Horace Mann Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Horace Mann Middle School

8950 NW 2ND AVE, El Portal, FL 33150

http://hmms.dade.k12.fl.us/

Demographics

Principal: Ottolita Thompson T

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: C (48%) 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	TSI
* As defined under Rule 6A-1.099811, Florida Adminnistrative 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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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	100%

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Horace Mann Middle School provides a challenging, student-centered curriculum with quality instruction for all students. Learners enjoy a safe haven which fosters a productive learning environment. Students have opportunities for overall growth, improved educational outcomes, social-emotional learning assistance, and the assurance that every student is a part of their own learning process.

Provide the school's vision statement.

Horace Mann Middle School is committed to creating a safe, nurturing and disciplined learning environment for all students. High expectations are established for all learners and a foundation for life-long learning is evident. In addition to high level academic programs, all students participate in social-emotional learning while focusing on scholarly development in their journey to prepare for high school. We strive to create a learning environment that is warm, welcoming, and engaging. We envision our students as successful, loving and caring people who will become leaders in a global society. Horace Mann Middle School is a great place to grow, learn, and achieve.

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
Thompson, Ottolita	Principal	The Principal oversees the daily activities and operations within a school. Their main duties include advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members.
Dawkins, LeNere	Assistant Principal	The assistant principal deals with the issues of student behavior, school management, student activities and services, community relations, personnel, and curriculum instruction. The assistant principal coordinates with principal and leadership members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Baker-Alcide, Markicha	ELL Compliance Specialist	The ESOL teacher prepares assessment materials and designs information that cover all aspects of the English language, whether written or verbal. They keep track of student progress and customize individualized plans for students with special requirements to ensure compliance.
Murray, Shanikqua	Dean	The Dean of Students serves as a member of the middle school administrative team and assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention and intervention services with an emphasis on Restorative Justice and Positive Behavioral Interventions.
Deull, Michele	Teacher, K-12	Civics Education is an academic discipline which aims to inculcate the right value, positive attitude and behavior that are considered acceptable to the society. It is also the study of the duties and rights of a citizen in their society.
Haynes-Ferguson, Damita	Teacher, K-12	1. Support the development of high quality/effective math instruction by building capacity of math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology. 2. Work with math support specialist, leaders and teachers to refine and develop standards, pacing plans, midyear and end of year assessments for each grade level. 3. Work with various teams (administrators, teachers, and leaders) to facilitate analysis of data provided by diagnostics, assessments, and formative assessments. 4. Help teacher monitoring and tracking ongoing progress monitoring. 5. Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.

Demographic Information

Principal start date

Friday 7/15/2022, Ottolita Thompson T

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.*

0

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

545

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

7

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

6

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	181	177	169	0	0	0	0	527
Attendance below 90 percent	0	0	0	0	0	0	38	140	158	0	0	0	0	336
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	22	33	78	0	0	0	0	133
Course failure in Math	0	0	0	0	0	0	18	24	19	0	0	0	0	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	71	83	96	0	0	0	0	250
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	83	103	121	0	0	0	0	307
Number of students with a substantial reading deficiency	0	0	0	0	0	0	73	81	92	0	0	0	0	246

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	49	64	77	0	0	0	0	190

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	6	19	9	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/9/2022

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	180	203	226	0	0	0	0	609
Attendance below 90 percent	0	0	0	0	0	0	45	107	118	0	0	0	0	270
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	14	41	84	0	0	0	0	139
Course failure in Math	0	0	0	0	0	0	25	38	33	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	33	45	62	0	0	0	0	140
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	45	56	0	0	0	0	134
Number of students with a substantial reading deficiency	0	0	0	0	0	0	84	108	124	0	0	0	0	316

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	41	83	100	0	0	0	0	224

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	7	20	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	4	10	7	0	0	0	0	21

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	180	203	226	0	0	0	0	609
Attendance below 90 percent	0	0	0	0	0	0	45	107	118	0	0	0	0	270
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	14	41	84	0	0	0	0	139
Course failure in Math	0	0	0	0	0	0	25	38	33	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	33	45	62	0	0	0	0	140
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	45	56	0	0	0	0	134
Number of students with a substantial reading deficiency	0	0	0	0	0	0	84	108	124	0	0	0	0	316

