

Miami-Dade County Public Schools

Richmond Heights Middle School



2022-23 Schoolwide Improvement Plan

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Richmond Heights Middle School

15015 SW 103RD AVE, Miami, FL 33176

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

Demographics

Principal: Francisco Sauri M

Start Date for this Principal: 7/21/2022

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)	100%
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: C (53%) 2018-19: B (54%) 2017-18: C (52%)
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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Richmond Heights Middle School

15015 SW 103RD AVE, Miami, FL 33176

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>97%</p>

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Richmond Heights Middle School's mission is to provide an enriching learning environment which fosters the core skills of communication, collaboration, creativity, and critical thinking through innovative instructional strategies, accountability, and high expectations in the pursuit of excellence.

Provide the school's vision statement.

Richmond Heights Middle School's vision is to create an environment of academic excellence which improves the skills of today's generation of learners allowing them to adapt to the ever-changing world of technological advancements while meeting their diverse needs.

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
Sauri, Francisco	Principal	Direct and manage the instructional program and supervise operations and personnel at the campus level. Ensures that the school's vision and mission align with the district's initiatives.
Hart, Chava	Assistant Principal	Assist the principal with operational systems, curricula decisions, and personnel at the campus level. Ensures that the school's vision and mission align with the district's initiatives.
Ellis, Danielle	Reading Coach	Ensures that the school's vision and mission are aligned with the district's initiatives and supports the students' needs. Uses literacy and diagnostic assessments to support ELA teachers to drive instruction by optimizing best learning practices.
Hunter, Gayle	Math Coach	Ensures that the school's vision and mission are aligned with the district's initiatives and supports the students' needs. Uses mathematics and diagnostic assessments to support math teachers to drive instruction by optimizing best learning practices.

Demographic Information

Principal start date

Thursday 7/21/2022, Francisco Sauri M

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.*

11

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

452

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.

3

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	112	177	163	0	0	0	0	452
Attendance below 90 percent	0	0	0	0	0	0	15	48	35	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	2	18	4	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	7	18	4	0	0	0	0	29
Course failure in Math	0	0	0	0	0	0	23	15	4	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	21	55	66	0	0	0	0	142
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	36	59	74	0	0	0	0	169
Number of students with a substantial reading deficiency	0	0	0	0	0	0	42	77	94	0	0	0	0	213

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	29	55	67	0	0	0	0	151

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	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	4	8	2	0	0	0	0	14

Date this data was collected or last updated

Thursday 7/21/2022

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	157	151	196	0	0	0	0	504
Attendance below 90 percent	0	0	0	0	0	0	37	39	95	0	0	0	0	171
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	19	17	26	0	0	0	0	62
Course failure in Math	0	0	0	0	0	0	32	6	27	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	26	28	39	0	0	0	0	93
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	13	38	39	0	0	0	0	90
Number of students with a substantial reading deficiency	0	0	0	0	0	0	62	94	97	0	0	0	0	253

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	36	38	68	0	0	0	0	142

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	6	1	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	7	1	2	0	0	0	0	10

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	157	151	196	0	0	0	0	504
Attendance below 90 percent	0	0	0	0	0	0	37	39	95	0	0	0	0	171
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	19	17	26	0	0	0	0	62
Course failure in Math	0	0	0	0	0	0	32	6	27	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	26	28	39	0	0	0	0	93
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	13	38	39	0	0	0	0	90
Number of students with a substantial reading deficiency	0	0	0	0	0	0	62	94	97	0	0	0	0	253

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	36	38	68	0	0	0	0	142

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	6	1	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	7	1	2	0	0	0	0	10

