

Miami-Dade County Public Schools

# North Miami Middle School



2022-23 Schoolwide Improvement Plan

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# North Miami Middle School

700 NE 137TH ST, North Miami, FL 33161

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

## Demographics

**Principal: Philippe Napoleon J**

Start Date for this Principal: 6/24/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	94%
<b>2021-22 ESSA Subgroups Represented</b> (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 White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (52%) 2020-21: (40%) 2018-19: C (49%) 2017-18: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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.**

North Miami Middle School provides a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to the excellence and to the achievement of our goals.

#### **Provide the school's vision statement.**

North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures, and nurtures self-esteem. In an effort to improve academic achievement and promote lifelong contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a challenging and dynamic world.

### 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
Napoleon, Philippe	Principal	The principal provides a common vision for the use of databased decision making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl Implementation, and communicates with parents regarding school-based Rtl plans and activities.
Brantley, Chantil	Assistant Principal	Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the schoolbased team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.
Collins, Mechele	Instructional Coach	Mathematics respectively develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that lead to early intervening services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.
Jean-Pierre, Fabiola	Instructional Coach	Reading respectively develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that lead to early intervening services for children to be considered" at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

Name	Position Title	Job Duties and Responsibilities
Ortiz, Melissa	Magnet Coordinator	Coordinates the identification of eligible students for the Magnet Program. Assists school site personnel in programming, discipline, and supervision and transportation of students during extracurricular activities and field trips related to the Magnet Program. Ensures that tasks or events are carried out successfully by working with all relevant role-players to bring together resources, information, and services.
Denis , Marie	Teacher, K-12	Department Chairperson Teachers serve as Department Chairpersons and provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Allen, Sheldon	Other	Test Chairperson Coordinates district and state assessments for the school; ensures that the school's testing plan/calendar is effectively and efficiently executed.
Perez, Jose	Other	Team Leader Teachers serve as Team Leaders and provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Reigosa, Lissette	Assistant Principal	Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the schoolbased team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

**Demographic Information**

**Principal start date**

Friday 6/24/2022, Philippe Napoleon J

**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.*

24

**Total number of teacher positions allocated to the school**

30

**Total number of students enrolled at the school**

813

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

6

**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	280	261	289	0	0	0	0	830
Attendance below 90 percent	0	0	0	0	0	0	40	105	165	0	0	0	0	310
One or more suspensions	0	0	0	0	0	0	4	112	174	0	0	0	0	290
Course failure in ELA	0	0	0	0	0	0	25	41	45	0	0	0	0	111
Course failure in Math	0	0	0	0	0	0	60	41	44	0	0	0	0	145
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	99	131	177	0	0	0	0	407
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	113	14	188	0	0	0	0	315
Number of students with a substantial reading deficiency	0	0	0	0	0	0	117	123	169	0	0	0	0	409

**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	107	119	236	0	0	0	0	462

**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	4	8	11	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	14	11	46	0	0	0	0	71

**Date this data was collected or last updated**

Thursday 9/8/2022

**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	253	281	292	0	0	0	0	826
Attendance below 90 percent	0	0	0	0	0	0	58	119	128	0	0	0	0	305
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	49	85	75	0	0	0	0	209
Course failure in Math	0	0	0	0	0	0	72	45	63	0	0	0	0	180
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	77	84	0	0	0	0	221
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	66	87	80	0	0	0	0	233
Number of students with a substantial reading deficiency	0	0	0	0	0	0	141	174	169	0	0	0	0	484

**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	97	122	121	0	0	0	0	340

**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	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	4	8	9	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	275	307	319	0	0	0	0	901
Attendance below 90 percent	0	0	0	0	0	0	64	74	77	0	0	0	0	215
One or more suspensions	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	8	17	2	0	0	0	0	27
Course failure in Math	0	0	0	0	0	0	24	24	10	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	95	110	128	0	0	0	0	333
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	118	126	0	0	0	0	244
Number of students with a substantial reading deficiency	0	0	0	0	0	0	69	77	78	0	0	0	0	224

**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	49	110	117	0	0	0	0	276

**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	14	9	6	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	7	12	11	0	0	0	0	30

