

Miami-Dade County Public Schools

Howard D. Mcmillan Middle School



2022-23 Schoolwide Improvement Plan

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Howard D. Mcmillan Middle School

13100 SW 59TH ST, Miami, FL 33183

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

Demographics

Principal: Justin Koren A

Start Date for this Principal: 7/15/2022

| | |
|--|--|
| 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) | 86% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (69%) 2018-19: A (65%) 2017-18: A (69%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Howard D. Mcmillan Middle School

13100 SW 59TH ST, Miami, FL 33183

<http://hdmcmillan.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 | 86% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

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

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Howard D. McMillan Middle School's mission is through collaboration and participation with parents and the community, our school will provide exceptional educational opportunities by addressing the unique needs of all students of our multicultural community. The school will use data to promote high quality instruction and motivate students in an intellectually and technologically rich environment, preparing them to meet the challenges of the future.

Provide the school's vision statement.

The vision of Howard D. McMillan Middle School is to increase student achievement and incorporate college and career readiness at a globally competitive level through innovative, rigorous curricula utilizing Cambridge Frameworks, Robotics Engineering and Medical Health Science technological advancement in a global 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 |
|-------------------|---------------------|--|
| Joseph, Felicia | Principal | Principal of the school responsible for decisions and programs offered. Plans, organizes, administers, and operates all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential. |
| Diaz, Joel | Assistant Principal | Assist the principal in planning, organizing, administering, and operating all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential. |
| Adamson, Dale | Teacher, K-12 | Algebra teacher and team leader for grade 8 who plans and delivers lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff. |
| Adamson, Karen | Teacher, K-12 | Geometry teacher and grade 8 team leader who plans and delivers lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff. |
| Alvarez, Jeanette | School Counselor | Department Chairperson of Student Services who organizes and coordinates mental health and well being initiatives that require school counseling. |
| Grimaldo, Victor | Teacher, K-12 | Activities and Athletics Director and math teacher who plans and delivers lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of activities and events for the school. |
| Gonzalez, Natalia | Teacher, K-12 | Department Chairperson of Special Education who organizes and is the LEA for IEP meetings. She plans, delivers lessons and administers assessments. She uses data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff. |
| Porzio, Amy | Teacher, K-12 | PD Liaison and Science teacher who plans and delivers lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff. Leads the schools EESAC committee where she organizes and leads the monthly meetings with stakeholders. |
| Karina, Moncada | Teacher, K-12 | RJP Coordinator and team leader grade 7 who administers assessments and uses data to provide differentiated instruction. Participate in the planning and delivery of Restorative Justice activities and events for the school. |
| Rodriguez, Idelsy | Magnet Coordinator | Magnet Lead Teacher and Test Chairperson who organizes and plans the monthly testing calendar for the school. She plans, delivers lessons and |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | administers assessments. Also, she serves as the magnet lead teacher, organizing and planning recruitment events monthly. |
| | Other | |

Demographic Information

Principal start date

Friday 7/15/2022, Justin Koren A

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.*

15

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.*

39

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

849

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

7

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 | 277 | 288 | 284 | 0 | 0 | 0 | 0 | 849 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 11 | 10 | 0 | 0 | 0 | 0 | 30 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 14 | 23 | 0 | 0 | 0 | 0 | 51 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 1 | 0 | 0 | 0 | 0 | 9 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 3 | 3 | 0 | 0 | 0 | 0 | 21 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 48 | 43 | 0 | 0 | 0 | 0 | 115 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 45 | 52 | 0 | 0 | 0 | 0 | 130 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 76 | 75 | 0 | 0 | 0 | 0 | 208 |

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 | 19 | 35 | 29 | 0 | 0 | 0 | 0 | 83 |

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 | 4 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 8 |

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 | 277 | 264 | 330 | 0 | 0 | 0 | 0 | 871 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 24 | 22 | 0 | 0 | 0 | 0 | 68 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 11 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 26 | 35 | 0 | 0 | 0 | 0 | 86 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 23 | 24 | 0 | 0 | 0 | 0 | 70 |
| Number of students with a substantial reading deficiency | 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 | 43 | 55 | 81 | 0 | 0 | 0 | 0 | 179 |

The number of students identified as retainees:

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

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 | 277 | 264 | 330 | 0 | 0 | 0 | 0 | 871 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 24 | 22 | 0 | 0 | 0 | 0 | 68 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 11 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 26 | 35 | 0 | 0 | 0 | 0 | 86 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 23 | 24 | 0 | 0 | 0 | 0 | 70 |
| Number of students with a substantial reading deficiency | 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 | 43 | 55 | 81 | 0 | 0 | 0 | 0 | 179 |

