

Miami-Dade County Public Schools

Hammocks Middle School



2022-23 Schoolwide Improvement Plan

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Hammocks Middle School

9889 HAMMOCKS BLVD, Miami, FL 33196

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

Demographics

Principal: Maritza Correa

Start Date for this Principal: 7/19/2012

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)	88%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: B (60%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<http://hammocks.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	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Through a cross curricular, interdisciplinary approach, students will be given the necessary tools and nurturing so they may produce individualized growth and ultimately reach their highest potential.

Provide the school's vision statement.

The Hammocks Middle School community will develop students into confident, well-balanced and independent young people who will strive toward high academic standards.

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
Leal, Deborah	Principal	Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
Bonilla, Nicolina	Assistant Principal	Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs. Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school. Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.
Llano-Scherker, Beatriz	Other	The Verizon Innovative Learning Schools (VILS) instructional coach is a full-time position with the primary responsibility for implementation of the VILS program at the school level. The VILS coach provides teachers with pedagogical support to effectively leverage technology in the classroom.
Perez, Kerra	School Counselor	Provides advice and helpful resources to students regarding certain personal and academic situations. Their main duties include offering counseling to students or Teachers, conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to middle school students.
Shaw, Ana	School Counselor	Provides advice and helpful resources to students regarding certain personal and academic situations. Their main duties include offering counseling to students or Teachers, conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to middle school students.

Demographic Information

Principal start date

Thursday 7/19/2012, Maritza Correa

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.*

1

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.*

18

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

544

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

5

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

5

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	152	170	214	0	0	0	0	536
Attendance below 90 percent	0	0	0	0	0	0	6	11	29	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	32	48	0	0	0	0	80
Course failure in ELA	0	0	0	0	0	0	7	1	2	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	28	12	9	0	0	0	0	49
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	34	43	83	0	0	0	0	160
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	44	44	86	0	0	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	50	50	84	0	0	0	0	184

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	36	37	86	0	0	0	0	159

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

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

Date this data was collected or last updated

Monday 9/12/2022

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	177	184	192	0	0	0	0	553
Attendance below 90 percent	0	0	0	0	0	0	21	13	14	0	0	0	0	48
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	13	0	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	24	4	4	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	62	93	100	0	0	0	0	255
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	26	18	21	0	0	0	0	65

The number of students identified as retainees:

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

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	163	220	220	0	0	0	0	603
Attendance below 90 percent	0	0	0	0	0	0	13	27	30	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	32	40	34	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	12	7	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	45	84	67	0	0	0	0	196
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	83	55	0	0	0	0	185
Number of students with a substantial reading deficiency	0	0	0	0	0	0	55	88	83	0	0	0	0	226
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	41	82	57	0	0	0	0	180

The number of students identified as retainees:

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

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%				53%	58%	54%
ELA Learning Gains	58%						55%	58%	54%
ELA Lowest 25th Percentile	45%						46%	52%	47%
Math Achievement	53%	43%	36%				58%	58%	58%
Math Learning Gains	60%						57%	56%	57%
Math Lowest 25th Percentile	53%						51%	54%	51%
Science Achievement	45%	54%	53%				57%	52%	51%
Social Studies Achievement	75%	64%	58%				85%	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	41%	58%	-17%	54%	-13%
Cohort Comparison						
07	2022					
	2019	46%	56%	-10%	52%	-6%
Cohort Comparison		-41%				
08	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison						
07	2022					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-56%				
08	2022					
	2019	29%	40%	-11%	46%	-17%
Cohort Comparison		-39%				

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	44%	43%	1%	48%	-4%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	73%	6%	71%	8%
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	89%	63%	26%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	25	38	34	21	36	41	5	54			
ELL	42	52	46	41	53	45	29	64	76		
ASN	79	69		100	75						
BLK	61	82		59	65						
HSP	52	57	45	51	59	53	44	74	77		
WHT	57	53		65	75						
FRL	51	55	44	50	59	53	39	73	81		
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	15	28	25	15	27	44	19	42			
ELL	36	46	47	29	29	34	19	60	57		
ASN	75	63		75	41						

