

Miami-Dade County Public Schools

West Miami Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	0
Budget to Support Goals	0

West Miami Middle School

7525 SW 24TH ST, Miami, FL 33155

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

Demographics

Principal: Roniel Osorio

Start Date for this Principal: 8/24/2022

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)	97%
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* Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (43%) 2018-19: C (49%) 2017-18: C (49%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	0

West Miami Middle School

7525 SW 24TH ST, Miami, FL 33155

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Our Mission at West Miami Middle School is to educate all our students in a safe, respectful, disciplined, and culturally diverse environment. Clear and direct communication as well as challenging curriculum will empower our students to become life-long learners and productive citizens in a world of work and technology contributing to assure their success.

Provide the school's vision statement.

The Vision of West Miami Middle School is to provide educational excellence for all students so that they are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

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
Conover, Debra	Instructional Media	Innovation Specialist, EESAC Chairperson, Professional Development Liaison, Gradebook Manager, Department Chairperson - Electives, Curriculum Council Leader, 7th Grade Team Leader, DSP (Technology)
Garcia, Karen	Assistant Principal	Supports the principal in assuring instruction is aligned to state academic content standards, maintaining continuous improvement in the building designing instruction for student success, developing partnerships with parents and the community, and nurturing a culture where each individual feels valued.
Osorio, Roniel	Principal	Assures instruction is aligned to state academic content standards, maintaining continuous improvement in the building designing instruction for student success, developing partnerships with parents and the community, and nurturing a culture where each individual feels valued.

Demographic Information

Principal start date

Wednesday 8/24/2022, Roniel Osorio

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.*

0

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.*

9

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

639

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

8

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

4

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	179	223	237	0	0	0	0	639
Attendance below 90 percent	0	0	0	0	0	0	16	42	38	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	6	36	24	0	0	0	0	66
Course failure in ELA	0	0	0	0	0	0	8	19	2	0	0	0	0	29
Course failure in Math	0	0	0	0	0	0	11	33	14	0	0	0	0	58
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	43	98	93	0	0	0	0	234
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	51	123	92	0	0	0	0	266
Number of students with a substantial reading deficiency	0	0	0	0	0	0	61	107	114	0	0	0	0	282

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	95	86	135	0	0	0	0	316

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	10	1	1	0	0	0	0	12

Date this data was collected or last updated

Wednesday 8/24/2022

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	218	214	239	0	0	0	0	671
Attendance below 90 percent	0	0	0	0	0	0	28	30	39	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	16	13	2	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	38	24	17	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	36	37	0	0	0	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	34	24	36	0	0	0	0	94
Number of students with a substantial reading deficiency	0	0	0	0	0	0	99	98	124	0	0	0	0	321

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	39	38	35	0	0	0	0	112

The number of students identified as retainees:

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

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	211	217	248	0	0	0	0	676
Attendance below 90 percent	0	0	0	0	0	0	43	38	55	0	0	0	0	136
One or more suspensions	0	0	0	0	0	0	38	24	44	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	17	2	3	0	0	0	0	22
Course failure in Math	0	0	0	0	0	0	26	16	12	0	0	0	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	99	90	99	0	0	0	0	288
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	118	90	181	0	0	0	0	389
Number of students with a substantial reading deficiency	0	0	0	0	0	0	112	114	124	0	0	0	0	350

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	39	38	35	0	0	0	0	112

The number of students identified as retainees:

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

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	41%	55%	50%				49%	58%	54%
ELA Learning Gains	49%						55%	58%	54%
ELA Lowest 25th Percentile	36%						47%	52%	47%
Math Achievement	25%	43%	36%				41%	58%	58%
Math Learning Gains	40%						37%	56%	57%
Math Lowest 25th Percentile	47%						34%	54%	51%
Science Achievement	37%	54%	53%				38%	52%	51%
Social Studies Achievement	60%	64%	58%				63%	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	42%	58%	-16%	54%	-12%
Cohort Comparison						
07	2022					
	2019	47%	56%	-9%	52%	-5%
Cohort Comparison		-42%				
08	2022					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison						
07	2022					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison		-38%				
08	2022					
	2019	26%	40%	-14%	46%	-20%
Cohort Comparison		-29%				

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	27%	43%	-16%	48%	-21%
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	59%	73%	-14%	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	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