The number of students identified as retainees:

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

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 | 67% | 55% | 50% | | | | 71% | 58% | 54% |
| ELA Learning Gains | 62% | | | | | | 59% | 58% | 54% |
| ELA Lowest 25th Percentile | 53% | | | | | | 43% | 52% | 47% |
| Math Achievement | 68% | 43% | 36% | | | | 74% | 58% | 58% |
| Math Learning Gains | 74% | | | | | | 58% | 56% | 57% |
| Math Lowest 25th Percentile | 63% | | | | | | 45% | 54% | 51% |
| Science Achievement | 62% | 54% | 53% | | | | 66% | 52% | 51% |
| Social Studies Achievement | 85% | 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 | 70% | 58% | 12% | 54% | 16% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 65% | 56% | 9% | 52% | 13% |
| Cohort Comparison | | -70% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 68% | 60% | 8% | 56% | 12% |
| Cohort Comparison | | -65% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 71% | 58% | 13% | 55% | 16% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 54% | 53% | 1% | 54% | 0% |
| Cohort Comparison | | -71% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 35% | 40% | -5% | 46% | -11% |
| Cohort Comparison | | -54% | | | | |

| 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 | 42% | 43% | -1% | 48% | -6% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 93% | 68% | 25% | 67% | 26% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 83% | 73% | 10% | 71% | 12% |
| 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 | 99% | 63% | 36% | 61% | 38% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 96% | 54% | 42% | 57% | 39% |

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 | 39 | 51 | 43 | 44 | 56 | 52 | 32 | 69 | 72 | | |
| ELL | 46 | 54 | 53 | 52 | 68 | 63 | 33 | 76 | 89 | | |
| ASN | 69 | 58 | | 92 | 100 | | | | | | |
| HSP | 66 | 62 | 54 | 67 | 73 | 63 | 61 | 84 | 88 | | |
| WHT | 83 | 74 | | 82 | 85 | | 77 | | 90 | | |
| FRL | 63 | 60 | 52 | 64 | 72 | 63 | 58 | 82 | 87 | | |
| 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 | 38 | 42 | 31 | 34 | 26 | 20 | 34 | 53 | 50 | | |
| ELL | 51 | 49 | 36 | 50 | 25 | 21 | 44 | 48 | 68 | | |
| ASN | 86 | 71 | | 79 | 71 | | | | | | |
| BLK | 82 | 64 | | 73 | 36 | | | | | | |
| HSP | 62 | 51 | 36 | 54 | 28 | 23 | 57 | 62 | 71 | | |
| WHT | 86 | 68 | | 77 | 21 | | 75 | | 91 | | |
| FRL | 59 | 49 | 36 | 52 | 28 | 25 | 54 | 61 | 69 | | |
| 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 | 38 | 43 | 31 | 43 | 45 | 36 | 30 | 49 | 75 | | |
| ELL | 54 | 54 | 40 | 59 | 51 | 39 | 46 | 71 | 74 | | |
| BLK | 83 | 55 | | 83 | 45 | | | | | | |
| HSP | 70 | 59 | 43 | 74 | 58 | 45 | 65 | 84 | 87 | | |
| WHT | 84 | 70 | | 88 | 70 | | | 93 | 94 | | |
| FRL | 67 | 59 | 43 | 71 | 56 | 45 | 60 | 83 | 82 | | |

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 | 69 |
| 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 | 67 |
| Total Points Earned for the Federal Index | 690 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 51 |
| 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 | 60 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | 80 |
| 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 | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 69 |

| Hispanic Students | |
|--|-----|
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 82 |
| 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 | 67 |
| 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?

Howard D. McMillan Middle School on Florida Standards Assessment in 2022 overall Proficiency in ELA was 67% a 4 percentage point increase. On the FSA in 2022 the overall proficiency in Mathematics was a 67% an increase of 12 percentage points. The data trend with overall proficiency is evident in Math and ELA. A similar upward trend was noted in the i-Ready diagnostic data when reviewing annual growth targets. The review of grade level 2022 FSA data indicated a downward trend in overall proficiency for grade 6 ELA at 65% a 5 percentage point decrease. In 2022, from AP1 to AP3 i-Ready ELA diagnostic data showed an increase in each grade level. According iReady diagnostic data from AP1 to AP 3, grade 6 increased 5 percentage points from 56% to 61%, in grade 7 increased 14 percentage from 50% to 64%, and in grade 8 increased from 46% to 58% 12 percentage points. A review of 2022 FSA data, an upward trend in data was noted in overall proficiency for grades 6-8, Algebra, and Geometry. The increase in percentage points for Algebra was 25 percentage points and Geometry was 17 percentage

points positively affects the school grade in the area of Mathematics proficiency as well as acceleration points.