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
BLK	35	54		35	62						
HSP	44	46	45	33	29	39	31	67	57		
WHT	44	43		63	36						
FRL	42	45	44	32	28	41	31	65	55		
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	31	42	37	25	37	36	21	62			
ELL	38	50	44	48	55	51	41	76	69		
ASN	57	62		77	85						
BLK	48	45		65	70			82			
HSP	53	55	46	56	56	52	56	87	79		
WHT	75	57		63	43						
FRL	51	53	46	56	57	50	54	83	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)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	587
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	81
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	67
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	58
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	63
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	57
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 2022 ELA FSA data, 58 % of 6th graders scored proficient, while 54% of 7th graders and 54% of eighth graders scored proficient. Additionally, 56% of 6th graders made learning gains on the FSA ELA Assessment, while 51% of 7th graders and 66% of 8th graders made learning gains. Moreover, 40% of the lowest 25% of 6th grade students made learning gains on the ELA FSA Assessment, while 35% of the lowest 25% of 7th graders made learning gains. According to 2022 Math FSA data, 58% of 6th graders scored proficient, while 23% of 7th graders and 48 % of eighth graders scored proficient. Additionally, 58% of 6th graders made learning gains on the Math FSA Assessment, while 51% of 7th graders and 65% of 8th graders made learning gains. Moreover, 60% of the lowest 25% of 6th grade students made learning gains on the Math FSA Assessment, while 31% of the lowest 25% of 7th graders made learning gains.

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

When comparing 2019 to 2022 data, the greatest need is in Proficiency for Mathematics , Science, and Social Studies. In 2019, 58% of student scored proficient on the FSA Mathematics, while in 2022, 53% of students scored proficient. In Science, 57% of students scored Proficient on the Science Assessment while 45% scored proficient in 2022. In 2019, 85% of students scored proficient on the Civics EOC while 75% of students scored proficient in 2022.

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

Distance learning affected the delivery of lessons and critical classroom interactions which contribute toward student acquisition of knowledge and ultimate success. In the past, students were also able to access tutoring services after school and paraprofessionals were also available in select classrooms to offer additional learning support. Students fell out of practice utilizing these support services. The pandemic also affected the attendance of a great many students who experienced content acquisition set-backs during prolonged periods away from classroom instruction.

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

When comparing 2019 and 2021 data to 2022 data, the percent of students who scored proficient and made learning gains on the ELA FSA increased. In 2019, 53% of students scored proficient on the ELA FSA, while 45% of students scored proficient in 2021, while 54% of students scored proficient in 2022. In 2019, 55% of students made learning gains on the FSA ELA, while in 2021, 47% of students made learning gains in 2021, and 58% of students made learning gains in 2022. Additionally, the percent of

students who made learning gains in mathematics and the lowest 25 percent of students who made learning gains in mathematics showed great improvement. In 2019, 57% of students made learning gains in mathematics, while in 2021, 31% made learning gains in mathematics, and in 2022, 60% of students made learning gains in mathematics. Additionally, 51% of the lowest 25 percent of students made learning gains in mathematics in 2019, while 41% of the lowest 25 percent of students made learning gains in mathematics in 2021, and 53% of the lowest 25 percent of students made learning gains in mathematics in 2022.

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

Some factors that contributed toward these positive trends include that students took advantage of mathematics and ELA tutoring services, regularly scheduled department review of students' iReady scores and Progress Monitoring designed to adjust teaching practices, and classroom support provided by a curriculum coach.

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

The strategies of on-going Progress Monitoring, Differentiated Instruction, Data-driven Decision Making, Professional Learning Communities (PLCs), and Strategic Collaborative Planning will be implemented in order to accelerate 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.

Through PLCs and Strategic Collaborative Planning sessions, teachers will be trained and updated on the B.E.S.T. Standards, as well as data-driven decision making, on-going progress monitoring, Schoology, the use of technology-enhanced teaching, and PowerBi.