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	38%	55%	50%				48%	58%	54%
ELA Learning Gains	53%						58%	58%	54%
ELA Lowest 25th Percentile	53%						51%	52%	47%
Math Achievement	37%	43%	36%				43%	58%	58%
Math Learning Gains	62%						52%	56%	57%
Math Lowest 25th Percentile	64%						44%	54%	51%
Science Achievement	48%	54%	53%				44%	52%	51%
Social Studies Achievement	50%	64%	58%				69%	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	49%	58%	-9%	54%	-5%
Cohort Comparison						
07	2022					
	2019	39%	56%	-17%	52%	-13%
Cohort Comparison		-49%				
08	2022					
	2019	52%	60%	-8%	56%	-4%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	42%	58%	-16%	55%	-13%
Cohort Comparison						
07	2022					
	2019	31%	53%	-22%	54%	-23%
Cohort Comparison		-42%				
08	2022					
	2019	21%	40%	-19%	46%	-25%
Cohort Comparison		-31%				

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	43%	43%	0%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	73%	-5%	71%	-3%
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	84%	63%	21%	61%	23%
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	15	46	52	18	49	54	32	23			
ELL	28	57	55	38	64	59	25	46			
BLK	29	49	52	27	63	63	40	39	71		
HSP	44	54	55	43	64	66	53	55	68		
WHT	61	71		61	53						
FRL	36	52	55	35	61	63	45	49	67		
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	27	26	11	14	16	15	23			
ELL	24	35	37	20	16	16	31	30	56		
BLK	27	35	33	13	14	17	24	32	33		
HSP	43	39	36	30	19	16	50	51	57		

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
WHT	60	40		57	14						
FRL	34	36	37	21	16	19	34	39	45		
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	24	44	44	22	42	36	9	48			
ELL	41	57	60	49	59	63	35	65	93		
BLK	37	54	47	33	48	44	33	59	77		
HSP	57	60	63	52	55	42	52	80	84		
WHT	84	84		74	79						
FRL	47	57	49	43	51	45	41	67	81		

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	55
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	71
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
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	57
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	62
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	53
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?

Based on the comparison data from 2021 to 2022 in English Language Arts (ELA), there was a 2% increase in the achievement level, 16% increase in overall learning gains, and a 19% increase for the lowest 25 percentile.

Based on the comparison data from 2021 to 2022 in Mathematics, there was a 14% increase in the achievement level, 45% increase in overall learning gains, and a 46% increase for the lowest 25 percentile. Based on the comparison data from 2021 to 2022 in Science and Civics, Science showed an increase of 11% and Civics increased by 6 percentage points.

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

The data that demonstrates the greatest need for improvement is English Language Arts (ELA). ELA's overall proficiency is 38%, only increasing by 2 percentage points.

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 to the need for improvement in English Language Arts (ELA) proficiency is the lack of planning for enrichment opportunities to engage students in higher level thinking. There is a need to ensure teachers are exposing students to the mastery level of the standards and not only teaching to the satisfactory level of the standards. The action needed for improvement in the area of ELA is to ensure when planning, teachers are planning with the end in mind and adding more rigorous content to the lessons, going beyond the satisfactory level of the standards.

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

The lowest quartile for mathematics made the most improvement by increasing 45 percentage points from the previous school year.

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

The contributing factors to the improvement in mathematics were being more targeted with instruction and addressing the weakest standards intensely through after school tutoring, Elementary and Secondary School Emergency Relief Fund tutoring, and Saturday School. The new actions that were taken were seizing every opportunity to reach students through multiple avenues. We implemented more targeted small group instruction, monitored student data to remediate as needed, and utilized IXL with fidelity during math intervention classes. We also connected with our partnering high school and solicited the help of a high school teacher that taught for the last hour every school day to help with our most fragile group of students.

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

In order to accelerate learning, the implementation of the following strategies must be implemented across the curriculum: targeted professional development, the use of various instructional delivery

models, the use of engaging content with real-world connections for students, implementation of interactive learning, use of higher order questioning techniques, applying rigorous lessons, planning with the end in mind, student centered learning, intervention provided to students based on recent and relevant data, and the implementation of small group instruction.

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

Professional development will be provided with a focus on the following areas: interdisciplinary collaboration, teaching in different instructional delivery styles, interactive learning with an emphasis on; essential questions, activating prior knowledge, relevant vocabulary, limiting lecture time, use of graphic organizers, higher-order thinking questions, and the use of specific, corrective feedback.