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

Results from the Florida Standards Assessment in 2022 indicates the greatest need for improvement in 6th grade ELA. In 2022, the ELA overall proficiency in grade 6 indicated a 5 percentage point decline and the ELA learning gains indicated a 8 percentage point decline. According to the 2022 Power BI dashboard titled School Climate Survey indicated to greatest need for improvement was staff morale. Staff morale went from 47% down to 45% which is a 2 percentage point decrease. This is a concern because less than half of the school feels staff morale is high. Additionally, weekly common planning is a designated time that allows for the sharing of best practices within the department. This opportunity allows for collaboration amongst colleagues.

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

The contributing factors for the data findings to increase overall proficiency were scheduling adjustments affected grade 6 ELA with the loss of a teaching position. Additionally, other contributing factors for the decline was due to the new adoption of textbooks and resources in ELA. There is a need to improve the instruction by implementing the B.E.S.T. standards during common planning, aligning lessons to the standards and incorporating technology. The data finding had the most impact because while we conducted data chats, there is a need for planning lessons with peers that are aligned to the B.E.S.T. standards. The aligned lessons to the new B.E.S.T. standards and collaborating with peers to plan lessons be some of the actions to address the need. The contributing factors for staff morale declining is due to minimal opportunity for teachers to connect socially and minimal student activities have contributed to the need for improvement. The actions that will be taken to address this need is more team building activities for staff and students. Utilizing the time during the second faculty meeting of the month to address the differentiated professional development needs will assist in improving time spent with staff. To address the more student activities, an annual activities calendar and full implementation of grade level and sport activities will be implemented.

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

According to the FSA data, Math proficiency went from 55 percent in 2021 to 67 percent in 2022, a 12 percentage point increase. Additionally, Math learning gains went from 28 percent in 2021 to 74 percent in 2022, a 45 percentage point increase.

According to the Climate Survey for 2021, the category resources and support systems showed the most improvement. The question, adults at my school care about me as an individual, decreased the strongly disagree response from 8 percent in 2021 to 4 percent in 2022.

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

The contributing factor that leads to this improvement is the collaboration and common planning efforts with a weekly meeting schedule. Weekly collaboration with lesson planning led to the efforts of adjusting the pacing of standards and aligning the instruction between classrooms. The new actions the school took in the area was to increase the tutoring efforts to include during the day interventions. Before and after school tutoring efforts took place for Math and reading. Saturday Academy tutoring was included in the plan 4 weeks prior to the EOC assessments to increase the understanding of the assessed standards

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

Best standards implementation, Collaborative Planning, Professional Collaboration, Extended Learning Opportunities

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.

Howard D. McMillan Middle School has an established and powerful Professional Learning Support Team (PLST) that provides educators with professional development related to SIP goals and needs of the school. During the designated professional development days on August 17 and November 8th the school will offer full day differentiated professional development. The PLST will develop whole group job-embedded sessions during the professional development days. After conducting the professional development survey, staff requested school based professional development in the areas of Schoology, School Culture related to staff morale and B.E.S.T. Standards.

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

Howard D. McMillan Middle School will implement professional collaborative structures that will assist with improving teaching and learning. The teacher's meeting schedule will include meeting time dedicated to lesson planning with departments, collaborate with stakeholders such as teachers, parents, and students through parent conferences and create team building opportunities during grade level team meetings. Interventions during the school day will provide more opportunities for students to improve academically. Increasing our tutoring efforts to include Saturday Academy for EOC exams will assist with continuing high stakes results in testing. Expanding Intensive Reading and intensive math sections on the master schedule will assist with providing additional services to Tier 2 and Tier 3 students whom have the greatest need. Addressing and meeting students' needs are the ultimate goal with student achievement. .

Areas of Focus

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

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#1. Instructional Practice specifically relating to Standards-aligned Instruction

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| Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. | <p>According to the 2022 Florida Standards Assessment proficiency data, the overall ELA proficiency for Howard D. McMillan 65 percent in 2022 and 63 percent in 2021, a 3 percentage point increase. After analyzing proficiency by grade level for ELA, the overall proficiency for grade 6 showed a decline of 5 percentage points in 2022 earning 65 percent and in 2021 70 percent. In grade 8, the ELA proficiency remained the same for 2021 and 2022 earning 63 percent. Based on data review, our school will implement the Targeted Element of standards aligned instruction. Howard D. McMillan selected the area of focus based on our findings that demonstrated by overall English Language Arts Achievement data by grade having decreases. Improvement is needed in meeting the unique needs of learners therefore it is evident that there is a need in our ability to plan standards aligned lessons to include the B.E.S.T. standards and assessments to meet the students' needs. During collaborative common planning, teachers will understand the pre-requisites and assessments limits of the standards to plan lessons for instruction.</p> |
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of standards aligned instruction, the overall ELA and Math proficiency will increase by a minimum of 5 percentage points from 66 percent to 71 percent in ELA and 67 percent to 72 percent in Math as evidenced by the 2023 FAST (Florida Assessment of Student Thinking) PM 3.