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	41	83	100	0	0	0	0	224

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	7	20	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	4	10	7	0	0	0	0	21

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	33%	55%	50%				34%	58%	54%
ELA Learning Gains	43%						49%	58%	54%
ELA Lowest 25th Percentile	37%						47%	52%	47%
Math Achievement	26%	43%	36%				31%	58%	58%
Math Learning Gains	44%						46%	56%	57%
Math Lowest 25th Percentile	55%						53%	54%	51%
Science Achievement	37%	54%	53%				31%	52%	51%
Social Studies Achievement	67%	64%	58%				45%	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	32%	58%	-26%	54%	-22%
Cohort Comparison						
07	2022					
	2019	22%	56%	-34%	52%	-30%
Cohort Comparison		-32%				
08	2022					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	18%	58%	-40%	55%	-37%
Cohort Comparison						
07	2022					
	2019	27%	53%	-26%	54%	-27%
Cohort Comparison		-18%				
08	2022					
	2019	14%	40%	-26%	46%	-32%
Cohort Comparison		-27%				

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	28%	43%	-15%	48%	-20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	73%	-32%	71%	-30%
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	94%	63%	31%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	16	37	36	16	36	48	18	40			
ELL	20	36	36	16	34	50	21	51	57		
BLK	30	41	38	22	41	55	34	65	73		
HSP	43	50	35	34	51	61	42	70	70		
FRL	34	43	35	26	43	55	36	66	72		
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	10	33	36	6	26	24	11	27			
ELL	28	38	31	19	18	34	15	32	53		
BLK	27	32	29	21	20	24	31	45	61		
HSP	40	38	21	27	23	33	30	46	59		
FRL	31	33	27	22	20	24	32	44	62		

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	8	35	37	12	47	48	14	19			
ELL	22	49	48	19	41	47	15	40	100		
BLK	32	49	47	29	43	53	22	43	95		
HSP	40	54	48	35	52	52	52	60	100		
MUL	31	39		35	56		70	27			
FRL	33	48	46	31	45	53	30	44	94		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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)	TSI
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	42
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	36
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 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	44
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	50
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	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?

Based on the 2021-2022 Florida State Assessment, there was no significant increase in English Language Arts proficiency. English Language Arts remained at 31% proficient for both 2021 and 2022. In addition, there was no increase in Learning Gains. They remained at 34% for 2021 and 2022. There was an increase in the Lowest 25% in English Language Arts. This subgroup increased from 28% to 34%. This was a 6% increase.

In Mathematics, because of the 2022 Florida State Assessment, proficiency increased by 1% from 2021. Learning gains showed an increase by 13%. In 2021 they were 21% and in 2022 they were at 34%. There was a significant increase in the L25 with an increase of 16%.

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

Based on the 2021-2022 state assessments the areas that demonstrate the greatest needs are the accelerated courses of Algebra 1 and Geometry. In ELA the greatest concern was 6th grade due to the percentage of students that demonstrated proficiency and learning gains.

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 limited number of students who demonstrated proficiency on the 2021-22 State Assessment in both ELA and Accelerated Mathematics indicates a need for improvement in these areas. New actions to address these concerns consist of guided and structured common planning, consistent and timely data chats (department and teacher/student), implementation of coaching cycles with fidelity.

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

Mathematics increased in proficiency of 16% in 2022 compared to 2021 and Civics EOC went from 45% in 2021 to 64% in 2022. Biology data of 2022 was solid at 100%.

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

For 2021-2022 the Civics EOC data improvement can be based on factors such as classroom and district competitions, in-school performance incentives, afterschool tutoring. In mathematics, factors consisted of before and after-school tutoring, Saturday school tutoring, Winter Break Academy, Spring Break Academy.

During the 2021-2022 school year we implemented a school wide strategy referred to as MAP, TAP and RAP, this strategy was used to address the needs of our high performing, bubble and low performing students. There were other aspects of the strategy which included student competitions, focus on student engagement, consistency of student rewards and incentives, and a focus on student data, targeting student for additional academic support through tutoring.

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

Several strategies that need to be implemented to support accelerated learning would be guided and structured common planning with a focus on student data, differentiated instruction, student/teacher

progress
monitoring and data chats. Class competitions within departments and School-wide incentives and
displays of assessment data.