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

Additional services that will be implemented to ensure sustainability of improvement for the next year and beyond are administrative focused walk-throughs providing immediate feedback on instruction, the use of data-driven instruction, and data chats with all stakeholders.

Areas of Focus

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

:

#1. 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.

Data over the last two years demonstrates the need to strengthen grade level instruction by ensuring the demands of the B.E.S.T. Standards are met, increasing the amount of proficient students. ELA proficiency increased from 36% to 38%. Math proficiency increased from 23% to 37%. Social Studies proficiency increased from 44% to 50%. Acceleration increased from 50% to 69%. To increase the percent amount of proficient students, differentiated instruction will be a key focus for all teachers. Differentiated instruction lessons will be created to also include rigor, and to reach mastery of the standards. Currently, we are below the 41% threshold for Students With Disabilities.

Measurable**Outcome:**

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

With the implementation of differentiated instruction addressing the needs of all learners, there will be an average 10% increase of proficient students across all accountability groups and not limited to Students with Disabilities. As a result of the consistent and strategic use of differentiation, student performance data will be used in instructional planning and delivery to yield gains in district topic assessments, i-Ready progress monitoring, and the F.A.S.T. Assessments by 06/02/23.

Monitoring:

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

The administrative team will participate in collaborative planning sessions and conduct classroom walkthroughs to monitor the implementation of differentiated instruction. Quarterly data chats will also be held with teachers to assess the progress of Students with Disabilities and discuss next steps.

Person responsible for monitoring outcome:

Francisco Sauri (pr6781@dadeschools.net)

Evidence-based

Strategy:

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

The evidence-based strategy being implemented for this Area of Focus is differentiated instruction. Differentiated instruction will allow teachers to tailor instruction to students' instructional levels and needs. Teachers will ensure learning takes place regardless of students' ability.

Rationale for Evidence-based Strategy:

Differentiated instruction will allow teachers to understand how students learn and find methods to tailor content to meet students' individual needs. This process will require teachers to constantly use, recent, and relevant data as well as make necessary grouping adjustments and ensure activities are aligned with students' instructional needs.

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

Action Steps to Implement

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

During the school year (8/22/22-10/14/22), teachers will access and analyze students' most recent assessment data to create flexible small groups. By creating groups based on students' needs, classroom teachers will be able to meet the needs of diverse learners.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

During the school year (8/22/22-10/14/22), teachers will identify appropriate instructional materials for differentiated instruction during departmental collaborative planning sessions. By utilizing appropriate instructional materials for targeted students, classroom teachers will be able to meet the needs of diverse learners.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

During the school year (8/22/22-10/14/22), the instructional framework will be adjusted. Teachers will adjust the amount of time spent in whole group versus small group in order to determine how much time is needed for grade level content. The instructional framework will also allow teachers to implement differentiated instruction to small groups of students based on their instructional needs.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

During the school year (8/22/22-10/14/22), differentiated instructional groups will be adjusted as more recent and relevant data becomes available, ensuring lessons are aligned to the data. By adjusting groups based on the most recent state and district data, teachers will address the needs of all students, and limited to Students with Disabilities.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

For the upcoming weeks (10/31/22 - 12/16/22), collaborative planning sessions will be restructured to focus on one full session per week on differentiated instruction.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

For the upcoming weeks (10/31/22 - 12/16/22), department leaders and instructional coaches will meet to create a protocol specific to the needs of Richmond Heights Middle School to facilitate planning sessions for differentiated instruction.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus

Description and Rationale:

Based on the data, 95% of respondents agree that staff members were afforded the opportunity to be considered for a leadership role within the school. We will continue to focus on providing opportunities for professional growth in leadership development to build morale. By the end of the school year, 75% of teachers will have embraced the growth mindset philosophy while actively taking on leadership tasks.

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

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

Our teachers will be instrumental in contributing to improving the school's letter grade through collaboration, problem-solving and innovation. At least 75% of teachers will develop a growth mindset by the end of the school year, 06/07/23

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

With the implementation of developing a growth mindset, 75% of teachers will be monitored by building in support with weekly development through leadership team meetings.