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

The implementation of Targeted Bootcamps, interventionists, blended learning across the curriculum, and strategic collaborative planning will ensure sustainability of improvement in the next year and beyond.

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.	Teachers share an understanding of expectations for the new B.E.S.T. standards, curriculum, assessment, and instruction. It allows them to review pacing guides to ensure the pacing guide is followed with fidelity to provide differentiated instruction and increase proficiency. The three year trend of student proficiency in the area of Math shows that in 2019, 58% of students scored proficient, while in 2021 36% of students scored proficient and in 2022 53% of students scored proficient. The three year trend of student proficiency in the area of Science shows that in 2019, 57% of students scored proficient, while in 2021 35% of students scored proficient and in 2022 45% of students scored proficient. The three year trend of student proficiency in the area of Civics show that in 2019, 85% of students scored proficient, while in 2021 68% of students scored proficient and in 2022 75% of students scored proficient. Based on this data, we will focus on Collaborative Planning.
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

If we successfully implement collaborative planning, our percentage of students on level will increase 5 percentage points when comparing 2022 iReady AP2 data to 2023 AP 2 data.

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

The weekly departmental collaborative planning agenda and minutes will reflect that teachers are using course analytics to differentiate instruction and maximize student mastery of learning objectives.

Person responsible for monitoring outcome:

Nicolina Bonilla (nbonilla@dadeschools.net)

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

Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of: stacking the B.E.S.T. Standards in order to customize student learning. It will allow for teachers to work together for the purpose of learning from one another and to collaborate on course analytics, projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

**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.**

When teachers come together to share information, resources, ideas, and expertise, learning becomes more accessible and effective for students. Since teachers who collaborate on instruction are all on the same page, they will increase the level of academic rigor to match the core competencies they want students to meet. Standards-based instruction helps guide the planning, implementation, and assessment of student learning.

The use of standards to streamline instruction ensures that teaching practices deliberately focus on B.E.S.T. Standards learning targets.

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.

From August 22, 2022 until October 14, 2022, teachers will meet on a weekly basis to collaboratively discuss the new B.E.S.T standards, instructional strategies, and best practices to maximize instruction. Weekly lessons will be data driven based on the data gathered on district and state wide assessments. By meeting on a weekly basis, teachers will plan more rigorous lessons based on the individual needs of all learners.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From August 22, 2022 until October 14, 2022, teachers will collaboratively plan weekly lessons using the district pacing guides to better implement the district based curriculum. By meeting on a weekly basis, teachers will create weekly lessons to target the needs of all scholars.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From August 22, 2022 until October 14, 2022 teachers will collaboratively develop data trackers to efficiently and continuously monitor student data obtained from iReady, topic assessments, and/or F.A.S.T. Teachers will use trackers to share data with students and set individual goals, teachers will also use the data trackers to monitor student progress so that teachers can adjust instruction and create Differentiated Instructional groups as needed.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From August 22, 2022 until October 14, 2022, During weekly collaborative department meetings, teachers will utilize Power BI data to organize students into subgroups for differentiated instruction purposes. Examples of these subgroups are ELL, SWD, Gifted, Lowest 35%, and Lowest 25%. Teachers will then create a list for each period that denotes which students are in these specialized populations. These actions will be reflected in the department meeting minutes.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From October 31, 2022 until December 16, 2022, during weekly collaborative department meetings, teachers who attended professional developments will share the strategies and best practices learned in

order to increase the capacity of all teachers, not just the teachers who attend Professional Developments. These actions will be reflected in the department meeting minutes.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From October 31, 2022 until December 16, 2022, teachers will meet during department meetings and plan lessons collaboratively tailored to students' needs based on data from topic assessments, iReady, FAST, and other assessments results. Data from student subgroups will also lead to re-instruction and/or enrichment of low-performing benchmarks which will in turn increase the percent of students who make learning gains and are on grade level.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Social Emotional Learning**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on data review, our school will implement the Targeted Element of Social Emotional Learning. Student responses from the 2021-2022 School Climate Survey shows that 44% of the student body feels the overall climate of the school is positive and helps me learn. We will emphasize the need to make connections in order to facilitate an engaging learning environment.