**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	37%	56%	50%	32%			37%	58%	54%
ELA Learning Gains	50%	56%	48%	38%			46%	58%	54%
ELA Lowest 25th Percentile	45%	48%	38%	33%			40%	52%	47%
Math Achievement	34%	55%	54%	25%			37%	58%	58%
Math Learning Gains	57%	64%	58%	29%			43%	56%	57%
Math Lowest 25th Percentile	60%	63%	55%	39%			43%	54%	51%
Science Achievement	44%	51%	49%	48%			57%	52%	51%
Social Studies Achievement	65%	73%	71%	54%			64%	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.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	37%	58%	-21%	54%	-17%
Cohort Comparison						
07	2022					
	2019	26%	56%	-30%	52%	-26%
Cohort Comparison		-37%				
08	2022					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-26%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	35%	58%	-23%	55%	-20%
Cohort Comparison						
07	2022					
	2019	24%	53%	-29%	54%	-30%
Cohort Comparison		-35%				
08	2022					
	2019	25%	40%	-15%	46%	-21%
Cohort Comparison		-24%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	49%	43%	6%	48%	1%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	100%	68%	32%	67%	33%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	57%	73%	-16%	71%	-14%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	76%	63%	13%	61%	15%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	75%	54%	21%	57%	18%

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
SWD	45	56	37	40	60	48	44	58			
ELL	25	45	41	30	53	60	26	60	76		
BLK	35	48	45	32	56	60	42	65	80		
HSP	43	56	48	44	58	61	54	66	82		
WHT	70	60		50	80						
FRL	37	49	45	34	57	60	45	65	81		
<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	42	46	29	41	49	50	38	45			
ELL	20	34	39	20	28	42	31	49	55		
BLK	31	38	34	24	28	39	48	53	57		
HSP	35	38	21	30	31	41	47	57	80		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	32	38	32	25	28	40	46	54	61		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	48	27	32	45	35	41	45			
ELL	22	39	37	24	39	42	38	45	75		
BLK	37	46	39	38	42	41	55	66	77		
HSP	37	44	42	34	49	52	59	53	83		
WHT	31	38		33	55						
FRL	37	46	41	38	44	44	56	65	77		

**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)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	10
Percent Tested	98%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	

<b>Asian Students</b>	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	52
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?**

Looking at the Language Arts data for the past three years, trends that emerge are 8th grade consistently has an upward trend from 36% to 38% to 42%, 7th grade has a slight increase from 25% to 26% to 27%, and 6th grade is inconsistent with scores going from 28% to 37% to 25%. Looking at the Math data trends that emerge, the 7th grade consistently has the lowest proficiency while the Math L25 subgroups have demonstrated higher learning gains than ELA. ESE students outperform ELL students in Math and ELA with ESE ELA proficiency being 37% and ELL ELA proficiency being 26%, and ESE Math proficiency 35% and ELL proficiency ELA 22%.

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

Based on the 2022 FSA state assessment, the greatest need for improvement is proficiency in Science (42% in 2021 to 34% in 2022) and Geometry (53% in 2021 to 48% in 2022).

#### **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 that led to the need for improvement were the changing of instructors and student schedules mid year and a small usage of extended learning opportunities for science throughout the year.

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

Based on 2022 FSA state assessment data, Algebra showed the most improvement increasing from 60% to 78%.

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

Contributing factors that led to this improvement are that Algebra students had dual math class and students transitioned back to face to face instruction.

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

Creating new strategies and opportunities for intervention to support students especially as it pertains to ELL and ESE students in science and social studies.

#### **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 that will be provided at the school to support teachers and leaders will be focused on the new B.E.S.T. standards and incorporating strategies to use for remediation of the science standards.

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

Services that will be implemented to ensure sustainability are Progress Monitoring, classroom walkthroughs, and effective feedback.

**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.**

Based on the 2022 FSA data, student performance did not reach targeted proficiency in ELA and Mathematics. In order to assist with increasing proficiency in those areas, its critical for instructors to understand the new standards and how to align the new standards to the curriculum.

**Measurable Outcome:**

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

If we implement standards-aligned instruction, there will be an increase in proficiency on the FAST Progress Monitoring Assessment #3 by 5% points in both ELA (37% to 42%) and Mathematics (34% to 39%).