Person responsible for monitoring outcome:

Francisco Sauri (fsauri@dadeschools.net)

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

By empowering others and affording staff the opportunity to engage in leadership roles, an evidence-based approach is being implemented to determine whether the staff is taking an active role in new leadership positions. By participating in the process, staff will ensure they have shared the responsibility and accountability, leading to academic success for students.

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 being implemented is growth mindset. Developing a growth mindset will allow teachers to challenge themselves. One of the things transformational leadership will do is to help others challenge themselves with something new, allowing the brain to form newer, stronger connections.

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.

By 08/09/2022, the staff will be surveyed by the administrative team to identify staff aspiring to grow professionally through experience-based learning opportunities throughout the school year.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

By 08/16/2022, the administrative team will identify school leaders to provide identified leaders with monthly mentoring and guidance to build their leadership capacity.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

By 10/01/2022, tasks will be assigned to identified leaders at the school level to provide school leaders with experience-based learning opportunities.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During the school year from 10/01/22 – 06/05/23, the school administrative team will provide immediate, constructive feedback on assigned leadership tasks.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

From 10/31/22 - 12/16/22, teacher leaders will participate in instructional rounds to develop a clinical eye for effective instruction.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

From 10/31/22 - 12/16/22, teacher leaders will attend Miami Learns PD to turnkey strategies with staff.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning (SEL)

Area of Focus

Description and Rationale:

The 2021-2022 school climate survey showed 51% of students recognize that what is taught in the curriculum is applicable beyond the school environment. This data indicates that there is a critical need to support the students with more Social Emotional Learning opportunities to develop life-long learners and productive citizens through activities and project-based learning that foster excellence through collaboration, communication, creative, and critical thinking.

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

Measurable

Outcome:

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

If we successfully implement Social Emotional Learning activities, students will engage more deeply in learning, 70% of our students will connect their current learnings to productive future experiences in the 2022-2023.

Monitoring:

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

A Social Emotional Learning (SEL) committee, including student representative, will conduct surveys during homeroom at designated times to measure the progress. The SEL Committee will generate ideas and initiatives that can be implemented by members of the SEL Committee to exhibit leadership skills while improving the school culture for all stakeholders.

Person responsible for monitoring outcome:

Francisco Sauri (pr6781@dadeschools.net)

Evidence-based

Strategy:

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

Within the Area of Focus for Positive Culture and Environment, we will focus on Social Emotional Learning to ensure that our students are developing self-awareness, interpersonal skills, and self-control which are key tools for school, work, and life success.

Rationale for Evidence-based

Strategy:

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

We want to empower students and provide them with the best educational experience. By focusing on Social Emotional Learning, students are building strong social and emotional skills enabling them to cope with everyday life's challenges and succeed academically, professionally, and socially.

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.

By 09/02/22, an educational plan for Social Emotional Learning will be developed and implemented during homeroom to increase student collaboration, communication, creativity, and critical thinking, resulting in increasing positive behavior within the school culture.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

During the school year (09/06/22 – 06/05/23), Social Emotional Learning challenges will be announced on a monthly basis throughout the year providing students with activities that will deepen the connection between academics and real-world applications.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

During the school year (09/06/22 – 06/05/23), teachers will suggest students who will be recognized for their participation in the Social Emotional Learning program activities to increase positive behavior throughout the school community.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

During the school year (09/06/22 – 06/05/23), students will be provided an incentive for displaying exemplary behaviors in promoting the Social Emotional Learning program in the effort to improve academic performance.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

Teachers and staff members will utilize Raider Loot for positive behavior reinforcement (10/31/22 - 12/16/22).

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

Teachers and staff will use Treasure Cove to promote positive behavior (10/31/22 - 12/16/22).

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

#4. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

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

Data over the last two years demonstrates an improvement in instructional practice and a need to continue understanding and implementing the B.E.S.T. Standards. ELA proficiency increased from 36% to 38%. ELA learning gains increased from 37% to 53%. Math proficiency increased from 23% to 37%. Social Studies proficiency increased from 44% to 50%. Acceleration increased from 50% to 69%. Knowing and understanding how to teach the B.E.S.T. Standards will play an integral part of ensuring that lesson planning, instructional delivery, and student work products are aligned to the benchmarks' clarification.