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 Social Emotional Learning initiatives, then data from the 2022-2023 School Climate Survey will show a 3% increase in the number of students who feel the overall climate of the school is positive and helps me learn.

Monitoring:

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

The Leadership Team will ensure that SEL activities are being implemented to increase student engagement and accountability. Counselors will review data and communicate with teachers to determine which students are struggling and in need of supportive services. Counselors will conduct check-ins with students and provide interventions as necessary. The teachers will use strategies learned from various professional developments to build an emotionally supportive classroom environment.

Person

responsible for monitoring outcome:

Kerra Perez (perezk11@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence based strategy of Staff-Student Connections. Restorative Justice Practices (RJP) Check-in activities, Character Education and Values Matter will assist in building relationships, promote an engaging learning environment, and help establish clearly defined expectations. The Leadership team will monitor that the initiatives are being implemented with fidelity by ensuring that students are nominated for various Character Education and Values Matter Awards and that teachers are completing the RJP Activities.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria

Restorative Justice Practices Check-ins, Character Education and Values Matter Initiatives will assist in building relationships and motivating students to be accountable for their learning. The initiatives will provide students with a sense of motivation and emotional support and in turn will become more engaged in their education.

**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.

On September 7 and October 12, the counselors will conduct Social/Emotional small group round table discussions with the students to assist them in engaging in mindful conversations that will support their physical and mental well-being.

Person Responsible Kerra Perez (perezk11@dadeschools.net)

From August 22 – October 14, 2022, on a weekly basis, the teachers will be implementing Restorative Justice Practices Check-Ins with their students. These activities will encourage and enhance a connection and relationship between the teacher and student, among students, and assist in creating an inclusive school culture.

Person Responsible Ana Shaw (amshaw@dadeschools.net)

From August 22 – October 14, teachers will implement Social/Emotional learning through all classes on a regular basis to help students feel that they are being treated fairly and with respect. These lessons will assist in creating meaningful connections and a positive school environment.

Person Responsible Kerra Perez (perezk11@dadeschools.net)

During the month of September and October, a student will be recognized for displaying the Value of the Month. Selected students will be nominated through the district nomination form, will receive a certificate, and be recognized on the school's social media accounts.

Person Responsible Kerra Perez (perezk11@dadeschools.net)

From October 31, 2022 until December 16, 2022, the counselor will conduct a mindfulness activity with each grade level. This activity is designed to assist students with developing a healthy well-being and a positive mind-set.

Person Responsible Ana Shaw (amshaw@dadeschools.net)

On November 2, 2022 and December 7, 2022, the Mental Health Coordinator and counselors will conduct small group round table discussions with students to assist them with Decision Making Skills and Internet Safety. These lessons are implemented through the SEL Strong initiative.

Person Responsible Kerra Perez (perezk11@dadeschools.net)

#3. 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.

We decided to focus on Professional Learning Communities (PLCs) to address the critical needs within our school. The data from the 2022 Teacher Professional Development Survey reveals that 18% of the staff, the second highest selected item, wanted the opportunity to take part in PLCs.

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 use of PLCs our teachers will have the opportunity to participate in the discussion of critical areas such as Discipline and Safety, Magnet theme, Wellness, and B.E.S.T. Strategies. the percentage of teachers who want to take part in PLCs will increase by 5 percentage points as shown on the 2023 Teacher Professional Development Survey.

Monitoring:

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

The monthly Professional Learning Communities agenda, sign-in sheets, and minutes will reflect that teachers are participating in PLCs for Discipline and Safety, Wellness, Magnet theme, and B.E.S.T. Standards.

