

Miami-Dade County Public Schools

Henry H. Filer Middle School



2022-23 Schoolwide Improvement Plan

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Henry H. Filer Middle School

531 W 29TH ST, Hialeah, FL 33012

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

Demographics

Principal: Rene Bellmas

Start Date for this Principal: 7/19/2020

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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: C (53%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	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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<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.

At Henry H. Filer Middle School, our mission is to enrich the community through a multicultural educational experience. This sets the groundwork for high school and prepares students to become productive members of the workforce and of society in advanced technological age. The school addresses the needs of the whole child, and the school provides a center for community activities.

Provide the school's vision statement.

At Henry H. Filer Middle School, our vision is to prepare students to reach their maximum potential. The school's educational community and stakeholders are dedicated to educating students so that they become lifelong learners in a complex and competitive society. We will continue to enrich the community through the development of the academic program and enhancement of technology, with emphasis on character education, so that students become productive 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
Bellmas, Rene	Principal	Provides a vision for the school in order to guide the implementation of data decision making in the classroom and teaching practices, Communicates all progress and monitoring with all stakeholders. Assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversees facilities.
Gamboa, Natalie	Instructional Coach	Assists in guiding common planning and the development of instructional focus within the ELA department. Monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.
Gonzalez, Susana	Teacher, K-12	Assists in guiding common planning and the development of instructional focus within the ELL department. Monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.
Triana, Georgina	Teacher, K-12	Ensure that all technological resources are being provided to teachers for effective instructional practices. Assists in guiding common planning and the development of instructional focus within the Social Studies department. Monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.
Garcia, Thais	Teacher, K-12	Assists in guiding common planning and the development of instructional focus within the Science department. Monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.
Gomara, Mayte	Assistant Principal	Monitor and assist all leadership team members to ensure all teachers are provided with the appropriate materials and district resources for effective teaching. Deal with the issues of school management, student activities and services community relations, personnel, and curriculum instruction.
Valverde, Rebeca	Instructional Media	Assists in guiding common planning and the development of instructional focus within the Innovation Center. Monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.

Demographic Information

Principal start date

Sunday 7/19/2020, Rene Bellmas

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.*

6

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.*

20

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

588

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

3

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

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	191	208	209	0	0	0	0	608
Attendance below 90 percent	0	0	0	0	0	0	24	36	41	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	28	22	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	9	29	16	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	23	9	7	0	0	0	0	39
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	40	79	74	0	0	0	0	193
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	37	107	72	0	0	0	0	216
Number of students with a substantial reading deficiency	0	0	0	0	0	0	64	115	109	0	0	0	0	288

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	45	95	77	0	0	0	0	217

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	7	4	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	1	8	7	0	0	0	0	16

Date this data was collected or last updated

Tuesday 8/30/2022

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	189	165	199	0	0	0	0	553
Attendance below 90 percent	0	0	0	0	0	0	45	37	47	0	0	0	0	129
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	38	20	57	0	0	0	0	115
Course failure in Math	0	0	0	0	0	0	43	33	31	0	0	0	0	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	29	37	43	0	0	0	0	109
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	35	48	0	0	0	0	111
Number of students with a substantial reading deficiency	0	0	0	0	0	0	87	101	126	0	0	0	0	314

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	54	48	73	0	0	0	0	175

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	20	9	21	0	0	0	0	50
Students retained two or more times	0	0	0	0	0	0	7	4	7	0	0	0	0	18

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	189	165	199	0	0	0	0	553
Attendance below 90 percent	0	0	0	0	0	0	45	37	47	0	0	0	0	129
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	38	20	57	0	0	0	0	115
Course failure in Math	0	0	0	0	0	0	43	33	31	0	0	0	0	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	29	37	43	0	0	0	0	109
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	35	48	0	0	0	0	111
Number of students with a substantial reading deficiency	0	0	0	0	0	0	87	101	126	0	0	0	0	314