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	12	31	27	11	37	49	16	32			
ELL	32	43	35	22	38	40	28	51	38		
HSP	41	49	38	25	40	46	36	61	50		
WHT	60	53		27	62						
FRL	39	47	34	24	40	46	34	58	49		
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	18	20	18	6	12	19	26	14			
ELL	34	40	45	21	15	24	21	37	52		
HSP	42	40	44	24	16	23	37	40	54		
WHT	64	30		18	10						
FRL	41	39	44	21	15	22	34	39	47		

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	29	41	50	28	43	29	31	31			
ELL	36	50	46	31	33	36	20	55	67		
HSP	49	55	47	40	37	35	38	63	76		
FRL	47	55	47	39	37	34	35	63	73		

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
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	
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	46
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	51
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	45
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?

After reviewing the state assessment data from 2022 and comparing to 2021, ELA demonstrated an overall decrease of 2%. In 2021, proficiency rate in ELA was 43% which declined to 41% in 2022. Specifically, in 2021-2022, Grade 6 proficiency decreased from 71% to 40%. In Grade 7, proficiency increased from 37% to 41%, Grade 8 proficiency decreased from 45% to 41%. ELA lowest 25% in Grade 6 increased from 0% proficiency to 31%, in Grade 7 proficiency increased from 13% to 36% and in Grade 8, proficiency decreased from 23% to 39%.

In Mathematics, overall proficiency in 2021 was 24% compared to 2022 proficiency at 25% showing an increase of 1%. Specifically, in 2021-2022, Grade 6 proficiency increased from 21% to 23%. In Grade 7, proficiency increased from 21% to 30%, Grade 8 proficiency decreased from 25% to 22%. Math lowest 25% in Grade 6 increased from 12 proficiency to 37%, in Grade 7 proficiency increased from 16% to 49% and in Grade 8, proficiency increased from 28% to 47%.

In Civics, proficiency level was 41% in 2021 as compared to 60% in 2022, demonstrating an increase of 19%.

In Science, the overall proficiency was 38% 2021 as compared to 37% in 2022 showing a decrease of 1%.

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

A data component based off progress monitoring and 2022 state assessments demonstrate the greatest need for improvement in ELA at a 41% proficiency rate. This demonstrates a 2% decrease from 2021 proficiency of 43%. In addition, in 2022 our lowest 25% subgroup had a proficiency of 36% in ELA as compared to 44% in 2021.

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

We need improvement in the area of ELA because that was the weakest area of overall performance. The lowest 25% gains dropped from 2021 - 44% to 2022 - 36%. The contributing factors to this need for improvement is the learning loss that resulted from recurring student absences, not including absences related to disciplinary actions that took away instructional time from the students. Twenty-five percent of students had 6-10 days absences according to the data found in PowerBi. The District percentage was at 25% in the same category. We are ensuring students are in attendance daily and are engaged in the classroom instructional practices, where teachers are providing standards-aligned instruction. This will result in student achievement gains in ELA.

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

When comparing the 2021 data components to the 2022 based on data found on the FLDOE website, Social Studies proficiency levels increased from 41% in 2021 to 60% in 2022. Therefore this is our most improved area.

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

When comparing the 2021 data components to the 2022 based on the FLDOE website, Social Studies proficiency levels increased from 41% in 2021 to 60% in 2022. Factors contributing to increasing Civics proficiency was the use of district resources, assessments, and standards-aligned instruction to help

improve classroom practices. The implementation of Civics' Boot Camps was also a contributing factor. The new action that was taken in this area was progress monitoring with fidelity.

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

Strategies that will need to be implemented school-wide to accelerate learning in 2022-2023 are data-driven instruction using the new State Progress monitoring system (F.A.S.T.), schoolwide alignment of instruction, activities and evaluations to the newly adopted Florida BEST Standards. Data-Driven Instruction is an educational approach that relies on the teacher's use of student data to inform instructional planning. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Students will show evidence of mastering the lesson objective through their work samples/tasks. Lastly, differentiated instruction will align to the needs of students to close the learning gap and ensure proficiency. Our teachers will follow the newly created District Pacing Guides and use resources and curriculum specifically designed to meet the B.E.S.T Florida standards.

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.