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

Professional development opportunities will include:

• Instructional planning with data
• Understanding student data and data chats
• Building teams with focus on students
• Staff development and reflection of the classroom instruction

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

Additional services that will be implemented to ensure sustainability of improvement include social
emotional support/mental health awareness for faculty, staff and students, utilizing PBS and RJP
practices to improving student attendance and continuing to provide our students with best opportunity
for success by using grade level incentives and access to our school Trojan store.

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 Standards-aligned Instruction

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 Florida State Assessment, 23% of the students were proficient in 6th grade English Language Arts. In 7th grade ELA, 33% of the students were proficient and in 8th grade 37% of the students were proficient. Overall, 33% of the students in grades 6-8 were proficient compared to 2021 where only 30% of the students were proficient for a 3% increase. In Mathematics, 21% of 6th graders were proficient, 16% of 7th graders, and 12% of 8th grade 12% were proficient. Overall, 24% of the students were proficient in mathematics on the 2022 Florida State Assessment compared to 23% in 2021 for a 1% increase. Based on the data, standards-aligned instruction will improve reading and mathematics proficiency. By selectin standards-aligned instruction, we want to take the current standards and attempt to fit them into student interests for success. We also want to focus on skills and language of the learners.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of standard-aligned instruction, an additional 6% of students will demonstrate proficiency in Mathematics and an additional 5% will demonstrate proficiency in English Language Arts on the 2022-2023 F.A.S.T. PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team will be present during collaborative planning to ensure that standard aligned lessons are being designed. Additionally, the administrative team will conduct daily classroom walkthroughs to ensure that lesson delivery is aligned. Transformation Coaches will conduct coach teacher collaborations focusing on standard aligned instruction. Administration will review and follow up with those coach teacher collaborations.
Person responsible for monitoring outcome:	LeNere Dawkins (ljdawk@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Standard Aligned Instruction, our school will focus on Standards Based Collaborative Planning. Teachers will work together to learn from one another and collaborate on lessons that will lead to improvements in standards aligned lesson quality, instructional effectiveness, and student achievement. Lessons should include detailed objectives activities and assessments that evaluate students on the aligned standards based content. Collaborative planning improves collaboration among teachers and promotes learning, insights and constructive feedback.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	Standard aligned instruction will ensure that students are being instructed on the standards that are aligned to the state assessment and the relevant. Teachers will develop lesson plans that are standard aligned and will do so during collaborative planning so that they have the opportunity to collaborate with their colleagues to improve the quality of their lessons.

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.

Starting September 12, 2022 to October 14, 2022 we will use the Item Specifications as a guide bi-weekly, Administrative Team, will monitor the teachers lesson plans and the student work folders for alignment to the BEST standards. As a result of bi-weekly checks, teachers will be able to continue to provide work to students that is aligned to BEST standards.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting September 12, 2022 to October 14, 2022 during weekly common planning time, teachers will use product reviews to ensure that work is standard aligned. As a result of reviewing product reviews, teachers will utilize common planning to ensure that work is standard aligned.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting September 12, 2022 to October 14, 2022 teachers will receive modeling of the BEST benchmarks to support instruction of lessons and learning goals during weekly common planning. As a result of teachers modeling BEST practices, students will have the opportunity to receive quality instruction.

Person Responsible   Ottolita Thompson (pr6411@dadeschools.net)

Starting September 12, 2022 to October 14, 2022 teachers will share best practices for the implementation of standard aligned instruction during monthly faculty meetings with their colleagues. As a result of teachers sharing best practices, there peers will have the opportunity to use that information to better instruct their students.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting November 7th, teacher lesson plans will be individualized daily for the entire week. As a result of making the lesson plans more individualized, they will become more explicit and students will have a better understanding of the daily objective being presented.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting October 31st, teachers will follow framework developed by administrative team. As a result of the new framework, teachers will be to complete the gradual release process.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

#2. 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 the SIP Climate Survey, 78% of teachers felt they were provided with the support/resources needed to implement a strategy they learned at a PD. We would like to increase this number. Teachers sharing what they learned from PD's will help them build leadership skills while also building school culture and moral.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of Leadership Development, by June 2023, 80% of teachers will feel they were provided with the support/resources needed to implement the newly learned strategy that will directly impact student learning that was acquired from a PD.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will create a google doc to keep track of strategies, including who taught it, how to use it, and when teachers implemented it.
Person responsible for monitoring outcome:	LeNere Dawkins (ljdawk@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy being used is Model Your own Professional Learning, which is done by engaging in a cycle of learning and sharing that learning in process or product. This is a means of encouraging the staff themselves to engage in sustained professional learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected because it is proven to help teachers engage in professional learning, learn from each other, and develop as leaders. When teachers feel that they are apart of their learning processes, they have more buy in to do more and feel empowered to share with others.