Measurable**Outcome:**

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

With the implementation of the B.E.S.T. Standards, there will be an average increase of 10% of proficient students across all accountability groups. As a result of the consistent and strategic use of B.E.S.T. Standards, instructors will execute lessons based on the benchmarks' clarification and ensure that all student products and teaching techniques are aligned to the benchmark.

Monitoring:

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

The administrative team will participate in collaborative planning sessions and conduct focused walkthroughs to monitor the planning and implementation of standards-aligned instruction. Administration will also analyze student work folders for evidence of benchmark mastery.

Person responsible for monitoring outcome:

Francisco Sauri (fsauri@dadeschools.net)

Evidence-based Strategy:

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

The implementation of the B.E.S.T. Standards will consist of ensuring teachers are attending professional development and collaborative planning as evident by the F.A.S.T. Assessment data and student work products.

Rationale for Evidence-

based Strategy: Explain the rationale for selecting this specific strategy.

Teachers will become acclimated to the new B.E.S.T. Standards by backwards planning to guide students through the demands of the benchmarks increasing the number of students mastering benchmarks, leading to a higher percentage of proficient students.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

During the school year (8/22/22-10/14/22), teachers will participate in collaborative planning sessions to unpack the benchmarks aligned to the district pacing guides in order to provide rigorous instruction to students. Effective collaborative planning will lead to the teachers' delivery of aligned instruction and the students' mastery of the benchmarks.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During the school year (8/22/22-10/14/22), teachers will create bell-to-bell lesson plans aligned to the B.E.S.T. standards. Lessons will be focused on very few benchmarks from bellringer to the exit activity, allowing for a greater chance of mastering benchmarks. Creating B.E.S.T. Standards-Based lessons using the district pacing guides will enable teachers to provide rigorous instruction, effectively assess student understanding, and develop remediation groups.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During the school year (8/22/22-10/14/22), teachers will develop and utilize assessments aligned to the B.E.S.T. standards to gauge students' mastery.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

During the school year (8/22/22-10/14/22), teachers will use the data from assessments aligned to the B.E.S.T. standards to adjust remediation groups as well as enrichment groups.

Person Responsible Francisco Sauri (fsauri@dadeschools.net)

From 10/31/22 - 12/16/22, department chairs will create and refine a protocol for instructional planning to be used during collaborative planning sessions to ensure lessons are aligned to the B.E.S.T. Standards and reach the mastery level of the standards.

Person Responsible Francisco Sauri (pr6781@dadeschools.net)

Collaborative planning will focus on utilizing the Achievement Level Descriptors (ALDs) for the B.E.S.T. Standards, for both ELA and math, to ensure teachers are reaching the mastery level of the standards to increase the number of students who are proficient (10/31/22 - 12/16/22).

Person Responsible Francisco Sauri (pr6781@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.

At Richmond Heights Middle we build a positive school culture and environment by building relationships, providing an engaging learning environment, and providing support, care, and connections. Our school creates experiences throughout the year by hosting events that foster the development of trusting and caring relationships, and by creating positive social support for students and staff through support of peer relationships. Students and staff provide ongoing feedback and suggestions to the school leadership team through the school climate survey, and Panorama survey. Additionally, the school aspires to transform students with a natural affinity for animals and their care, into citizens with discriminating minds, informed problem-solving, and critical thinking skills to ultimately become environmentalists, conservationists, preservationists, ecologists, research scientists and stewards of our planet and its natural resources.

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

The administration will ensure staff is trained on building relationships and the use of Restorative Justice Practices within the classroom across curriculum. Teachers will build relationships with their students using Restorative Justice Practices. The counselor will build relationships through social emotional learning lessons and will meet with groups of students with early warning indicators to provide intervention. Students will be afforded opportunities to participate in decision-making and express their feelings of the school with the administration. Richmond Heights Middle School partners with community organizations such as Be Strong, Girl Power, and Guitars Over Guns. in assisting with the character development of our students.