

Miami-Dade County Public Schools

Lawton Chiles Middle School



2022-23 Schoolwide Improvement Plan

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Lawton Chiles Middle School

8190 NW 197TH ST, Hialeah, FL 33015

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

Demographics

Principal: Stephanie Tudor

Start Date for this Principal: 7/18/2022

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)	92%
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 Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: B (57%) 2017-18: B (59%)
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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8190 NW 197TH ST, Hialeah, FL 33015

<http://lcms.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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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SIP Authority

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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.

We the faculty and staff of Lawton Chiles Middle School will continue to build a professional learning community of life-long learners who will increase student achievement, personal integrity, civic responsibility, and work place literacy and productive citizens of our community.

Provide the school's vision statement.

The Lawton Chiles Middle School faculty, parents, students and community are committed to providing a learning atmosphere that fosters maximum student achievement in a technologically advanced and creative environment for all students.

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
Tudor, Stephanie M.	Principal	Oversee the daily activities and operations within the school. Managing the budget, hiring teachers and other personnel. Handling disciplinary matters. Ensuring the school environment is safe for all students and staff.
Rodriguez, Alex	Assistant Principal	Oversee daily activities and operations, coordinate school support operations, utilizing knowledge of curriculum and instruction to improve student achievement, evaluate instructional programs and personnel, coordinate campus functions and activities, implement policies and procedures, and analyze and interpret data to improve school effectiveness.
Erice-Raymond, Christine	Teacher, ESE	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students, and assist teachers regarding data-based instructional planning.
Edwards, Naomi	Reading Coach	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students, and assist teachers regarding data-based instructional planning.
Bennett, Pat	Teacher, K-12	Provides guidance on school-wide activities, participates in student data collection activities, assists in data analysis, collaborate with department members to implement intervention for students, and assists teachers regarding data-based instructional planning.
Cooper, Michelle	Teacher, K-12	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students, and assist teachers regarding data-based instructional planning.
Ramirez, Yania	Teacher, K-12	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students, and assist teachers regarding data-based instructional planning.
Sanchez, Gisel	Teacher, K-12	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students, and assist teachers regarding data-based instructional planning.
Maseda, Christina	School Counselor	Leader of the student services team. Specifically targets academic advising, attendance, and Social Emotional needs of students.

Demographic Information

Principal start date

Monday 7/18/2022, Stephanie Tudor

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.*

2

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.*

15

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

549

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

0

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

1

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	207	167	196	0	0	0	0	570
Attendance below 90 percent	0	0	0	0	0	0	20	20	40	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	0	18	52	0	0	0	0	70
Course failure in ELA	0	0	0	0	0	0	14	3	27	0	0	0	0	44
Course failure in Math	0	0	0	0	0	0	41	7	5	0	0	0	0	53
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	46	44	83	0	0	0	0	173
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	58	42	86	0	0	0	0	186
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	2	0	0	0	0	3

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	0	58	42	0	0	0	0	100	

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Monday 7/18/2022

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	169	267	0	0	0	0	593	
Attendance below 90 percent	0	0	0	0	0	0	26	17	51	0	0	0	0	94	
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	8	9	30	0	0	0	0	47	
Course failure in Math	0	0	0	0	0	0	17	16	10	0	0	0	0	43	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	14	27	54	0	0	0	0	95	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	12	22	49	0	0	0	0	83	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	89	141	0	0	0	0	290	

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	18	22	56	0	0	0	0	96	

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	3	1	1	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	2	2	0	0	0	0	0	4	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	157	169	267	0	0	0	0	593
Attendance below 90 percent	0	0	0	0	0	0	26	17	51	0	0	0	0	94
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	8	9	30	0	0	0	0	47
Course failure in Math	0	0	0	0	0	0	17	16	10	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	14	27	54	0	0	0	0	95
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	12	22	49	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	89	141	0	0	0	0	290

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	18	22	56	0	0	0	0	96

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	3	1	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	2	2	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	55%	50%				55%	58%	54%
ELA Learning Gains	57%						56%	58%	54%
ELA Lowest 25th Percentile	49%						45%	52%	47%
Math Achievement	47%	43%	36%				59%	58%	58%
Math Learning Gains	63%						61%	56%	57%
Math Lowest 25th Percentile	57%						45%	54%	51%
Science Achievement	48%	54%	53%				49%	52%	51%
Social Studies Achievement	72%	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	54%	58%	-4%	54%	0%
Cohort Comparison						
07	2022					
	2019	49%	56%	-7%	52%	-3%
Cohort Comparison		-54%				
08	2022					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	51%	58%	-7%	55%	-4%
Cohort Comparison						
07	2022					
	2019	50%	53%	-3%	54%	-4%
Cohort Comparison		-51%				
08	2022					
	2019	47%	40%	7%	46%	1%
Cohort Comparison		-50%				