Ongoing professional development will focus on the alignment of the new Florida B.E.S.T. standards to each subject area, data-driven decision making, effective use of data in the classroom, closing achievement gaps, and developing standards-aligned lessons through the use of the newly created district pacing guides. The Leadership Team will develop whole group sessions and job embedded sessions on using data-driven instruction scheduled for September 26, 2022. Department Chairpersons will address on-going progress monitoring data weekly during department planning meetings. Department Chairs will work with teachers to make adjustments to groups based on the Historical Data Report in iReady AP1 on October 5, 2022. Our school is a part of the Verizon Learning Initiative and have ongoing scheduled trainings on Digital Collaboration learning experiences in the classroom scheduled for November 8, 2022. We will continue with the Professional Development sessions and training on the online Learning Management System (LMS) Schoology during monthly faculty meetings.

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

Weekly collaborative planning meetings will be scheduled and a member administrative team will attend to ensure fidelity to the strategies being implemented school-wide. Professional Development opportunities will be provided during district mandatory professional development days as well as select others. Mini-trainings will be provided at Faculty Meetings on various topics.

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 Differentiation**Area of Focus**

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

We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup has been consistently decreasing over the last three years. In ELA the learning gains of our L25 subgroup decreased from 47% in 2019 to 44% in 2021 to 36% in 2022. It is evident that differentiated instruction is a critical framework for effective instruction to meet the needs of all learners. Therefore, we plan on improving our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to assess grade level content in order to make learning gains and move towards proficiency.

Measurable**Outcome:**

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

With the implementation of Differentiation, 50% of our L25 population will reflect a 10 percentage point increase in proficiency by the third 2022-2023 F.A.S.T. assessment scores.

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

The Administrative Team will conduct data chats, adjust groups based on current data in real-time, and follow-up with weekly walkthroughs to ensure quality instruction is taking place. Administration will review lesson plans for indication of differentiated instruction for our L25 students, in particular. Data analysis of formative assessments of L25 students will be reviewed quarterly to observe progress. This data will be analyzed during department meetings and common planning sessions to ensure students are demonstrating growth.

Person responsible for monitoring outcome:

Roniel Osorio (rosorio@dadeschools.net)

Evidence-based

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of data-driven instruction to ensure the differentiation of students is guided by the data of their progress monitoring assessment results. Data driven instruction will assist in accelerating the learning gains of our L25 subgroup as it is a systematic approach of instruction to meet students' needs.

Rationale for Evidence-based

Differentiated Instruction is a framework for effective teaching that helps students acquire content, process, construct or make sense of ideas. This framework also assists teachers in developing teaching materials and assessment measures so that all students

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

within a classroom can learn effectively, regardless of differences in ability. This framework will provide students with different avenues to 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.

8/22-10/14

The administrative team will be actively involved in department chair meetings, and will also review agendas with teachers. As a result, teachers will gain an understanding of how to best group their students according to their data-driven needs and address those needs effectively.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

8/22-10/14

Each department will create an instructional focus calendar with a weekly primary standard identified for whole group and a secondary standard identified for data-driven small group instruction. As a result, our school will demonstrate an increase in progress monitoring data results.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

8/22-10/14

The administrative team will sit in on weekly collaborative planning sessions to ensure alignment to standards. Thus resulting in an improvement of student achievement in progress monitoring assessment data.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

8/22-10/14

Department chairpersons will conduct monthly mini professional development sessions at collaborative planning meetings to provide teachers with standards-aligned resources and strategies. Inevitably, this team effort will create a school-wide environment of increased achievement.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

10/31-12/16

The administration will conduct data chats quarterly in order for teachers to reflect upon their instructional practice and student improvement.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

10/31-12/16

Core content area teachers will develop differentiated instructional groups based on individual student needs.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and Rationale:**

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

The area of focus for leadership was identified as feedback to improve student outcomes/classroom walkthroughs. Based on the 2021-2022 Climate Survey on Power BI, only 37% of staff members said their administrator provided them with feedback to improve student outcomes. Therefore, to improve these percentages, administration will visit classrooms and provide teachers with feedback that will improve their students' outcome.

Measurable**Outcome:**

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

With the implementation of weekly classroom walkthroughs with a focus on standard-aligned instruction, the proficiency in all core content areas will increase by a minimum of 10 percentage points as evidenced by the 2022-2023 state assessment by the third 2022-2023 F.A.S.T. assessment scores.

Monitoring:

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

Administration will keep a record of weekly walkthroughs. Therefore, ongoing conversations to provide feedback with teachers and leadership team members will be a priority. As a result, student achievement in progress monitoring assessments will improve.