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

During weekly collaborative common planning and ongoing professional development with staff, teachers will plan lessons using B.E.S.T. standards, new FAST items specifications, assessment limits, pacing guides, and teacher editions. Administration will conduct weekly strategic classroom walkthroughs to monitor lesson plans and implementation of the lesson plans. Quarterly data chats will occur with administration so that data driven instruction will be planned for during common planning. Scheduled data chats will occur after the FAST PM 1 and PM 2. Data chat schedule and protocol will be evidence for monitoring the process.

Person responsible for monitoring outcome:

Felicia Joseph (pr6441@dadeschools.net)

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

Within Targeted Element of Standards Aligned Instruction, our school will focus on the evidence-based strategy of Standards Aligned Instruction. Aligning lesson plans to the new BEST Standards, item specifications and pacing guides will assist in accelerating the proficiency scores of Reading and Math achievement. The aligned approach to teaching the new Standards and assessing the students through informal and formal assessments will improve overall proficiency. Weekly common planning will be the part of the time when the teacher can collaborate to work through the lesson planning process and unpacking

implemented for this Area of Focus.

the new B.E.S.T. Standards. Standards Aligned instruction will be monitored using of classroom walkthroughs, lesson plan end products and student work samples.

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

Standard Aligned Instruction will ensure that teachers are using pre-requisite skills, assessment limits, and item specifications to plan lessons that meet students' needs. Teachers will continually make adjustments to their instruction; lesson plans and instructional delivery as new information is shared pertaining to the standard and students' needs during weekly collaborative common planning. The resources necessary for effective use of time is new FAST item specification, pacing guides, teacher editions and student work samples. Administrative attendance during common planning will be used to monitor the lesson planning process during the designated time.

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.

8/31-10/14- During Collaborative Common Planning, teachers will align resources, activities, and student work to the standards. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will conduct informal walkthroughs to ensure fidelity and evidence of lesson alignment.

Person**Responsible**

Joel Diaz (jcdiaz@dadeschools.net)

8/31- Provide and analyze School Performance Data by subject and grade level with the Leadership Team. This analysis will be occur with teachers during Department meetings.

The Leadership team and departments will analyze the data following a Restorative Justice circle protocol. The leadership team and departments will reflect and discuss strengths and areas of improvements as a school and grade level. Administration will review the department meeting agendas, meeting minutes and sign in sheets as evidence of performance data reviewed.

Person**Responsible**

Felicia Joseph (pr6441@dadeschools.net)

8/31-10/14- Facilitate Collaborative Common Planning to provide teachers with opportunity to plan lessons using new BEST Standards, item specification to understand the standards pre-requisite skills and assessment limits to plan lessons. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will review agendas, sign in sheets and check lesson plans during informal classroom visits as evidence of standards aligned lesson plans.

Person**Responsible**

Joel Diaz (jcdiaz@dadeschools.net)

8/31-10/11- Provide professional development on the continuum of aligned instruction with department chairpersons and curriculum leadership. The training provided resources for the teachers to utilize the continuum of aligned instruction in order to plan lessons as a department and grade level during collaborative common planning. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will attend collaborative common planning sessions as well as review agendas and sign in sheets as evidence of monitoring weekly common planning to support standard aligned lesson plans.

Person Responsible Felicia Joseph (pr6441@dadeschools.net)

10/31- 12/16.- School wide Individual Data Chats will take with administration place following quarter 1 data use a reflective protocol sheet and charts to track their data to prepare. Teachers will analyze data during collaborative common planning by grade and by department prior to analyzing their individual data. Administration will provide professional development during common planning by department as to the Power BI dashboard available to all teachers, Performance Matters and the iReady Dashboard. Administration will review the department meeting agendas, meeting minutes and sign in sheets as evidence of performance data reviewed.

Person Responsible Felicia Joseph (pr6441@dadeschools.net)

10/31- 12/16 - During Collaborative Common Planning, teachers will plan the I Do and Introduction of the lesson aligned to the expectation of the standard. Teachers will continue to align resources, activities, and student work to the standards. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will conduct informal walkthroughs to ensure fidelity and evidence of lesson alignment.