Person responsible for monitoring outcome:

Nicolina Bonilla (nbonilla@dadeschools.net)

**Evidence-based
Strategy:**

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

Within the Professional Learning Communities, we will create the opportunity for Shared Leadership which involves systems designed to develop leadership capacity among all members of the school community. Members of the PLCs will work together to solve problems and create an engaging school climate that fosters student learning in a safe learning environment.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When a school develops their leaders, teachers feel a sense of ownership, and as a result will hold themselves accountable while setting high expectations for their students. This will improve the learning environment and the school's academic success.

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.

From August 22, 2022 until September 9, 2022, during a department meeting, teachers will determine which Professional Learning Community (PLC) they will participate in. By having one representative from each department attend each PLC meeting, all departments and teachers will receive the necessary information and best practices.

Person Responsible

Nicolina Bonilla (nbonilla@dadeschools.net)

From August 22, 2022 until October 14, 2022, teachers will engage in monthly PLCs related to Discipline and Safety, Wellness, Magnet, and B.E.S.T. Standards. By participating in ongoing professional developments, teachers will be able to share best practices, instructional strategies, and new procedures with the members of their departments.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From August 22, 2022 until October 14, 2022, the Professional Learning Communities will set monthly meeting dates create agendas and sign-in sheets to document the group's progress. Monthly meetings will serve to provide updates and adjust strategies to meet intended goals.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From August 22, 2022 until October 14, 2022, members of the PLC will share important information from ongoing professional developments. By sharing information from ongoing professional developments, we will be able to build capacity among all staff members.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From October 31, 2022 until December 16, 2022, representatives from each department will attend monthly Professional Learning Communities (PLC) meetings related to the topics of Discipline and Safety, Wellness, Magnet, and B.E.S.T. Standards. By having one representative from each department attend each PLC meeting, all departments and teachers will receive the necessary information and best practices.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From October 31, 2022 until December 16, 2022, representatives from each department will facilitate two-way communication by relaying what was discussed in their assigned PLC meeting to their department and bring questions or concerns from the department to the floor of the committee. By sharing information from the different committees, all departments and teachers will receive the necessary information and best practices.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to our ESSA Federal Index data, 32% of our students with disabilities are proficient, which falls below the required 41%. Based on the data, blended learning has been proven to be effective with students with disabilities. We will focus on various blended learning strategies to address this critical need.

Measurable**Outcome:**

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

With the implementation of blended learning, an additional five percent of students with disabilities will score at grade level or above in all tested areas.

Monitoring:

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

iReady Data Usage Reports will be pulled on a weekly basis to identify students who are not meeting their weekly goal and shared by the Leadership Team with teachers during Strategic Collaborative Planning. Additionally, data chats will take place to review the Florida Assessment of Student Thinking Progress Monitoring results with teachers and students. Extended learning opportunities will be provided to those students who are not showing growth on these assessments.

Person responsible for monitoring outcome:

Nicolina Bonilla (nbonilla@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of students with disabilities, our school will focus on the evidence based strategy of Blended Learning. Blended Learning will assist by providing students with technology based individualized instruction in order to meet their academic needs. Blended Learning will be monitored through walkthroughs and a review of teachers' lesson plans.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The use of technology will ensure that teachers are able to differentiate instruction and monitor learner progress to ensure students remain focused and on task. Teachers will continually monitor the data reports from iReady and the Florida Assessment of Student Thinking Progress Monitoring and use this information to drive their 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.