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

From September 12, 2022 to October 13, 2022 administration will provide a survey to teachers with a needs assessment on areas of need and growth. As a result of the survey, teachers will be able to have PD activities that they chose to better prepare them to instruct their students.

Person Responsible	LeNere Dawkins (ljdawk@dadeschools.net)

Starting September 12, 2022 teachers will attend ongoing professional developments and share their new skills during common planning monthly. As a result of new skills learned, teachers will be able to better instruct their students for success.

Person Responsible	LeNere Dawkins (ljdawk@dadeschools.net)

From September 12, 2022 to October 13, 2022, Department Chairs will provide weekly opportunities for teachers to share best practices during department/common planning meetings. Department chairs will add new strategies demonstrated or shared during department/common planning to the "Strategy Sharing" Google Doc. As a result of best practices shared, teachers will be able to use those strategies with their students.

Person Responsible	LeNere Dawkins (ljdawk@dadeschools.net)

Starting September 12, 2022 teacher leaders will attend weekly leadership meetings to share their grows and glows from their department. As a result of the glows and grows, teachers will have the opportunity to receive immediate feedback from the leadership team.

Person Responsible   Ottolita Thompson (pr6411@dadeschools.net)

Starting November 7th, teachers will attend professional development and present during faculty meetings, collaborative planning, or department meetings. As a result of attending the professional development, teachers will have the opportunity to share BEST practices with their colleagues.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting November 7th using SPOT Success teachers will facilitate collaborative planning, faculty meetings, or department meeting s in their class to highlight strengths to build capacity for faculty. As a result of the collaborative planning, teachers will be able to build capacity of collaborative planning across all disciplines.

Person Responsible   [no one identified]

#3. 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 ESSA data, Horace Mann Middle School SWD and ELL students fell below 41% for one consecutive year. ELA proficiency for the ELL students was at 36% for the 2021-2022 school. ELA proficiency for SWD students was at 31% for the 2021-2022 school. These two subgroups represent a vital part of our student body and as a result of the data we need to address them and utilize differentiated instruction.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	On the FAST assessment for the 2022-2023 school year we expect ELL students to score 42% proficiency which will be a 6% increase and SWD students to score 42% as well which will be a 10% increase. With the implementation of building procedural fluency from conceptual understanding, our ELL and SWD students should score at least 42% on the next assessment. Teachers will work closely with students to achieve higher assessment performance. This will be done to ensure success with both subgroups.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Reading coach and administration will do walkthroughs using the lesson plans developed during collaborative planning to ensure DI is being implemented, as well as assisting teachers with DI as needed. The Reading Coach will develop a DI checklist based on what was planned during collaborative planning.
Person responsible for monitoring outcome:	LeNere Dawkins (ljdawk@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Differentiated Instruction will be used because it is a framework for effective teaching that involves providing different students with individualized learning targets: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. It will be implemented by teachers and interventionists who will do push-ins and pull-outs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Differentiated Instruction is a proven method for improving students' reading skills. Differentiation is needed based on the data that showed limited proficiency in ELL. By differentiating the instruction, we will be able to address the various learning styles of our students. Smaller groups in the classroom will make it easier to see who has mastered the lesson goals and has acquired the skills to move on to the next lesson.

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.

