental harm, teasing, gossip, and exclusion in school.

### 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.

8/19-10/11- Administration will host a Virtual Club Fair to familiarize students with all club offerings at our school. Club Sponsors will provide a summary of their club(s), meeting days and times. Parents and students may ask questions for clarification.

**Person Responsible** Cheryl Kushi (pr6241@dadeschools.net)

8/19-10/11- Students will begin completing the club registration forms to join a club or an extra-curricula activity. Clubs will also begin meeting to select their officers and or leaders and commence their activities.

**Person Responsible** Amy McMillan (amcmillan@dadeschools.net)

8/19-10/11- Administration will conduct School-wide Discipline Assembly informing the students of "See Something, Say Something" (FORTIFYFL), Anti-Bullying, and "START With HELLO" programs.

**Person Responsible** Cheryl Kushi (pr6241@dadeschools.net)

8/19-10/11- Mental Health Coordinator/School Counselor, Restorative Practices Coordinator will meet with struggling students to support social emotional learning and help students effectively problem-solve, acclimate to in-person learning, and encourage healthy decision-making practices. As a result, restorative practices data will reflect an increase in restorative circles taking place and a decrease in student altercations.

**Person Responsible** Zorida Brito-Miguez (zbrito@dadeschools.net)

10/31-12/16 - Mini-school-wide incentive activities will take place to incentivize positive behavior choices. An

example of a mini-school-wide activities: Dunkin' Donuts surprise. As a result, student academic and behavior data will reflect an increase in achievement and student participation in positive behavior incentive activities.

**Person Responsible** Lissette Burns (lisvaldes@dadeschools.net)

10/31-12/16 - Lunch with the Counselors will take place weekly to encourage students to communicate and feel safe when approaching mental health coordinators, school counselors, and other staff in the building. As a result, restorative practices will reflect an increase in restorative circles and a decrease in student altercations.

**Person Responsible** Zorida Brito-Miguez (zbrito@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.**

We decided to focus on Leadership Development to address the critical needs within our school. The data from the 2021-2022 Climate Survey Feedback reveals 96% of the staff and 91% of the students believe the principal represents the school in a positive manner. However, according to the student's feedback in the same survey, 58% of the students feel that their teachers are friendly and easy to talk to. To increase this percentage, we selected Leadership Development because it will create teams of leaders that are approachable, caring, and concerned for the future and well-being of our students.

**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 Targeted Element of Leadership Development, our teachers will come to understand that part of being an effective leader is the ability to have empathy, communicate effectively, motivate, inspire and convince others. This will be realized through data collected for summative evaluations.

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

With the implementation of Leadership Development, an additional 10% of the students will agree with the statement that their teachers are friendly and easy to talk to by the mid-year point of the school year.

**Person****responsible for****monitoring****outcome:**

Cheryl Kushi (pr6241@dadeschools.net)

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

Within the Targeted Element of Transformational Leadership, we will focus on the evidence-based strategy of Leadership Development. By creating an "Experts in My Building" list and involving teachers in the decision-making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the Leadership Team on a monthly basis to ensure we are on the right track to meeting the outcome above.

**Rationale for****Evidence-based****Strategy:****Explain the****rationale for****selecting this****specific****strategy.**

We decided to focus on Leadership Development to address the critical needs within our school. The data reveals 58% of the students believe their teachers are friendly and easy to talk to. To increase this percentage, we selected leadership development because it will create leaders that will share the principal's vision and mission in a positive manner with the students.

**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.

8/19-10/11- Facilitate Leadership Team Meetings to share the mission, vision, assessment data, and 2021-2022 Climate Survey Data. As a result, teachers will be informed of school goals and unified in achieving the school's mission and vision.

**Person Responsible** Cheryl Kushi (pr6241@dadeschools.net)

8/19-10/11 - Facilitate Leadership Team Meetings continually reviewing the importance of our school brand and discuss characteristics of effective leaders. As a result, teachers will be informed of school goals and unified in achieving the school's mission and vision.

**Person Responsible** Lisette Burns (lisvaldes@dadeschools.net)

8/19-10/11- The administrative team will use the data collected during their walkthroughs to discuss support opportunities for identified areas of improvement in instructional delivery, classroom management, and/or classroom configuration. As a result, teachers will be better equipped to implement improved practices and impact student achievement.

**Person Responsible** Lisette Burns (lisvaldes@dadeschools.net)

8/19-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm instructional delivery strategies. As a result, teachers will be better equipped to implement improved practices and impact student achievement.

**Person Responsible** Cheryl Kushi (pr6241@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.**

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through

mentorship programs and clubs and extra-curricula activities. Staff are provided opportunities to take part in team-building activities and social seminars where we come together to share celebrations of success during informal meet-ups.

We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholders through our bi-weekly newsletter and our Microsoft Teams page for staff and channels set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

### **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 Principal, Teacher Leaders and Counselors (our School Leadership Team), and Student Government Association. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with leadership development by planning Leadership-building and morale boosting activities. The Assistant Principal monitors the mentorship programs and assists in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are empowered to connect and build relationships with students, parents, and families through collaborative planning of various school initiatives.