**Monitoring:**

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

Administration will attend common planning meetings. Coaches will lead weekly common planning sessions to develop lesson plans aligned to the B.E.S.T. standards. Walkthroughs and lesson plan reviews will be conducted weekly by Administration to ensure the effective implementation of standards-aligned instruction is effectively taking place within the classrooms.

**Person responsible for monitoring outcome:**

Philippe Napoleon (pr6631@dadeschools.net)

**Evidence-based****Strategy:**

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

Based on the evidence, our school will focus on the strategy of standards-aligned instruction which allows teachers to execute lessons based on the B.E.S.T. standards and ensure that all student products and teaching techniques are aligned to the intended standards.

**Rationale for Evidence-based Strategy:**

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

Standards-aligned instruction will allow teachers to deliver planned lessons to guide students through the demands of the newly acquired B.E.S.T. standards. Students will show evidence of mastering the lesson objective/s through their work samples and/or tasks (exit tickets, end products, etc).

**Action Steps to Implement**

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

The Curriculum Team will conduct professional development on standards-aligned instruction for teachers and interventionists, focused on lesson planning and developing activities according to the B.E.S.T. standards. As a result of professional development, the teachers will be knowledgeable of pedagogy and strategies in order to effectively implement standards-aligned instruction. (August 22, 2022 - October 14, 2022)

**Person Responsible**

Mechele Collins (maccollins@dadeschools.net)

The Transformation Coaches will conduct collaborative planning sessions with teachers and interventionists to plan lessons and gather necessary resources to plan for the effective use of the 5-day framework for standards-aligned instruction. As a result of collaborative planning, the teachers will receive

coaching support to develop targeted and aligned lessons to students' needs. (August 22, 2022 - October 14, 2022)

**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

Administration will review lesson plans and utilize a walkthrough monitoring tool to document and provide feedback after conducting walkthroughs weekly, to ensure effective implementation of standards-aligned instruction. As a result of administrative walkthroughs, the implemented lessons and instructional practices can be monitored with fidelity and determine if effectiveness is met. (August 22, 2022 - October 14, 2022)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

The Curriculum Team will review and monitor end products in ELA and Mathematics. On a quarterly basis, teachers will be asked to bring samples of student work products used as exit tickets. As a result, teachers will peer review the artifacts to determine if the products are aligned to the B.E.S.T. standards. (August 22, 2022 - October 14, 2022)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Administration will conduct formal data chats with all teachers to review various data points such as iReady, Topic Assessments, Ready 180 and Systems 44. As a result, the curriculum team and teachers will have a better understanding of the data to assist with maximizing standards-aligned instruction and meeting the needs of all students. (October 31, 2022 - December 16, 2022).

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

During collaborative planning, the teachers will focus on utilizing the Big M to effectively plan standards aligned lessons. This will focus on the understanding of the process of mathematical thinking and knowing how to accurately address any misconceptions during the lesson. (October 31, 2022 - December 16, 2022).

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

**#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention**

**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 2022 Climate Survey, 37% of teachers reported that they believe school personnel doesn't work together as a team. This is a critical need because previously it was 0% and there was an increase of 37% from the previous school year.

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

If we successfully implement various school-wide team building exercises during afterschool faculty meetings conducted by administration, our teachers will feel more connected and collaborate in a positive manner. This will reflect in a 20% decrease in that area based on the staff climate survey during the 2022 - 2023 school year.

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

The administration will conduct and attend various weekly meetings (new teacher, team, common planning, etc.) to determine the level of staff morale. This will take place in accordance to the staff check-ins.

**Person responsible for monitoring outcome:**

Philippe Napoleon (pr6631@dadeschools.net)

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

The administration will implement Promoting the Morale and Performance of the Team. By doing this, Administration will identify the need for boosting morale and promote team building.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Promoting morale and performance of the team will allow teachers to connect and work as a collective unit. Working together as a team will have a positive impact on student relationships and achievements.