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	33%	43%	-10%	48%	-15%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	68%	30%	67%	31%
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	91%	63%	28%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	54%	43%	57%	40%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	35	32	15	37	39	3	25			
ELL	26	50	47	31	50	52	27	60	71		
BLK	46	47	43	42	62	78	45	78	90		
HSP	45	59	49	47	62	54	47	69	80		
FRL	45	56	50	44	61	57	45	70	81		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	30	31	14	24	36	24	10	42		
ELL	26	42	45	27	30	37	19	35	50		
BLK	53	44	56	45	32	38	46	69	68		
HSP	46	46	41	40	27	31	45	51	64		
WHT	58	55		50	55						

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
FRL	44	43	41	37	28	30	41	51	61		
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	19	38	32	21	38	33	16	36			
ELL	41	53	45	46	52	41	38	65	84		
BLK	46	49	41	52	61	49	34	66	76		
HSP	58	58	46	60	60	43	55	70	81		
WHT	60	57		67	64						
FRL	52	56	45	56	59	44	47	65	78		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
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	51
Total Points Earned for the Federal Index	572
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	47
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	
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	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to our Schools 2021 and 2022 FL School Grades components, ELA achievement decreased by 2 percentage points. Math achievement increased by 5 percentage points. Science achievement increased by 2 percentage points. Social Studies achievement increased by 19 percentage points. Acceleration increased by 16 percentage points.

According to the 2021-2022 i-Ready Diagnostic Data comparison, the percentage of Reading Tier 1 students increased across grade levels (6th: 6 percentage points, 7th: 12 percentage points, and 8th: 8 percentage points) from Diagnostic 1 to Diagnostic 2. The percentage of Math Tier 1 students increased across 6th grade (16 percentage points) and 7th grade (5 percentage points).

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

The data component that demonstrates the greatest need for improvement is ELA student achievement. According to the FL School Grades components, ELA achievement decreased 2 percentage points from 2021 to 2022. According to the 2021-2022 i-Ready Diagnostic 2 Data, there are more students in Tier 3 for Reading (6th grade: 7 percentage points, 7th grade: 3 percentage points) when compared to Math.

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 factor to this need for improvement is decreased student achievement in Reading. By implementing data-driven decision-making where students and teachers take ownership of data results by incorporating small group instruction, we will continue to support the needs of all learners by developing and using strategies that focus on scaffolding and intervention for lower-performing students to help them access grade-level content. We will be strategic with aligning resources and conducting data chats that will assist teachers in targeting the lowest 25%. We will also encourage teachers to use research-based strategies such as differentiated instruction, small group instruction, and common board configuration.

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

The data component that demonstrated the most improvement was based on our Schools 2021 and 2022 FL School Grades components. Math showed a significant increase in achievement (5 points), learning gains (35 points), and learning gains of the lowest 25% (25 points) from 2021 to the 2022 school year. Additionally, the 6th-grade growth in Math Proficiency in i-Ready. 6th-grade students improved a total of 16 percentage points between AP1 and AP2. 7th-grade students showed the most improvement in ELA proficiency between AP1 and AP2, increasing 12 percentage points.

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

The contributing factors that led to this improvement were the consistency of small group instruction through tutoring and using i-Ready with fidelity. Lawton Chiles implemented monthly data-driven data chats to discuss student progress and instructional strategies aligned to tested standards. In addition,

teachers met weekly in collaborative planning sessions that focused on district pacing guides linked to instructional resources.

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

The strategies that will need to be implemented in order to accelerate learning are individual Student-Centered Data Chats/ Collaborative Data, Standards-Aligned instruction, Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities such as, Before and After School Tutoring, Standard-Based Collaborative Planning, and Push-In/Pull-Out Intervention-RTI.

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

The PLST will develop small group sessions on using data to differentiate and drive instruction. They will provide steps on how to access their student data and how to utilize the data to individualize instruction. The Reading Coach will also continually support teachers with the implementation of data chats and individualized feedback..