Person responsible for monitoring outcome:

Roniel Osorio (rosorio@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Evidence of Walkthroughs, we will focus on the consistent developmental feedback model. Consistent, Developmental Feedback will provide a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback will be provided regularly as a means of professional growth.

Rationale for Evidence-based**Strategy:**

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

In the staff culture survey of 2022, thirty-five percent of teachers expressed that they did not receive enough timely feedback. Our school will provide consistent, developmental feedback because it empowers the teachers to be recognized for effective strategies that are being used in the classrooms and provides opportunities for areas of new growth.

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.

8/22-10/14

Administration will keep a record of walkthrough observations and provide consistent timely developmental feedback to teachers. As a result, teachers will be more in tune to the academic expectations set forth as the opening of school meeting.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

8/22-10/14

Administration will look for evidence of student work to consistently provide developmental feedback. As a result, student work will demonstrate proof of consistent and timely developmental feedback, from teachers to students.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

8/22-10/14

Administration will follow-up with teachers who need a mentor to provide support and guidance for ongoing professional growth. As a result, the quality of performance will increase.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

8/22-10/14

Administration will share information gathered during walkthroughs with members of the Curriculum Council. As a result, these members will provide job-embedded professional development for teachers who are in need of support to promote the continuous improvement model.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

10/31-12/16

Department Chairs will ask teachers to provide evidence of corrective feedback in student journals during collaborative planning meetings.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

10/31-12/16

During Curriculum Council meetings, department chairs will provide an overview of implementation of differentiated instruction within their department.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

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

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

Based on the data reviewed, our school will implement the Targeted Element of Social Emotional Learning based on the Student Climate Survey results in Power BI. In the survey, only 48% of the students felt safe and secure at school.

Measurable Outcome:**State the specific**

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

With the implementation of Social Emotional Learning Strategies, the question of "I feel safe and secure in my school" will increase by 22% (from 48% to 70%) as evidence by responses to the 2023 Student Climate Survey.

Monitoring:

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

This Area of Focus will be monitored by the Student Services department through weekly Restorative Justice Practices aligned school wide by the Trust Counselor. At the end of the first semester, we will conduct an in-house survey to gauge where students are at that time.

Person responsible for monitoring outcome:

Lillian Helbig-Perez (helbig5@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Restorative Justice Practices. As a result, monthly round table meetings will take place to ensure the students are given an opportunity to express themselves and ensure that they feel safe at school.

Rationale for Evidence-based Strategy:

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

Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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.

8/22-10/14

The Student Services team will generate and identify behavioral "At Risk" factors and will counsel identified students on a quarterly basis. As a result, students will develop a more positive mindset about their education, safety and mental health.

Person Responsible

Lillian Helbig-Perez (helbig5@dadeschools.net)

8/22-10/14

The school will include a monthly focus on one of the nine core values that are part of the 2022-2023 Values Matter Miami program. Subsequently, this program will enhance the social emotional capacity of students and develop long-lasting implications for their educational and mental wellbeing.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

8/22-10/14

Counselors will conduct small group sessions for students needing additional emotional support on a weekly basis. In addition, Social Emotional Learning activities embedded in the District pacing guides will also be presented to students. As a result, students will be able to gauge their own social development and wellbeing to feel more comfortable and safe within the school environment.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

8/22-10/14

Teachers will continue to conduct social and emotional practices/teaching through the Edge curriculum, which will result in helping students feel that their teachers care more about them.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

10/31-12/16

The Student Services Team will monitor students who have been identified as "at risk" or are part of the Early Warning System Report.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

10/31-12/16

The Student Services Team will provide monthly RJP practice check-in and check-out through the Edge classes as evidenced by monthly reports.

Person Responsible Lillian Helbig-Perez (helbig5@dadeschools.net)

#4. ESSA Subgroup specifically relating to English Language Learners

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

According to the 2022 FSA proficiency data, our ELL subgroups in all grade levels in Math scored below 41%. In grade 6, levels 1-5, there were 0 % of ELL levels 1 and 2's scoring proficient; level 3- 21%, level 4-9% and Level 5-25%. In Grade 7, 0 % of levels 1-3 scored proficient, 30 % of levels 4 scored proficient and 38% of levels 5 scored proficient. In Grade 8, 0% of levels 1, 2, and 4 scored proficient, 16% of ELL level 3's scored proficient and 5% of level 5 scored proficient.