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	54	48	73	0	0	0	0	175

The number of students identified as retainees:

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

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	44%	55%	50%				40%	58%	54%
ELA Learning Gains	58%						51%	58%	54%
ELA Lowest 25th Percentile	52%						49%	52%	47%
Math Achievement	36%	43%	36%				40%	58%	58%
Math Learning Gains	55%						45%	56%	57%
Math Lowest 25th Percentile	51%						44%	54%	51%
Science Achievement	49%	54%	53%				49%	52%	51%
Social Studies Achievement	71%	64%	58%				73%	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	30%	58%	-28%	54%	-24%
Cohort Comparison						
07	2022					
	2019	37%	56%	-19%	52%	-15%
Cohort Comparison		-30%				
08	2022					
	2019	39%	60%	-21%	56%	-17%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	24%	58%	-34%	55%	-31%
Cohort Comparison						
07	2022					
	2019	40%	53%	-13%	54%	-14%
Cohort Comparison		-24%				
08	2022					
	2019	21%	40%	-19%	46%	-25%
Cohort Comparison		-40%				

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	40%	43%	-3%	48%	-8%
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	68%	73%	-5%	71%	-3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	63%	23%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	40	46	11	47	52	23	41			
ELL	33	55	53	28	52	51	32	64	67		
HSP	43	58	52	36	54	51	48	71	66		
FRL	44	58	52	37	55	53	49	72	66		
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	28	26	11	26	28	13	25			
ELL	31	41	36	29	37	39	37	47	85		
HSP	37	42	36	33	36	39	48	52	84		
WHT	55	64		36	27						
FRL	37	44	35	32	36	38	47	49	82		

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	13	33	29	12	27	33	33	50			
ELL	28	48	49	30	43	44	36	64	83		
BLK	25	30		36							
HSP	40	52	49	40	46	45	47	73	84		
FRL	38	50	47	39	45	45	48	72	84		

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
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	54
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	55
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?

Our score comparisons when reviewing 2022 data in ELA and Math showed a significant increase in percentage points. Science scores showed minimal growth across three subgroups, while Social Studies showed a significant increase in comparison to the 2021 data.

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

Based on FSA 2022 proficiency data report, the ELA achievement level went from 38% to 44%, an increase of 6 percentage points. On the FSA Math, there was an increase from 33% to 36%, an increase of 3 percentage points in proficiency from the previous year. Though there was an increase there is still a need for improvement in the area Math.

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

The 2022 FSA ELA/Math proficiency data report is the contributing factor that indicates that although there was an improvement in the area of math, it is still below the district's proficiency level. Therefore, new actions needed for improvement include addressing the needs of students with disabilities subgroup, developing intervention strategies for tiered students, and implementing targeted lessons and differentiated instruction.

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

Based on the 2022 Social Studies Civics EOC there was a 20 percentage point (71%) increase as compared to the 2021 Civics EOC (51%) data report.

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

The contributing factors to this improvement included targeted lessons, weekly tutoring sessions, and a three-day Civics camp for students.

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

In order to accelerate learning the additional usage of Differentiated Instruction, Universal Design for Learning (UDL), and the use of progress monitoring data reports will all contribute to the acceleration of learning.

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.

Based on our needs for 2022-2023 school year, professional development opportunities for teachers will include areas such as Universal Design for Learning, Differentiated Instruction based on progress monitoring data analysis, and continued integration of STEAM.

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

Collaborative planning will be implemented monthly by departments using progress monitoring data to guide instruction. Extended learning opportunities will be provided through small group instruction, before and after-school tutoring, and Saturday camps. Additional services will be provided to students in the lowest 25%, tier 3 students and SWD via strategic pull-out intervention provided in the areas of math and language arts.

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 B.E.S.T. Standards**Area of Focus****Description and Rationale:**

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

Based on the 2021- 2022 FSA and progress monitoring data overall our ELA proficiency increased by 6 percentage points. In math, proficiency increased by 3 percentage points. In Science, proficiency increased by 2 percentage points. Our school will implement the Targeted B.E.S.T. Standards across the curriculum. Based on the data, a focus on B.E.S.T. Standards and procedures will require teachers to align their instructional materials and methods to effectively prepare students for all statewide assessments.

Measurable**Outcome:**

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

With the implementation of B.E.S.T. standards, an additional 10% of our school population will score at grade level or above in the area of mathematics, an additional 10% in ELA , and an additional 10% in the area of Science by 2022-2023 state assessments.

Monitoring:

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

IReady and ongoing progress monitor reports will be actively monitored weekly by EDGE teachers, Math teachers, and instructional leaders. Administrators will review lesson plans during collaborative planning for indication of B.E.S.T. standards alignment within the lesson plan components.

Person

responsible for monitoring outcome:

Rene Bellmas (pr6171@dadeschools.net)

Evidence-based**Strategy:**

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

Standards-aligned Instruction is a framework or philosophy for effective teaching that involves providing units of instruction that include learning objectives and their criteria for mastery. Progress monitoring and topic assessments will drive student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible.

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 based on evidence-based research which indicates that B.E.S.T. Standards instruction will increase student achievement when data and ongoing progress monitoring are used consistently and effectively. This strategy was selected based on the state assessment, district assessment data, and I-ready reports.

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.

09/01/22-09/30/22- Identify relevant data from prior state and district assessments along with F.A.S.T ongoing progress monitoring results. As a result, teachers will become more familiar with their student data which will drive targeted instruction.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

09/01/22-09/30/22-A plan for action (intervention) will be developed by applying the B.E.S.T. standards instructional practices. DI plans will be developed by teams for each class to follow using the intervention resources. As a result, DI will be implemented across all critical needs areas.

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

9/27/22-10/30/22- Implement i-Ready intervention using Toolbox and DI planning sheets in class. As a result, students will be provided additional assistance in their targeted standard thru pull-out and/or tutoring.

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

9/19/2022-Provide school-wide Professional Development for teachers on effectively using PowerBi to drive instruction, As a result, teachers will develop vital skills in using the data available to foster a more adaptable learning environment and thus increase academic learning.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

10/31/22-12/16/22- Evaluate and celebrate academic successes monthly and quarterly to include ongoing data chats and incentives to ensure continued engagement. The administration team will access i-Ready reports monthly and celebrate successes accordingly. As a result, students will demonstrate increased i-Ready usage, academic growth, and completion.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

10/31/22-12/16/22- Begin offering tutoring in all core academic subjects before and after school. As a result, all students will have access to in-person tutoring, and tutors will provide additional academic assistance in targeted standards and benchmarks.

Person Responsible Mayte Gomara (gomaramayte@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 decision to focus on staff morale was initiated to address a decrease that was indicated by the 2021-2022 School Climate Survey feedback from staff. In the area of staff morale, 36% of teachers strongly agreed/agreed that staff morale is high at our school in comparison to 64% during the 2020-2021 School Climate Survey feedback, this indicates a decrease of 28 percentage points. This data indicates that there is a critical need to increase staff morale and overall staff positivity.

Measurable**Outcome:**

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

On the condition that implementing Panthers Promoting Positivity, our staff morale will increase 10 percentage points in the 2022-2023 Climate survey by June 2023.

Monitoring:

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

A Fellowship committee will coordinate events and social opportunities outside of school so that teachers can get together with administrators to build rapport. All meetings will begin with rapport-building activities. Teachers will have the opportunity to voice their concerns to ensure that all voices and concerns are acknowledged and considered. Teachers and staff will be polled to gauge future initiatives, concerns, and feedback on current initiatives.

Person responsible for monitoring outcome:

Mayte Gomara (gomaramayte@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Area of Focus on Positive Culture and Environment, we will focus on Panthers Promoting Positivity to assure the teacher's and staff's concerns will be acknowledged and will have the opportunity to partake 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.

The leadership team is committed to promoting positivity in teachers and staff at our school by making them integral participants in the decision-making process. Partaking in different initiatives will provide prospective leadership engagements for teachers while also considering their ideas and concerns on what initiatives to implement.

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.

08/19/22- The Leadership team met and created the Fellowship Committee that will be in charge of creating and implementing Panthers Promoting Positivity events and activities. As a result, teachers will have the opportunity to engage in activities and events that will assist teachers in creating a bond and establishing a rapport with other teachers and administrators.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

09/02/22- The Fellowship Committee will create a survey for teachers and staff to identify issues and concerns that are affecting their morale, as well as volunteering for leadership opportunities. As a result, the teachers will have the opportunity to voice their concerns and participate in leadership opportunities.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

09/19/22- The Fellowship Committee will meet to discuss the results of the Panthers Promoting Positivity survey. As a result, the Fellowship Committee will begin creating activities that will address the needs of teachers and staff.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

10/03/22- 10/31/22- The Fellowship Committee will host an activity on Panthers Promoting Positivity and the focus of the initiatives will be based on the survey outcomes. As a result, teachers will engage in an activity that will lead to team-building skills and strategies that will promote cohesive culture among teachers and staff.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

10/31/22-12/16/22-Continue to host monthly activities on Panthers Promoting Positivity focusing on the areas identified by teachers and staff. As a result, teachers will continue to promote a cohesive culture and gain team-building skills and strategies.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

10/31/22-12/16/22-The Fellowship Committee will continue to promote leadership opportunities for the staff. It is essential that staff members be an integral part of the creation of the activities. As a result, teachers will be engaged and will actively participate in the event as well as allow teachers to participate in a leadership role.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

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

Based on the 2021-2022 FSA proficiency data, 37% of our Students with Disabilities (SWD) are proficient. Our students scored 4 percentage points below the state requirement of 41%. The data indicates that there is a critical need to increase student proficiency in the subgroup SWD. Our school will implement differentiated instruction and strategic learning opportunities with targeted objectives for SWD.

Measurable Outcome:

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

With the implementation of DI and strategic learning opportunities, an additional 10% of our SWD will show improvement in ELA and Math.

Monitoring:

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

i-Ready and ongoing progress reports will be monitored weekly by the ESE Specialist. Administrators will review lesson plans during collaborative planning for indication of B.E.S.T. standards alignment and ESE strategies within the lesson plan components.

Person responsible for monitoring outcome:

Rene Bellmas (pr6171@dadeschools.net)

Evidence-based Strategy:

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with a variety of avenues to learning in terms of; 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.

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 based on evidenced-based research which indicated that DI increases student achievement when you use data consistently and effectively. The resources used for selecting this strategy were State assessment results, District assessment results, and i-Ready progress monitoring reports.

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.

8/29/22- Provided Professional Development for teachers on effective implementation of differentiated instruction with SWD that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible

Rene Bellmas (pr6171@dadeschools.net)

9/6/22-10/7/22-Identify SWD and the gaps within each class using the data from the FASTPM1 , i-Ready, and unit assessments. As a result, teachers will be able to identify appropriate standard-based resources for instruction.

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

9/6/22-10/7/22 Begin implementing Iready intervention using toolbox and DI planning sheet in class. As a result, students will be provided with additional assistance in their targeted standard. Students will also be pulled out in small groups for intensive remediation by the Reading Coach.

Person Responsible Rene Bellmas (pr6171@dadeschools.net)

8/22/22- The ESE specialist will be responsible for delivering the students IEP's to teachers so that teachers will be able to follow the student's IEPs for the SWD in their classes. Teachers will then be able to plan their DI effectively to target the needs of each student.

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

10/31/22-12/16/22-Teachers will continue to monitor SWD progress and have individualized data chats in which the teacher will present strategies to the student to enhance the student's ability to understand and organize information effectively. As a result, the student will have an in-depth understanding of their academic success and will have strategies to apply across all classes

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

10/31/22-12/16/22- Teachers will continue to implement DI with SWD and target their academic areas of weakness in alignment with the B.E.S.T. Standards. As a result, SWD will show improvement in PM2 of the F.A.S.T.

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Social and 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.

According to the 2021-2022 School Climate Survey feedback from students, 53% of students strongly agreed/agreed that the overall climate at the school is positive and helps students learn in comparison to 65% during the 2020-2021 School Climate Survey student feedback, this indicates a decrease of 12 percentage points. This data indicates that there is a critical need to increase students' school positivity and enhance the learning environment.

Measurable**Outcome:**

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

As a result of incorporating a weekly mindfulness activity, students and teachers will be able to reduce stress and burnout. It benefits students' well-being, social skills, and ability to focus on academic performance.

Monitoring:

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

This will be monitored by teachers and counselors participating in the weekly activity. In time, students and teachers will demonstrate a more positive and relaxed outlook on coping with stress and anxiety.

Person responsible for monitoring outcome:

Mayte Gomara (gomaramayte@dadeschools.net)

Evidence-based Strategy:

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

Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful mindfulness practices is to incorporate consistent times for practice throughout the school week.

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 to improve and prevent anxiety and stress among teachers and students. Resources for these mindfulness activities includes the use of the Headspace app, Youtube, and Gonoodle.com

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.

8/17/22- 9/2/22- Reinstate the Headspace application for teachers and model how it can be used. Counselors will develop activities for "Wellness Week" for students. As a result, teachers will become familiar with the benefits of the application and its uses. Students will have an opportunity to explore multiple coping skills and strategies.

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

8/31/22-10/11/22- Begin "Wellness Wednesday" beginning promptly on Wednesday mornings, all students and staff will begin their day with a brief meditation that will enhance student focus and reduce anxiety. As a result, teachers and students will begin small practices of becoming more mindful.

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

8/31/22-10/11/22- Begin "After Lunch Breaks", these are one-minute breaks to help students and teachers refocus after lunch. "After Lunch Breaks" will be led by the classroom teacher. This enables students and teachers to regain focus and motivation for the second half of their day. As a result, teachers and students will be more focused and motivated in their afternoon learning sessions.

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

8/31/22-10/11/22-Establish RJP room where students can regroup and realign along with problem-solving and learn conflict resolution strategies. As a result, we are teaching students how to be more mindful and become better problem solvers.

Person Responsible Mayte Gomara (gomaramayte@dadeschools.net)

10/31/22-12/16/22- Continue the "Wellness Wednesday" initiative as it is popular with the staff and students. As a result, students and staff will continue reinforcing their wellness routines and activities.

Person Responsible Natalie Gamboa (232443@dadeschools.net)

10/31/22-12/16/22- Staff and students will continue the "After Lunch Breaks," these one-minute breaks assist students and staff in regaining focus and motivation for the remainder of the day. As a result, students and staff will continue to strengthen their ability to focus and have a productive day.

Person Responsible Natalie Gamboa (232443@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.

As a school, we plan to develop and maintain positive student/teacher relationships. The school encourages school pride and school spirit as being part of a team and family. Henry H. Filer Middle School will assist in connecting students with resources for social-emotional support. Protocols are in place to ensure safety and hazard-free physical surroundings. The school's priority is to ensure we are addressing the social-emotional needs of the students through the EDGE period with the EDGE curriculum which includes mentoring. As a school, we foster relationships among our counselors and teachers with students to share and address any concerns by having our counselors available to them during lunch and before and after school.

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

Teachers-Foster positive student/teacher relationships and ensure a safe learning environment.

Students-Participate in District Values Matter campaign.

Parents-Increase parent involvement and communication with other stakeholders.

Community-Participate in schoolwide activities and involve the school in community events.

Administration-School leadership members are accessible and supportive to all stakeholders.

Counselors-Provide resources and support to all stakeholders' social-emotional well-being.