Starting September 12, 2022 during weekly collaborative planning, ELL data will be reviewed and standards in need of remediation will be identified. As a result of reviewing the ELL data during collaborative planning, teachers will be able to address what skills need to be remediated.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting September 12, 2022 administration will do weekly walkthroughs with remediation look-fors and provide feedback to teachers within the week. As a result of weekly walkthroughs, administrators will be able to address any concerns pertaining to the look-fors in teachers classrooms.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting August 29, 2022 teachers will conduct bi-weekly progress monitoring of ELL data and regroup students according to their deficiencies. As a result of bi-weekly progress monitoring, teachers will be able to monitor student data and know what skills they may need to address again for mastery.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

By October 7, 2022 school-site team will develop targeted student subgroups (i.e, ELA L25 students) based on Achieve 3000 and Imagine Learning, these students will be given interventions with bi-weekly data check-ins. As a result of monitoring targeted student subgroups, ELL students will have the opportunity to review their data by having data chats with the school-site team.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting November 7th, incentives will be provided to ELL and SWD students on a monthly basis. As a result of this ELL and SWD students will feel included with being rewarded along with the general education students.

Person Responsible   Shanikqua Murray (smurray_07@dadeschools.net)

Starting November 5th, ELL and SWD students will be given the opportunity to participate in extended learning opportunities (morning, afternoon and Saturday tutoring). As a result of the extended learning opportunities, students will be able to receive extra curriculum support to increase student achievement.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

#4. Positive Culture and Environment specifically relating to listening and considering the ideas of teachers	
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 2021-2022 school climate survey feedback from staff, 48% of teachers agreed that their ideas are listened to at the school site, in comparison to 47% during the the 2020-2021 school year, this indicates a increase of 1 percentage points. The critical need is for teachers to feel as though their ideas are be listened to and considered at school so that they will be able to concentrate on providing the best opportunity for success for students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By listening and considering and empowering staff and students and implementing staff activities, we will increase by 10 percentage points on the 2022-2023 Climate Survey by listening and considering the ideas of teachers.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The social club and the leadership team will monitor the staff activities on a monthly basis using an activities calendar. The leadership team will survey teachers to garner ideas on systems they would like to have implemented in our school.
Person responsible for monitoring outcome:	LeNere Dawkins (ljdawk@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Area of Focus of Positive Culture and Environment, we will focus on empowering staff and students to ensure that our teachers and students have a voice and can participate in the decision making process.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We want to empower teachers and students in our school by involving them in the decision making process.

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

By October 7, 2022 the administration will survey the staff to find out what types of team building activities they would be interested in being implemented. As a result of the survey, staff members will feel empowered as a result of their providing the team building activities that they were interested in.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

By October 7, 2022 grade level team leaders will survey the students to determine activities that can be implemented based on their interest. As a result of survey, students will also be empowered because they were able to choose the activities that they wanted to participate in.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting August 29, 2022 the leadership team will attend team and department meetings monthly to get input from staff members and allow them to present the results at a faculty meeting. As a result of the input from teachers, staff members will be able to present best practices to their peers.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting September 12, 2022 the student service department will assemble the student leaders on a monthly basis and get feedback from the student perspective regarding incentives and activities. As a result of speaking with the student leaders, they will feel empowered because they were able to contribute to the activities that they would like to participate in.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting November 7th, an anonymous suggestion box in the teachers lounge. It will be checked twice a week. (Monday and Friday's). As a result of the anonymous suggestion box, teachers will be able to suggest ideas, and provide constructive criticism without fear of being judged.

Person Responsible   LeNere Dawkins (ljdawk@dadeschools.net)

Starting November 7th, the last 15 minutes of the faculty meeting, the administration will implement a "How Can I Help" segment for teachers and staff. As a result of the "How Can I Help" segment, teachers will be able to ask for professional assistance from faculty and staff members.

Person Responsible   LeNere Dawkins (ljdawk@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.

To build positive school culture and environment we encourage school pride and celebrate the success of students and staff by emphasizing accomplishments and collaboration. We provide ongoing support for the development of a safe and supportive school environment and encourage family and community participation. Our leadership team has created norms, values and expectations for staff and students, through emails and the safety team. We post parent meetings to inform them of expectations and provide them with communication with administration.

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

The Innovation/Media Specialist will lead meetings with mindfulness practices as well as implement mindfulness practices during morning announcements and in faculty meetings. The Dean of Students will continue Restorative Justice practices in all Middle School Re-Design classes to better assist our students in dealing with conflict. The Trust Counselor will offer support to students and families as the school's community relations counselor to provide services of need.