Person Responsible Joel Diaz (jcdiaz@dadeschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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|--|---|
| Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. | <p>According to the 2022 Florida Standards Assessment proficiency data, the overall ELA proficiency for Howard D. McMillan 65 percent in 2022 and 63 percent in 2021, a 3-percentage point increase. After analyzing proficiency by grade level for ELA, the overall proficiency for grade 6 showed a decline of 5 percentage points in 2022 earning 65 percent and in 2021 70 percent. In grade 8, the ELA proficiency remained the same for 2021 and 2022 earning 63 percent. On the 2022 Civics EOC, proficiency was at 85 percent. On the FCAT Science grade 8 Exam in 2022, proficiency was at 63 percent. In Middle School Acceleration, the achievement score was 88 percent in 2022. In the areas of Civics, FCAT grade 8 Science and Middle School Acceleration Howard D. McMillan Middle School remains consistently high in trending data across 3 year patterns at these high percentage levels. This is important to note due to proficiency targets set for 2023. Based on data review, our school will implement the Targeted Element of Professional Learning Communities. Howard D. McMillan selected the overarching area of Professional Learning: Continued Improvement is needed in providing high quality professional learning opportunities during scheduled professional development that involves collaboration with peers and mentorship. It is evident that collaborative professional learning should happen in order to increase proficiency in ELA and Math and maintain the high proficiency in the other tested areas.</p> |
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| Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | <p>With successful implementation of professional learning/ instructional coaching, the overall ELA and Math proficiency will increase by a minimum of 5 percentage points from 66 percent to 71 percent in ELA and 67 percent to 72 percent in Math as evidenced by the 2023 Spring FAST (Florida Assessment of Student Thinking) PM 3.</p> |
| Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. | <p>Quarterly collaborative opportunities will take place at Howard D. McMillan Middle School in the form of classroom visits, planning sessions, or time collaborating with a selected professional of their choice. The lead Mentor on the Professional Learning Support Team (PLST) will coordinate and assist with teacher selection of peer professionals to work along side staff members during the school year. Additionally, the PLST lead mentor will monitor and assist with arranging the collaboration and mentorship opportunities taking place. The professional learning opportunities and learning walks that take place will be coordinated in conjunction with administration. Additionally, PLST will provide differentiated and targeted staff professional development during the PD days as well as the second faculty meeting of the month. The PD liaison will propose professional development opportunities using the Frontline management system through My Learning Plan on the MDCPS portal. The administration and PD liaison will monitor teacher attendance.</p> |
| Person responsible for monitoring outcome: | <p>Felicia Joseph (pr6441@dadeschools.net)</p> |
| Evidence-based | <p>Within the Targeted Element of Professional Learning and instructional coaching, our school will focus on the evidence based strategy of: professional learning. High quality</p> |

Strategy:

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

professional development aligned with collaborative opportunities for staff to work side by side a professional will have a direct impact on proficiency achievement data. Assigning the right mentors and professional learning walks will be monitored by the administrative team and the lead Mentor on the PLST team. Professional development days and one faculty meeting a month will be dedicated to professional learning and will consist of usage and alignment of resources for instruction.

Rationale for Evidence-based Strategy:

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

Professional Learning/Instructional Coaching will ensure that mentoring staff members and ongoing collaborative differentiated professional development is occurring throughout the year to support teaching and learning.

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.

9/15- Interested mentor and mentee teachers will be identified to participate in job-embedded professional development and learning walks with peers. A survey will be created to identify interested teachers who will serve as mentors and mentees. The Lead Mentor teacher from the Professional Learning Support Team will meet with administration to determine potential mentors and mentees. The identification of the mentor and mentee is evidenced by the survey results which supports the increase in professional learning.

Person

Responsible

Karen Adamson (kadamson@dadeschools.net)

9/16 - 10/14- Collaboration with mentor and mentee for the 2022-2023 school year as job embedded professional development will take place monthly with the PLST Lead Mentor. As a result of reviewing a mentor log, Team meeting and Department meeting attendance, agendas and minutes will serve as evidence monthly for contact time with the teacher and assigned mentor. Department meeting agendas and sign in sheets will be evidence for monitoring the process and support professional growth.

Person

Responsible

Karen Adamson (kadamson@dadeschools.net)

9/16 - 10/14- Identified staff willing to provide classroom observation opportunities will be facilitated via a staff survey. As a result of a school site survey, teachers will be identified as willing to provide classroom observation opportunities. Administration and the Professional Development Liaison will monitor the survey to identify the coalition of the willing in terms of classrooms that can be observed during peer observations as evidence of implementation.