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

Department leaders will be required to conduct monthly data chats through department meetings. Collaborative planning will be scheduled weekly in which teachers and administrators will discuss strategies being implemented school-wide based upon iReady Diagnostic and District assessments. During leadership meetings, department leaders will learn how to conduct department data chats, access data, and strategies to utilize the data to individualize instruction. The administration will conduct walkthroughs of department meetings to ensure fidelity.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

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 Targeted Element of ELA. We selected the overarching area of ELA based on our Schools 2021 and 2022 FL School Grades components; ELA achievement decreased by 2 percentage points while Math achievement increased by 5 percentage points. Additionally, according to the 2021-2022 i-Ready Reading Diagnostic 2, more than 30% of students in each grade level are in Tier 3. We are not meeting the ELA needs of all learners. Therefore, it is evident that we must improve our ability to focus on the cross-curricular integration of ELA based on the reading levels of the students we serve. We will provide the necessary progress monitoring in ELA access grade-level content in order to make learning gains and move towards proficiency.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the implementation of cross-curricular ELA, an additional 10% of the middle school population will score at grade level or above in the area of ELA, an additional 10% in the area of social studies, an additional 10% in the area of science by 2022-2023 state assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Leadership Team will ensure that ELA consistently occurs across the curriculum daily through walkthroughs. Teachers will engage in weekly common planning sessions and implement reading and writing assignments tailored to increase students' reading comprehension and writing skills. Administrators will review lesson plans weekly for ELA integration as a result of common planning sessions. Extended learning opportunities will be provided to all students (specifically ELL and ESE) not making adequate progress or needing remediation. Teachers will also create and give the students individual student-centered data chats, specific corrective feedback, and the use of ELL strategies.</p>
Person responsible for monitoring outcome:	<p>Stephanie M. Tudor (pr6161@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of cross-curricular collaborative planning. Collaboration among teachers will promote learning and constructive feedback that occurs during professional discussions among teachers. The cross-curricular collaboration will assist in teaching concepts in the context of multiple subjects at once and create an interdisciplinary approach to future instruction. Cross-curricular collaborative planning will be monitored through administration walkthroughs in monthly meetings.</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.

The cross-curricular collaboration will ensure that students receive the most targeted instruction by teachers that are relevant, recent, and aligned to ELA B.E.S.T. standards. In addition, teacher needs are supported as it relates to additional assistance needed in the classroom and how both administration and support staff can assist teachers with those needs.

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.

Administrators will be present and active contributors in the cross-curricular collaborative planning process, as a result administrators will be able to monitor and gauge the success of cross-curricular initiatives and activities.

Person

Responsible

Stephanie M. Tudor (pr6161@dadeschools.net)

Teachers will share best practices during collaborative planning and guide one another in implementing research-based practices such as standards-aligned instruction, collaborative data chats, and data-driven instruction. This will result in a cohesive framework throughout the department.

Person

Responsible

Stephanie M. Tudor (pr6161@dadeschools.net)

Departments will work closely with the Reading instructional coach to analyze data and focus on developing effective lesson plans that infuse reading and writing across the curriculum. As a result, teachers will be able to set measurable goals for their students.

Person

Responsible

Naomi Edwards (naomik@dadeschools.net)

Word Part of the Week: School-wide word part will be integrated throughout the subject areas.

Departments will showcase how the word part relates to the subject area. A student raffle will take place in the cafeteria on Fridays for each student who participates in the weekly Word Part activity. This activity will motivate students to participate and gain knowledge about the specific word part.

Person

Responsible

Naomi Edwards (naomik@dadeschools.net)

10/31 - 12/16 Instructional Coach will formulate and conduct small group professional development sessions that will assist teachers with analyzing student data to help them group their students for Differentiated Instruction.

Person

Responsible

Naomi Edwards (naomik@dadeschools.net)

10/31 - 12/16 Instructional Coach will assist teachers in analyzing data and strategically grouping students in DI groups.

Person Responsible [no one identified]

#2. 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.	Based on the data review, we are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the ELL and ESE students to access grade-level content to make learning gains and move towards proficiency. The data component that demonstrates the greatest need for improvement is ELA student achievement. According to the FL School Grades components, ELA achievement decreased 2 percentage points from 2021 to 2022. According to the 2021-2022 i-Ready Diagnostic 2 Data, there are more students in Tier 3 for Reading (6th grade: 7 percentage points, 7th grade: 3 percentage points) when compared to Math. Our school will implement the Targeted Element of Small Group Instruction. We selected the overarching area of Small Group Instruction because last year the contributing factors that led to improvement were the consistency of small group instruction through tutoring and using i-Ready with fidelity. Lawton Chiles implemented monthly data-driven data chats to discuss student progress and instructional strategies aligned to tested standards.
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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 data-driven small group instruction, an additional 15% of our ELL and ESE population will increase their student achievement scores in Reading and Math by a minimum of 10 percentage points, as evidenced by the 2023 State Assessments.