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

With the implementation of differentiation and data-driven instruction, an additional 10% of the ELL subgroup will improve their academic performance on the 2022-2023 Math state assessment.

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

The Administrative Team will conduct data chats, adjust groups based on current data in real-time, and will follow-up with weekly walkthroughs to ensure differentiation as well as quality instruction is taking place.

Person responsible for monitoring outcome:

Karen Garcia (karengarcia@dadeschools.net)

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

Differentiated instruction based on data is a critical framework for effective instruction to meet the needs of all learners. Therefore, we plan on improving our ability to differentiate instruction based on the levels of the students we serve.

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

Our school will use differentiation to address the needs to the subgroups within our school. The data suggests that whole group instruction is inconsistent in preparing our students to perform at grade level on Math state assessments. As a result, selecting Differentiated Instruction as a strategy will assist teachers in developing ways to enhance whole group instructional delivery that supports students, aligned to their specific needs. By implementing differentiated instruction, the result should be an improvement in the students' ability to perform at or above grade level on state assessments.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

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

8/22-10/14

The administrative team will be actively involved in department chair meetings, will also review agendas and conduct data chats with teachers. As a result, teachers will gain an understanding of how to best group their ELL students according to their data-driven needs and address those needs effectively.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

8/22-10/14

The administrative team will sit in on weekly collaborative planning sessions to ensure alignment to standards. Thus resulting in an improvement of student achievement of our ELL population in progress monitoring assessment data.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

8/22-10/14

Math Department chairperson will conduct monthly mini professional development sessions at collaborative planning meetings to provide teachers with standards-aligned resources and ELL strategies. Inevitably, this team effort will create a school-wide environment of increased achievement.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

8/22-10/14

The Math department will create an instructional focus calendar with a weekly primary standard identified for whole group and a secondary standard identified for data-driven small group instruction. As a result, our ELL students will demonstrate an increase in progress monitoring data results.

Person Responsible Karen Garcia (karengarcia@dadeschools.net)

10/31-12/16

The administration will conduct data chats quarterly in order for teachers to reflect upon their instructional practice and student improvement.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

10/31-12/16

Department Chair will ask Math teachers to provide evidence of corrective feedback in student journals during collaborative planning meetings.

Person Responsible Roniel Osorio (rosorio@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 school provides a safe and orderly environment for all staff and students. Clearly defined rules and expectations are provided to all key stakeholders with strategies on how to meet those expectations. In addition, open lines of communication are maintained as they are an important aspect of promoting a positive school culture. Thus, opportunities for all stakeholders to give input on our vision, mission and plans are provided. We celebrate both staff and student achievement to promote team morale and reinforce the values we believe are a bridge to student success. The Leadership Team engages staff members by offering leadership roles to members from different grade levels and departments.

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

Both internal and external key stakeholders play an important role in promoting a positive culture and environment at West Miami Middle School. Administration ensures that every member of the faculty and staff feel that they are supported by leadership in a professional community that values innovation, growth and collegiality. They set the tone through their words and actions, nurtures a growth mindset, builds positive relationships with adults and peers, and fosters the emotional safety necessary for students to focus on their learning.

The Leadership Team promotes collaboration among staff members and create a positive environment in which teachers can share best practices that are responsive to student needs. School leaders strive to achieve common goals point out the positive and take every opportunity to appreciate staff. They provide a model of bringing cultural values to the classroom and spend time and attention on setting a clear vision for their staff culture, while providing supportive feedback.

Students' primary role is to participate in the educational program and processes of the school. This participation is encouraged by allowing them to take part in certain decision-making processes which helps them better understand the value of education.

Parents are key stakeholders as their involvement allows them to stay connected to their children's education and to support learning both at school and at home, thus projecting a positive school culture. We keep these stakeholders engaged and involved through various forms of communication to include social media posts, monthly newsletters, and our school website. Through these platforms, parents and guardians are provided with instructional information such as testing and curriculum, information on daily and upcoming events, and unique opportunities for family involvement. Videos of events and meetings are also posted for those parents who are unable to attend in person to ensure that all have an opportunity for involvement.

Community stakeholders play an important role in our school as they recognize the value of the educational

system and offer assistance, support, and services to both families and students when needed. In addition, students participate in various community-sponsored projects and competitions through our various school programs.