Person

Responsible

Karen Adamson (kadamson@dadeschools.net)

9/16 - 10/14 - Collegial teacher observations will be implemented for the mentor and mentee or peer observations once the classrooms have been identified. Teachers wanting to participate in peer observations can sign up with Dr. Karen Adamson, Lead Mentor PLST. Dr. Adamson will create a list of peer observations and retain the peer teacher observation sign-up sheet via a survey. The survey results are the evidence used to assign observations in the various classrooms to support the increase in professional learning.

Person Responsible Karen Adamson (kadamson@dadeschools.net)

11/1 - 12/17- Identified mentors will work alongside the PLST lead mentor to provide assistance, collaboration professional learning in order to facilitate learning walks and other debriefing opportunities with the mentor and mentee. Teachers have expressed interest that they would like to participate in learning walks. Additionally, teacher have been identified that they would like their classroom to be visited during learning walks.

Person Responsible Karen Adamson (kadamson@dadeschools.net)

10/31 - 12/17- Identified mentors will work alongside the PLST lead mentor collaborating, assisting and providing professional learning in order to facilitate learning walks and other debriefing opportunities with the mentor and mentee. Teachers have expressed interest that they would like to participate in learning walks. Additionally, teacher have been identified that they would like their classroom to be visited during learning walks.

Person Responsible Karen Adamson (kadamson@dadeschools.net)

31-10/11- Collegial teacher observations will be implemented for the mentor and mentee or peer observations once the classrooms have been identified. Teachers wanting to participate in peer observations can sign up with Dr. Adamson. Dr. Adamson will retain the peer teacher observation sign-up sheet. The sign up sheets are the evidence used to assign observations in the various classrooms to support the increase in professional learning.

Person Responsible Karen Adamson (kadamson@dadeschools.net)

#3. Positive Culture and Environment specifically relating to social and emotional learning

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| Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. | <p>Based on the Data review, our school will implement the target element of Social Emotional Learning. Through our data review the School Climate Survey in 2021 indicated to greatest need for improvement was staff morale. Staff morale went from 47% down to 45% which is a 2 percentage point decrease. This is a concern because less than half of the school feels staff morale is high. According to the Climate Survey in 2021, the category resources and support systems showed the most improvement. The question, adults at my school care about me as an individual, decreased the strongly disagree response from 8 percent in 2021 to 4 percent in 2022. This is a critical need because if staff morale is declining then there is minimal opportunity for teachers to connect socially and minimal student activities. The actions that will be taking to address the increase in Social Emotional Learning and Staff morale is team building opportunities through school activities.</p> |
| Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | <p>If we successfully implement the Targeted Element of Social Emotional Learning, our staff morale and team building will increase by 20 percentage points and will score above 50 percent of the staff as evidenced by School Climate Survey administered in Spring of 2023.</p> |
| Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. | <p>The Professional Learning Support team will establish a mentor program with individual students to establish positive relationships with adults. Team leaders will implement team building activities throughout the year to promote school pride and staff morale. Professional Development Activities will take place where collaborative opportunities are provided to the staff to increase the morale. These activities will be shared with stakeholders through shared activities calendar and meeting schedules. Establishing and maintaining positive relationships through team activities and collaborative spaces will empower and increase staff morale and the Social Emotional need..</p> |
| Person responsible for monitoring outcome: | <p>[no one identified]</p> |
| Evidence-based Strategy: Describe the evidence-based strategy being | <p>Within the targeted element of staff student connection, our school will focus on the evidence based strategy: Staff morale. Staff morale will increase the positive student and teacher interactions at Howard D. McMillan Middle School. Relationship building through team activities will be monitored monthly through the school's Color Challenge activities, activities calendar of diverse events and monthly meeting schedule. The annual activities calendar will include ongoing social activities and incentives that promote staff and student connections. These Team Color Challenge activities and rewards will lead to school spirit and pride therefore increasing Social Emotional Learning and Staff Morale.</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.**

Increasing staff morale will increase students' positive interactions with adults through activities between teachers and students. The initiative will provide the administration, Leadership Team, PLST, and Team leaders with data to support increased staff morale.

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.

9/14- Homeroom classes will participate in a door decorating contest for the Core Value of Respect (in combination with their grade level team color) for the month of September. As a result of homeroom teachers and students decorating their doors to display the core value of Respect for the month of September, doors will be judged by team leaders to identify a winning team/grade level for the activity. These points earned are tallied throughout the year's activities to award the Team Cup at the end of the school year to the grade level that earned the most annual points. The door decorating participation serve as evidence towards the goal of increasing the students' sense of belonging.

Person

Responsible Victor Grimaldo (vgrim@dadeschools.net)

9/20- Faculty and staff will nominate students for the Do The Right Thing Student Recognition Program monthly. For the month of September the deadline for submission is September 20, 2021.