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

The Leadership Team will ensure that data-driven small group instruction consistently occurs across the curriculum daily through walkthroughs. Teachers will engage in professional development sessions to assist in data-driven instruction to increase students reading and math skills. Administrators will review lesson plans for small group instruction as a result of data analysis. Extended learning opportunities will be provided to all students (specifically ELL and ESE) not making adequate progress or needing remediation. Teachers will also create and give the students individual student-centered data chats, specific corrective feedback, and the use of ELL strategies.

Person responsible for monitoring outcome:

Stephanie M. Tudor (pr6161@dadeschools.net)

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

Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our ELL and ESE students as it is a systematic approach to instruction to meet the student's needs. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data-driven conversations.

**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.**

Data-Driven Instruction will ensure teachers use relevant, recent, and aligned data to plan lessons that include ELA B.E.S.T. Standards. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

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

Teachers will analyze their student's data to share and create small group instruction best practices and lesson plans during weekly collaborative planning. As a result teachers will target more specifically student academic.

Person Responsible Stephanie M. Tudor (pr6161@dadeschools.net)

The administration will monitor the implementation of data-driven instruction and small group practices through weekly administrative walk-throughs and lesson plan reviews that result from weekly collaborative planning. Administration supervision will ensure that students are being targeted in the areas of weakness.

Person Responsible Stephanie M. Tudor (pr6161@dadeschools.net)

The instructional coach will conduct small group professional development sessions that will assist teachers with analyzing student data to help them group their students for small group Instruction. As a result, small groups will be used to target specific areas of weakness.

Person Responsible Naomi Edwards (naomik@dadeschools.net)

Target expert teachers in Small Group Instruction and conduct learning walks. Expert teachers will then be instructed to assist teachers that are struggling.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

10/31 - 11/16 Department heads will focus on making collaborative planning sessions more focused and targeted towards the improvement of student data for the SWD students by ensuring that teachers are implementing standards-aligned instruction, collaborative data chats, and data-driven instruction.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

10/31 - 12/16 The electives department will meet collaboratively with the core academic subjects and determine effective strategies that the elective classes can implement to help support the core subject areas, specifically for the SWD students.

Person Responsible [no one identified]

#3. Positive Culture and Environment specifically relating to Attendance Initiatives

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 review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that approximately 40% of our students had 11 - 30+ absences during the school year. These are the same students not making proficiency in reading. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

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 Student Attendance, our students will receive quality instruction to improve student outcomes. Our attendance will increase by 6 percentage points with consistent student incentives by June 2023.

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

The School Leadership Team will work to connect with families who struggle with attendance (6+ absences, late arrival, and excused early), identify the root cause for absences, and create a plan of action to ensure students can be present daily. The Administration will assign faculty or support personnel members to mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. Student Services and Administration will plan regular student incentives to promote consistent student attendance.

Person responsible for monitoring outcome:

Stephanie M. Tudor (pr6161@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap among our students. Student absences will be monitored weekly to prevent a pattern of excessive absences, late arrival, and excused early.

Rationale for Evidence-based Strategy:

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

Attendance Initiatives will assist in decreasing the number of student absences, late arrival, and excused early. The initiatives will provide the School Leadership Team with a systematic approach to identifying attendance issues, remediation, and rewards.

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.

Attendance and Student Services Staff will begin targeting students once they reach 3 unexcused absences, late arrival, and excused early. Parents will be called and informed about the school's attendance policy. This will start to develop staff and parent relationships.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

Attendance and Student Services staff will issue an attendance contract to students once they've reached 6 unexcused absences, late arrival, and excused early. They will also be informed of the school's attendance policy and reminded that once they get 10 unexcused absences, they will be unable to participate in school-wide events. They will also plan and develop a strategy to improve the student's attendance. Attendance and Student Services will issue a Truancy Letter at 10 unexcused absences to request the parent's presence at a Truancy Conference. These actions will be followed in a timely manner to ensure that every student is targeted at a specific number of absences resulting in less students needing truancy intervention.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

The Administration will implement a rewards/incentives plan that rewards students with perfect all-day attendance every nine weeks. This will help to improve student morale and will, in turn, improve our overall attendance. Students placed under quarantine will not be penalized.