From August 22, 2022 until October 14, 2022, teachers will analyze weekly iReady, Imagine Learning, READ180, SAVAS, and Achieve 3000 reports to target the needs of all individual students. By analyzing

weekly reports, teachers will be able to reteach, review, and/or enrich weekly lessons based on the needs of all learners.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From August 22, 2022 until October 14, 2022, teachers will identify their Students with Disabilities (SWD) population and review all pertinent IEPs and 504s during collaborative planning meetings to adhere to specified accommodations. In addition, effective strategies and technological resources that can aid these students will be shared and discussed during these meetings.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From August 22, 2022 until October 14, 2022, teachers will have individual data chats with the SWD students to discuss their areas of strengths and needs. By analyzing students' data, teachers will be able to set goals to close the learners' learning gaps and differentiate weekly lessons.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From August 22, 2022 until October 14, 2022, teachers will work collaboratively during department meetings to adjust blended learning strategies. Periodically, the department will seek out advice from the ESE chairperson to give tips on implementing these strategies with the SWD population. By working closely with the ESE department chairperson, teachers will receive the support and feedback needed in order to address the needs of their students.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From October 31, 2022 until December 16, 2022, data (Topic assessment, Gizmos, iReady, READ180, SAVAS, Achieve 3000, etc.) will be used by teachers to pinpoint key weaknesses for the Students with Disabilities population and work together in planning enrichment activities. Working together with the VILS coach, the department will utilize recommended online resources that will facilitate the closing of achievement gaps for this population.

Person Responsible Nicolina Bonilla (nbonilla@dadeschools.net)

From October 31, 2022 until December 16, 2022, teachers will monitor the passing rates of their students' weekly iReady lessons while creating schoolwide iReady competitions to increase passing rates, time stamps, and overall participation in the iReady program. Students will receive incentives for their participation. The competitions and incentives will ultimately lead to increased student engagement and learning gains on the FAST ELA and Mathematics assessments.

Person Responsible Nicolina Bonilla (nbonilla@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 physical and emotional safety and support and setting high expectations. 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 the Values Matter Program, Restorative Justice Practices (RJP), digital citizenship. Do the Right Thing, and Social

Emotional Learning (SEL) Lessons. The school also offers a program-within-a-school pre-law magnet program. The vision of the Hammocks Academy of Legal Studies (HALS) Pre-Law Magnet program is to provide students with an in-depth study of the legal, justice, and democratic systems through an interdisciplinary thematic approach to the concepts of civics, justice, ethics, diplomacy and the principles of democracy. Magnet and nonmagnet students participate in a variety of activities throughout the school year while learning about democracy, law, ethics and conflict resolution. These unifying global topics work to bring teachers and learners together to build a positive working and learning environment. The ultimate goal of the magnet curriculum is to provide students with the opportunity to explore their interests in the judicial system, while they study law history, the applications of the law, and the ramifications of the law in real world situations. In 2019 the school applied and was selected to take part in the national Verizon Innovative Learning Initiative (VILS) in which all students at the school are provided with iPads and free Internet service. The VILS program is being infused across the curriculum by enabling students to use high-interest and educational apps to support, and extend, their learning. Extracurricular opportunities are open to magnet and non-magnet students in the form of Coding Club and the "Writing Challenges" in which students are coached as they enter District, State, and National speech writing competitions. During the 2022 school year, all students will have the opportunity to take technology-supported electives in the state-of-the-art VIL laboratory, designed to give students coding, virtual reality, 3D printing, robotics, webcasting, and many more innovative educational experiences. These types of experiences lead to excitement and learner satisfaction.

The school's stakeholders work together as a "global village" providing what learners need to grow into positive and productive citizens of an ever-changing world.

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

The staff members who are involved in building a positive school culture, include Principal, Assistant Principal, Teachers, and Counselors. All of these stakeholders have a vested interest in making sure that relationships are established with students and parents. The Principal will oversee all of the school's initiatives. The Assistant Principal will monitor to ensure that all programs and initiatives are implemented with fidelity. Counselors and teachers will engage the students in the different programs and initiatives. Staff are provided opportunities to nominate students to be rewarded and recognized. They participate in professional development on the topics of mental health, inclusivity, diversity, and RJP. We ensure information is provided to all stakeholders through our social media, School Messenger messages, and our

school website. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning. The school will work closely with the community and will continue

partnerships with Fresco y Mas, McDonalds, and Flannigan's. We are also working closely with other stakeholders such as the Verizon Innovative Learning Schools Initiative and Arizona State University.