As a result of the final nominations, monthly certificates and T-shirts are given to the nominated students and students' names are recorded with their picture and displayed on the Do The Right Thing board in the main entrance of the school. Participation in nominating students for Do the Right Things serves as evidence toward the goal of increasing sense of belonging.

Person

Responsible Victor Grimaldo (vgrim@dadeschools.net)

8/31-9/30 - Restorative Justice Practice of Circle Protocol will be implemented once a month amongst the homeroom classes discussing, sharing ideas and adding reflections on the monthly CORE Value. Team Leaders will monitor the effectiveness of the circle process during homeroom. The monthly records of the RJP circle process serves as evidence of increasing student voice and entered in the RJP database for the district with School Operations. .

Person

Responsible Moncada, Karina (k_moncada@dadeschools.net)

9/23 - Grade level Team Color Challenge will be implemented monthly. Each grade level team is represented by a different color as demonstrated by team activities. Friday, September 24, 2021 students will dress in their team color as a way to earn points toward the end of the year Team Cup. Grade 6 is red.

Grade 7 is green. Grade 8 is blue. The participation in wearing the team color serves as evidence towards the goal of team building.

Person Responsible Victor Grimaldo (vgrim@dadeschools.net)

10/31 - 12/16 -Students will participate in a can food drive to promote the Core Value of Citizenship for the month of November. As a result of faculty and students donating cans, the winning team/grade level for the activity will earn team points. These points earned are tallied throughout the year's activities to award the Team Cup at the end of the school year to the grade level that earned the most annual points. The can food drive participation serve as evidence towards the goal of increasing the students' sense of belonging.

Person Responsible Victor Grimaldo (vgrim@dadeschools.net)

11/18 - Faculty and staff will nominate students for the Do The Right Thing Student Recognition Program monthly. For the month of November, the deadline for submission is November 18, 2022. As a result of the final nominations, monthly certificates and T-shirts are given to the nominated students and students' names are recorded with their picture and displayed on the Do The Right Thing board in the main entrance of the school. Participation in nominating students for Do the Right Things serves as evidence toward the goal of increasing sense of belonging.

Person Responsible Victor Grimaldo (vgrim@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team**Area of Focus****Description and****Rationale:**

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

Based on the data from the School Climate Survey, Howard D. McMillan Middle School will focus the Leadership efforts with the Targeted Element of Instructional Leadership Team. Teachers in the building felt the staff morale was low. Often times staff has not been included in the decision making process. Therefore, we will implement Restorative Justice Practice (R.J.P.) of circles by involving them in school-wide initiatives and problem solving. This R.J.P. process allows for voice of key stakeholders in the decision making process. Building the capacity and developing teacher leaders is the focus of the leadership team efforts which positively impacts student success.

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 Instructional Leadership Team and build capacity of teacher leaders our staff morale will increase 5 percentage points from 45% to at least 50% in the 2023 School Climate Survey. This will be occur through the monthly leadership meeting functioning as a Restorative Justice Practice circles, opportunities for peer mentorship and working the PLST to deliver differentiated high quality differentiated professional learning opportunities.

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

The Leadership Team will utilize the Professional Learning Support Team (P.L.S.T.) to provide ongoing support and professional development to assist with building capacity amongst members and support the existing leadership groups that function within the Leadership Team. Implementing Restorative Justice Circles protocol in the monthly leadership meeting, we hope to create an environment of shared leadership and shared voice. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas during their monthly meetings such as Common Planning and Grade Level Team Meetings.

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

Felicia Joseph (pr6441@dadeschools.net)

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

Within the targeted element of Instructional Leadership Team, we will focus on the evidence based strategy of Instructional Leadership and staff morale. Building Capacity of Teacher Leaders is a priority in the implementation. Through the use of Restorative Justice Practice Protocol we will solicit the feedback from Leadership monthly to problem solve. Additionally, the Professional Learning Support Team (P.L.S.T.) will provide ongoing Professional Development and mentorship monthly to various teacher leaders who serve in other areas. Leadership Team members will provide feedback at the Leadership Team on a monthly basis regarding how they are involving staff members in important decisions.

Rationale for Evidence-based Strategy:

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

The evidence based strategy of instructional leadership and staff morale will assist with improving the talents of teacher leaders within the leadership team to carry out the vision and problem solve utilizing the Restorative Justice Practice (R.J.P.) to increase staff morale. Throughout this process the Leadership Team and PLST will build capacity amongst stakeholders on the Leadership Team.

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.

8/31-10/14-Circles will be implemented once a month amongst the leadership team as a protocol for problem solving, discussion items, concerns, ideas and reflections. Attendance sheets, agendas, and meeting minutes will be used to keep record of implementation, discussions, reflections and responses to the circle process. Administration and teacher leaders will keep monthly records of meetings to monitor effectiveness of the circle process.

Person Responsible Felicia Joseph (pr6441@dadeschools.net)

9/21 - Circles will be implemented once a month in faculty meeting problem solving as a staff and relationship building and reflection. As a result of implementation and discussions, Administration will use attendance sheets, agendas, and meeting minutes to maintain record and monitor effectiveness and serve as evidence of the circle process.

Person Responsible Moncada, Karina (k_moncada@dadeschools.net)

8/31 - 10/14-The Professional Learning Support Team will provide ongoing and differentiated professional development during one faculty meeting a month (the second one) based on the direct needs for improvement from faculty survey. The focus of professional development will align with School Improvement goals in the area of standards aligned instruction and Social Emotional Learning. The Professional Development Liaison will monitor the sessions through agendas and sign in sheets as evidence that the professional development occurred.

Person Responsible Amy Porzio (aporzio@dadeschools.net)

9/20- During the leadership team meeting, pairing of mentor and mentee teacher assignments will be identified to participate in job-embedded professional development and learning walks with peers. A survey will be created to identify interested teachers who will serve as mentors and mentees. The Lead Mentor teacher from the Professional Learning Support Team will meet with leadership team and administration to determine potential mentors and mentees. The identification of the mentor and mentee is evidenced by the survey results which supports the increase in professional learning.

Person Responsible Karen Adamson (kadamson@dadeschools.net)

10/31 - 12/16 - Circles will be implemented once a month amongst the leadership team as a protocol for problem solving, discussion items, concerns, ideas, and reflections. Attendance sheets, agendas, and meeting minutes will be used to keep record of implementation, discussions, reflections, and responses to

the circle process. Administration and teacher leaders will keep monthly records of meetings to monitor effectiveness of the circle process.

Person Responsible Moncada, Karina (k_moncada@dadeschools.net)

10/31 - 12/16 -Team Parent Conference Circle Protocol will be implemented weekly with parents during Team Parent Conferences taking place every Monday and Friday. This parent conference protocol involves problem solving amongst parents, leaders, and teachers of the student. The concerns and ideas are shared however, the group is in a circle, and everyone involved in the conference has a voice to share not only their concerns but something positive about the student. These reflections assist with developing a plan for the parent and teachers to work with the student Attendance sheets, agendas, and meeting minutes will be used to keep record of implementation, discussions, reflections, and responses to the circle process. Team leaders will keep monthly records of meetings to monitor effectiveness of the circle process

Person Responsible Moncada, Karina (k_moncada@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.

Social Emotional Learning is a key component in building a positive school culture and environment at Howard D. McMillan Middle School. Through the Restorative Justice Practice of circle protocol, it provides stakeholders the opportunity to problem solve, work together as a team and share concerns. This practice has allowed for everyone to have a voice in the decision-making process. Stakeholder voices are heard and listened too. Ongoing professional development and experiences occur throughout the year to support parents, guardians, and families to ensure they have the necessary supports for their children. Title 1 and the parent academy assist our PTSA in supporting our students through the kickoff of our annual parent meeting as well as monthly meetings throughout the year. Students are supported through mentoring programs, activities, clubs and athletics to empower them with a well-rounded education. Team building activities and the MDCPS Core Value activities occur monthly through grade level competitions and activities to excite the students within their grade level teams. Students are involved in grade level team competitions which promote school pride and spirit. Staff are provided opportunities to collaborate in monthly team meetings that assist with ongoing professional development on social emotional learning in the area building relationships. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders through the circle protocol during faculty meetings, Leadership Meetings, parent/guardian conferences and EESAC Meetings. Opportunities are provided to stakeholders through EESAC Meetings, School Messenger, and conferences to solicit feedback in the decision making of problem solving to provide successful student educational experiences.

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 administration, parents and guardians, Leadership Team, students, staff, business partners and community partners. The administration's role is to monitor and oversee all the school initiatives and partnerships established with stakeholders and plan for team building activities to occur. Some of these partnerships include local colleges and universities providing educational hours inside our classroom as well as local hospitals and business investing in our students by providing assemblies as guest speakers. The Leadership Team problem solves to include spirit activities across grade level to promote school pride and boost morale. They provide the students with well-rounded activities in academics, athletics, activities and the arts. Parents/guardians and students provide healthy feedback that is that is beneficial to the students' education. Aligning resources from our business and community partners is important in building relationships with stakeholders and families. These partnerships have extended in the YMCA providing before and after care to keep our students safe until their parents and guardians can take them home from their school day. All stakeholders share in the effort and are responsible for building connections and relationships that impact the students, families, and schoolhouse.