Person Responsible Stephanie M. Tudor (pr6161@dadeschools.net)

The Administration will implement "Project Soar," which will strongly encourage the staff to make "staff-student" connections, creating positive relationships between teachers and students that will positively impact academic performance, attendance, and overall perception of the school.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

10/31 - 12/16 Student Services and Mental Health Counselors will facilitate parent meetings for at-risk students that have 10 or more unexcused absences.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

10/31 - 12/16 The administration will implement a quarterly "Attendance & Citizenship Ice Cream Social" that will reward students for good behavior and attendance during the grading period.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development**Area of Focus**

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

Based on qualitative data from the School Climate survey, 21% of our teachers feel that they are "never" supported by their teacher leaders. We want to use the Targeted Element of the Instructional Leadership Team to develop teacher leaders by involving all teachers in school-wide initiatives and ensuring they are well-informed and supported. Involving all teachers in school-wide initiatives and providing the opportunity to further teacher learning will result in a positive impact on student success. There will also be a decrease in the percentage of teachers that responded they "never" feel supported by their teacher leaders.

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 the Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through weekly department meetings. This will be realized through an increase of teachers strongly agreeing with the statement, "I feel my ideas are listened to and considered," on the staff school climate survey.

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

The Leadership Team will identify specific staff members who are experts in areas that will lead to new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person responsible for monitoring outcome:

Stephanie M. Tudor (pr6161@dadeschools.net)

Evidence-based

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

Within the Targeted Element of the Instructional Leadership Team, we will focus on the evidence-based strategy of Shared Leadership. Leadership capacity will be built among all members of the school community. The teachers, staff, parents, and principals will work together to solve problems and create an engaging school climate that fosters student learning.

Rationale for Evidence-based Strategy: Explain the rationale for

Shared leadership will assist in integrating the talents of teachers within the building to carry out the vision and mission and create problem-solving solutions. Throughout this process, the LT will generate buy-in and bring creative and innovative solutions to the forefront.

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.

The Administrative Staff will conduct a survey that reveals teacher strengths and desires for professional growth. Based on survey results, the administration will provide opportunities for teachers to take on leadership roles. The administration will then include those teachers in leadership meetings and assign leadership roles for certain initiatives and activities.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

The administration will target expert teachers and conduct learning walks. The expert teachers will then have the opportunity to share their best practices with all the departments at faculty meetings, resulting in the development of a shared vision amongst all faculty and staff.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

The Administration will expand the leadership team and create different leadership roles to help our school better serve our students, parents, community, and stakeholders. The development of teacher leaders will help to improve the amount of support offered to teachers and staff.

Person Responsible Stephanie M. Tudor (pr6161@dadeschools.net)

The Administration will create incentives to reward teachers that take on leadership roles resulting in the motivation to take on different tasks.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

10/31 - 12/16 The administration will identify and recognize teachers who exemplify leadership qualities and play an active role in the development of others. One teacher will be recognized every faculty meeting and they will be awarded the "Eagle Trophy."

Person Responsible Stephanie M. Tudor (pr6161@dadeschools.net)

10/31 - 11/16 The Administrative staff will work closely with the PLST to provide professional development for aspiring teacher leaders.

Person Responsible Stephanie M. Tudor (pr6161@dadeschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety, Support, Care, and Connections. Our school creates experiences to engage with parents and families throughout the year to ensure they have the necessary information to support their children. We provide opportunities for parents to be engaged through grade level meetings, including teachers, parents, counselors, administrators, and all other stakeholders. Students are supported through the Eagle mentorship programs such as SOAR, Do the Right Thing, and SEL initiatives. The PLST team provides staff team-building opportunities that encourage RJP, technology, and DI. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders through a trickle-up effect from the classroom to the department meetings to the leadership team. We also ensure that all stakeholders provide information through faculty, ESSAC, parent meetings, e-mails, school messenger, Remind, the school website, social media, and paper correspondence. We continue to build our skill-set in ensuring our classrooms foster the highest level of engagement and learning.

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

The stakeholders responsible for fostering a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, and Counselors (our School Leadership Team). The stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale-boosting activities. The Assistant Principal will monitor the mentorship programs and ensure all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders.