W. R. Thomas Middle School

2022-23 Schoolwide Improvement Plan

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W. R. Thomas Middle School

13001 SW 26TH ST, Miami, FL 33175

http://wrthomas.dadeschools.net/

Demographics

Principal: Laura Tennant

Start Date for this Principal: 8/19/2021

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)	99%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: A (62%) 2017-18: B (60%)
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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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	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

School Board Approval

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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.

The mission at W.R. Thomas Middle School is to encourage each student to achieve the highest standards in academics, health, fitness, and the arts by creating an atmosphere of excellence that will instill the importance of lifelong learning within the school, home, and community.

Provide the school's vision statement.

We are committed to provide educational excellence for all and to encourage the pursuit of the highest standards in academic and organizational performance following integral core values.

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
Tennant, Laura	Principal	Ms. Laura Tennant, the Principal's primary responsibility is to coordinate the school's collective efforts across grade levels, departments, and subjects to build and support the school's mission and vision. Ms. Tennant will ensure that the instructional program, school culture and climate, community engagement, and partnerships at W. R. Thomas Middle School are highly effective and strategically aligned to the school's mission and goals.
Argilagos, Janet	Assistant Principal	Assistant Principal responsible for supporting the school's vision and mission by providing assistance to students and teachers.

Demographic Information

Principal start date
Thursday 8/19/2021, Laura Tennant

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school

636

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.

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	186	219	246	0	0	0	0	651
Attendance below 90 percent	0	0	0	0	0	0	19	41	71	0	0	0	0	131
One or more suspensions	0	0	0	0	0	0	4	34	62	0	0	0	0	100
Course failure in ELA	0	0	0	0	0	0	22	7	24	0	0	0	0	53
Course failure in Math	0	0	0	0	0	0	24	15	18	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	46	81	89	0	0	0	0	216
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	44	96	81	0	0	0	0	221
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	94	101	0	0	0	0	255
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	46	87	105	0	0	0	0	238

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	8	6	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	1	2	12	0	0	0	0	15

Date this data was collected or last updated

Friday 8/26/2022

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	220	227	275	0	0	0	0	722
Attendance below 90 percent	0	0	0	0	0	0	23	35	28	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	19	28	34	0	0	0	0	81
Course failure in Math	0	0	0	0	0	0	26	28	39	0	0	0	0	93
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	32	23	31	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	24	27	26	0	0	0	0	77
Number of students with a substantial reading deficiency	0	0	0	0	0	0	75	104	106	0	0	0	0	285

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	37	43	48	0	0	0	0	128

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	4	6	9	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	2	3	4	0	0	0	0	9

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	220	227	275	0	0	0	0	722
Attendance below 90 percent	0	0	0	0	0	0	23	35	28	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	19	28	34	0	0	0	0	81
Course failure in Math	0	0	0	0	0	0	26	28	39	0	0	0	0	93
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	32	23	31	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	24	27	26	0	0	0	0	77
Number of students with a substantial reading deficiency	0	0	0	0	0	0	75	104	106	0	0	0	0	285

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	37	43	48	0	0	0	0	128

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	4	6	9	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	2	3	4	0	0	0	0	9

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	55%	55%	50%				64%	58%	54%
ELA Learning Gains	49%						62%	58%	54%
ELA Lowest 25th Percentile	29%						46%	52%	47%
Math Achievement	52%	43%	36%				65%	58%	58%
Math Learning Gains	52%						57%	56%	57%
Math Lowest 25th Percentile	51%						44%	54%	51%
Science Achievement	50%	54%	53%				60%	52%	51%
Social Studies Achievement	74%	64%	58%				72%	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	61%	58%	3%	54%	7%
Cohort Comparison						
07	2022					
	2019	59%	56%	3%	52%	7%
Cohort Comparison		-61%				
08	2022					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-59%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	67%	58%	9%	55%	12%
Cohort Comparison						
07	2022					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison		-67%				
08	2022					
	2019	30%	40%	-10%	46%	-16%
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	51%	43%	8%	48%	3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	68%	17%	67%	18%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	73%	-4%	71%	-2%

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	89%	63%	26%	61%	28%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	54%	44%	57%	41%

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	22	31	22	25	45	48	23	38	73		
ELL	34	40	26	35	46	43	19	59	58		
HSP	55	48	29	52	52	52	50	74	80		
FRL	54	47	27	50	52	54	49	71	79		
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	21	31	28	18	18	18	25	25	58		
ELL	45	48	35	41	28	23	29	55	63		
HSP	59	53	34	52	31	22	49	64	73		
WHT	73	60		73	50						
FRL	55	52	34	49	29	22	46	61	73		

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	23	41	36	31	43	33	33	25	63		
ELL	44	53	46	49	51	41	43	50	80		
HSP	65	61	45	65	57	43	60	72	86		
WHT	59	80		64	60		50	80	90		
FRL	62	60	46	61	54	43	57	69	87		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
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	55
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

In the review of 21-22 FSA data, we experienced single-digit decline in ELA proficiency (-4), learning gains (-4), and the lowest 25% reporting categories(-5). However, we did show substantial increases in Mathematics learning gains (+21), Mathematics lowest 25% (+29), and Civics (+9), categories. Mathematics and Science proficiency maintained. Students with disabilities are in need of additional support to show success.

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

ELA proficiency, learning gains, and the lowest 25% reporting categories.

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

Some of the contributing factors and challenges are student attendance and a lack of student engagement. Actions that will be taken to address this need for improvement include a strategic examination of instructional practices in the Language Arts classrooms, to determine strategies needed to address intervention and remediation and to ensure implementation with fidelity.

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

Based on the progress monitoring and 2021 state assessments, data components that showed the most improvement were the multiple digit increases in Mathematics learning gains and the lowest 25% category. Math learning gains showed a 21 percent increase, and Math lowest 25% category showed a 29 percent improvement. Social studies also improved by 9%.

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

The contributing factors to this improvement were the alignment of supplemental software resources, explicit instruction, and the use of digital technology to enhance the user experience.

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

Strategies that need to be implemented in order to accelerate learning include checks for understanding, collaborative data chats, differentiated instruction, effective curriculum, and resource utilization, implementation of instructional frameworks, extended learning opportunities, goal-oriented learning, gradual release of responsibility model, standards-aligned instruction, standard-based grading, student engagement, and effective technology integration.

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 the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at our school are those that include: the unwrapping of the BEST Standards, item specification review, Social Emotional Learning, Student Engagement, and Standard-Aligned 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 the sustainability of improvement in the next year include academic enhancements of tutorial programs that differentiate learning for student deficiencies, SEL Strong roundtable discussions; iReady Challenges; SEL Challenges; Restorative Justice Practices; and the use of Tiger Tickets to enhance student efficacy and engagement.

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.	Based on our review of 21-22 FSA data, we experienced a decline in ELA proficiency (-4), learning gains (-4), and the lowest 25% reporting categories(-5). Therefore we will focus on differentiation to address this critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If teachers are supported in their professional learning on how to provide differentiation, then they will design data-driven instruction that addresses the needs of all learners and result in improved performance. Therefore, the percentage of students achieving on or above grade-level performance on state assessments in English Language Arts, Mathematics, Science, and Social Studies will increase by at least 5 percentage points per content area, by July 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will monitor by conducting data chats and reviewing progress monitoring results with teachers and students. The administrative team will review student artifacts during classroom visits to ensure alignment with teaching and learning. Teachers will be encouraged to participate in professional learning communities that share best practices in standard-aligned lesson development and differentiated instruction.
Person responsible for monitoring outcome:	Laura Tennant (pr6901@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will focus on the evidence-based strategy of Data-driven Instruction. Instruction will assist in closing achievement gaps and meet students on their current abilities. Data-driven Instruction will be monitored through the use of data chat reflections, success-tracking student charts, and increased classroom walkthroughs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our school will focus on the evidence-based strategy of differentiation. Data-driven instruction will allow teachers to use real-time data that is aligned with the standards in order to meet the student's individual needs. Teaching and assessing for understanding enhances the learning of content findings.

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.

08/17/22 -10/14/22 - Allow for the sharing of best practices within departments that model and guide students through the learning process with a clear purpose, explanations, demonstrations of the target, and support with practice and feedback until mastery is achieved.

Person Responsible Janet Argilagos (jargilagos4@dadeschools.net)

08/17/22 -10/14/22 - All teachers will provide focus bell-ringers that spiral review benchmark/standards. Whole group instruction will include the gradual release model and small group instruction will align with student deficiencies. Additional reteach and practice opportunities will be provided in all content areas.

Person Responsible Cristina Figueroa (cfigueroa1@dadeschools.net)

08/17/22 -10/14/22 Administration will assist teachers in data disaggregation to individualize student instruction that targets specific student expectations.

Person Responsible Maria Artime (mariatartime@dadeschools.net)

08/17/22 -10/14/22 - All classrooms will provide multiple checks for understanding before moving on to new concepts AND provide systematic feedback and correction opportunities.

Person Responsible Cristina Figueroa (cfigueroa1@dadeschools.net)

08/17/22 -10/14/22 - Professional development will be provided to all departments that focus on the use of high-yield strategies such as beginning the lesson with a short review of previous learning (DO NOW, BELL RINGER), presenting new material in small steps with student practice after each step (CHUNKING), asking many questions and incorporating multiple opportunities for student response, thinking aloud and providing models, providing scaffolds for difficult tasks, and teaching skills and strategies that increase self-determination so that students can achieve their goals with greater independence.

Person Responsible Cristina Figueroa (cfigueroa1@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When comparing FSA 21 to FSA 22 we experienced single digit decline in the Students with Disabilities subgroup in the categories of ELA achievement, ELA LG L25%, and Science Achievement. Overall our Students with disabilities Subgroup performed below the 41% target for the 2022 school year with 36%. Therefore we will address the specific strategies needed to improve the achievement and performance of students in special programs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If teachers provide high-quality instruction to ensure the achievement of ambitious IEP goals, strengthen instruction with specialized supports and related services, and deliver standards-aligned instruction then the SWD subgroup (students with disabilities) academic needs will be met as evidenced by a 6% increase in the ESSA Federal Index. (36% to 42%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will monitor by conducting quarterly data chats with teachers and students. The administrative team will review student artifacts during classroom visits to ensure alignment with teaching and learning. Teachers will be encouraged to participate in professional learning communities that share best practices in standards-aligned lesson development.
Person responsible for monitoring outcome:	Laura Tennant (lauratennant@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will focus on the evidence-based strategy of standards-aligned Instruction. Instruction will assist in closing achievement gaps and meet students on their current abilities. Lesson delivery will be monitored through the use of data chat reflections and outcome data tracking activities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	Students thrive when teachers carefully plan and faithfully uphold a culture of achievement and support. Teachers will need to collaborate to solve complex problems, ensure all students receive high-quality instruction, and that students with disabilities receive specially-designed instruction to be successful. All students have unique learning needs and deserve access to high-quality instruction that is aligned to rigorous standards, incorporates high-quality curriculum and assessments, and includes supports that are individualized to meet specific student needs.

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.

08/17/22 -10/14/2022 - Utilize differentiated instruction to reach students with special services, 504s, and accommodations. During campus collaborative meetings provide teacher training to maximize cooperative teaching styles and high-impact strategies for all special program students.

Person Responsible	Marleen Gonzalez (190762@dadeschools.net)

08/17/22 -10/14/2022 - The leadership team will actively review IEPs, accommodations, and documentation to target teach to students' strengths. The ESE Department Chair with the IEP team, will review multiple sources of data to determine progress and draft ambitious IEP goals.

Person Responsible	Marleen Gonzalez (190762@dadeschools.net)

08/17/22 -10/14/2022 - Administration will provide weekly/bi-weekly common planning time for general and special education teachers to collaborate.

Person Responsible	Laura Tennant (lauratennant@dadeschools.net)

08/17/22 -10/14/2022 - The ESE Department Chair will facilitate/provide training for general education teachers on interpreting IEPs and implementing instructional accommodations.

Person Responsible	Marleen Gonzalez (190762@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Engagement, Attendance, and Celebrating Successes	
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 Student Climate data review, our school will implement Social Emotional Learning, and staff, and student connections, to build our student's sense of belonging. Our school climate survey, data indicates some points of reflection on leadership, relationships, resources, and support. On the 21-22 student climate survey, 46% of students strongly agree or agree that adults at my school care about me as an individual, and only 44% of students feel like there is a positive school climate and like coming to school. By the end of Quarter 3 the number of teacher/staff/admin with select student interactions will positively increase by acknowledging academic, SEL, and extra-curricular successes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If successfully implemented, Social Emotional Learning will contribute to students' sense of belonging and the development of positive relationships with adults who support their educational experiences. By June 2023, 56% of students will agree that their school effectively supports students' social-emotional well-being and sense of belonging at W.R. Thomas Middle School.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Social Emotional Learning will be monitored using daily and weekly check-in mechanisms, restorative justice practice circles, classroom discussions, exit slips/ reflection activities, and student perception surveys. The number of students meeting Early Warning Systems (EWS) indicators, mental health referrals, and threat assessment data will also be monitored to provide students targeted support, as needed.
Person responsible for monitoring outcome:	Janet Argilagos (jargilagos4@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Social and Emotional Learning, our school will focus on the evidence-based strategy of: Staff-Student Connections. Staff-Student Connections will increase feelings of a sense of belonging and the social-emotional well-being of our students.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Staff-Student Connections will involve activities that will build relationships between teachers and students and enrich connections between them. Students will develop skills that will assist them on how to manage their emotions as well as help them set and achieve attainable goals.

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.

08/17/22-10/20/22 Create an incentive program for every 9-week period that rewards students with exemplary attendance, great behavior, and academic grades at average or above.

Person Responsible	Patricia Amaro (pamaro@dadeschools.net)

08/17/22-10/20/22 Provide wrap-around services to students that address their academic and social-emotional needs.

Person Responsible	Janet Argilagos (jargilagos4@dadeschools.net)

08/17/22-10/14/22 W. R. Thomas will engage our community by creating and promoting opportunities for everyone to become involved with our students and staff to improve educational opportunities and experiences. We will conduct an Open House to promote parent/community involvement and celebrate student achievements in the first and second quarter.

Person Responsible	Patricia Amaro (pamaro@dadeschools.net)

08/17/22-10/14/22 - Improve communication about school issues, concerns, and helpful information by providing a parent forum that supports students in the transition to middle school.

Person Responsible	Laura Tennant (lauratennant@dadeschools.net)

08/17/22-10/14/22 - Develop a schoolwide program to raise awareness about bullying, internet safety, and appropriate use of electronic devices. use a pre/post survey to determine how much students have learned and benefited from the program.

Person Responsible	Laura Tennant (lauratennant@dadeschools.net)

08/17/22-10/14/22 - Develop and adopt a comprehensive, actionable, tiered approach to improving attendance.

Person Responsible	Janet Argilagos (jargilagos4@dadeschools.net)

#4. 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.	Effective school leaders develop an effective and diverse faculty and staff; link professional practices with student achievement to demonstrate cause and effect relationships, secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If classroom walkthrough frequency increases and specific teacher feedback to improve practices is provided, lesson delivery will be impacted positively and students will demonstrate an increase of 2 percentage points in the areas of English Language Arts and Mathematics as evidenced by progress monitoring 3 Florida Assessment for Student Thinking in June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring for the desired outcome of improved performance will evaluate the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to teachers and to inform instructional practices.
Person responsible for monitoring outcome:	Laura Tennant (lauratennant@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will focus on the evidence-based strategy of Leadership Visibility and Accessibility. Administrative team visibility and accessibility influences everything that happens in our school. The presence inspires people while it provides opportunities to inspect, direct, or correct. It sets the tone for the school and gives it personality. Examples include: conducting walkthroughs, being visible during the passing of classes, maintaining an open door policy, eating lunch at different times and places, making morning announcements, answering the phones, and serving food in the cafeteria. A team atmosphere will develop as teachers and administrators examine instruction, student motivation, and achievement.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Leadership visibility and accessibility will help to communicate the collective responsibility for student learning and the relationships among academic standards, effective instruction, and student performance. Frequent three to five-minute classroom visits focused on specific "look fors" can provide valuable information about what's working or not working in the school.

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.

08/17/22 - 10/14/22 - Tier classroom teachers based on need and align classroom walkthrough observations with IPEGS standards and professional development.

Person Responsible	Laura Tennant (lauratennant@dadeschools.net)

08/17/22 - 10/14/22 - Share with staff a rationale for the walkthrough process based on the connection between walkthroughs and student achievement.

Person Responsible	Laura Tennant (lauratennant@dadeschools.net)

08/17/22 -10/14/22 - Consistently plan time to complete the walkthrough process. Develop a biweekly protocol that highlights "Look Fors" for the Walkthrough process. Ensure this is communicated to faculty members.

Person Responsible	Laura Tennant (lauratennant@dadeschools.net)

08/17/22 -10/14/22 - Focus observations on the variables that make the greatest difference in improving student achievement and provide opportunities for differentiated professional development and peer observations. Make the follow-up action from one walkthrough a "look for" for subsequent ones. Connect the "look for" to IPEGS Standards.

Person Responsible	Janet Argilagos (jargilagos4@dadeschools.net)

08/17/22 -10/14/22 - Engage Department Chairs/Curriculum Leaders in identifying ways to support the implementation of recommended actions.

Person Responsible	Laura Tennant (lauratennant@dadeschools.net)

Positive Culture & Environment

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

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

Our strengths within School Culture are in Clearly Defined Expectations and Physical & Emotional Safety. Our school creates learning experiences throughout the year to engage with our parents and caregivers, to ensure they have the necessary support for children. We strive to maintain a strong connection with all of our families, and as such all stakeholders, are committed to improving students' achievement. Students' unique skills, experiences, and talents are continuously nurtured and cultivated through a variety of measures. We consistently celebrate personal achievement and good behavior. We set goals for ourselves as well as our students. We have created school norms that focus on building positive values that help our students to learn. We utilize a proactive approach to discipline that is restorative instead of punitive. At W.R. Thomas Middle School everyone is a teacher by helping our students understand how to correct their own wrongs and also helping them to take responsibility for their own actions. We engage our students through social-emotional learning by encouraging them to develop qualities such as empathy, reliability, respect, concern, and a sense of humor. The environment in which engaging programs take place must always consider and plan for our families to feel welcomed, valued, and respected. Two-way communication and relationship building with families are adapted to meet all family circumstances and opportunities are provided for family support and development.

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

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