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

The Activities Director will organize weekly team leader meetings. These meetings allow team leaders to express areas of concern and collectively problem solve. As a result, the Activities Director will discuss areas of concern with the Administration and present a solution which was developed by the team leaders. (August 22, 2022 - October 14, 2022)

**Person Responsible**                      Jose Perez (194254@dadeschools.net)

The head of the Sunshine Committee will organize various events to promote camaraderie amongst teachers. These events will allow teachers to socialize and share time. As a result, coming together will assist in boosting morale. (August 22, 2022 - October 14, 2022)

**Person Responsible**                      Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

Administration will plan and conduct Team Building Activities at every faculty meeting. Departments will work as a group on these activities in order to accomplish the tasks. As a result, it will allow the groups to determine the strengths of all members and utilize those strengths to maximize the departments growth as a team. (August 22, 2022 - October 14, 2022)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

Administration will plan and conduct monthly New teacher meetings for all staff that are new to the building. These meetings will allow a safe space to voice and ask questions. As a result, new teachers will feel more confident and open with administration about their concerns being addressed. (August 22, 2002 - October 14, 2022)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

Administration will continue to conduct Team Building Activities at every faculty meeting. Departments will work as a group on these activities in order to accomplish the tasks. As a result, it will allow the groups to determine the strengths of all members and utilize those strengths to maximize the departments growth as a team. (October 31, 2022 - December 16, 2022)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

Administration will continue to conduct monthly New teacher meetings for all staff that are new to the building. As an added layer of support, mentors will be invited to attend these meetings and connect with their mentees. As a result, the mentor-mentee connect will be a base for an additional layer of support. (October 31, 2022 - December 16, 2022).

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

**#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.**

Based on the data review, we chose the ELL subgroup as our focus due to the high numbers of ELL students (250) in our school's population. To target the students in this subgroup, the instructional practice we will implement is differentiation. Differentiation was selected based on the findings that ELL students did not achieve the goal for proficiency on the 2022 FSA Assessment ELA (6% were proficient); Math (15% were proficient). Therefore, it is evident that the individual needs of ELL students must be addressed through scaffolded instruction and targeted interventions.

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

If we successfully implement differentiation, there will be an increase in proficiency on the FAST Progress Monitoring Assessment #3 by 10% points in both ELA (6% to 16%) and Mathematics (15% to 25%).

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

Administration will conduct quarterly data chats with teachers and Instructional Coaches. DI groups will be created and adjusted based on data. Weekly walkthroughs and lesson plan reviews will be conducted by Administration to ensure the effective implementation of differentiation. Ongoing progress monitoring (OPM) trackers will be reviewed biweekly, and data from OPM trackers will be used to adjust groups and/or instruction as needed.

**Person responsible for monitoring outcome:**

Philippe Napoleon (pr6631@dadeschools.net)

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

Based on the evidence, our school will focus on the strategy of differentiation. Differentiation will aid in targeting students according to their area(s) of weakness by providing effective, specific instruction to meet the students' individual needs.

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

Differentiation will allow teachers to analyze data, in order to address deficiencies and identify enrichment opportunities. By doing so, lesson plans will be better aligned to the needs of students and will lead to the achievement of the measurable outcome.

**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.

On a monthly basis, the instructional coaches will dedicate one common planning meeting to provide teachers with an opportunity to analyze the data to update small groups and ensure students are receiving targeted instruction based on their areas of weakness. As a result of the common planning meetings, the teachers will be able to make their small groups accurate and fluid. (August 22, 2022 - October 14, 2022)

**Person Responsible** Mechele Collins (maccollins@dadeschools.net)

The Transformation Coaches will conduct collaborative planning sessions with teachers and interventionists to plan lessons and review necessary resources to plan effectively for DI. As a result of collaborative planning, the teachers will receive coaching support to develop targeted and aligned lessons to meet students' needs. (August 22, 2022 - October 14, 2022)

**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

The Curriculum Team will review and monitor pass rate performance on I-Ready and OPM assessments, in Reading and Math. The teachers will utilize the data to tailor instruction to meet the needs of individual students. As a result of reviewing this data, student progress will be tracked regularly and teachers can address students' deficiencies more effectively. (August 22, 2022 - October 14, 2022)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Administration will conduct targeted walkthroughs in ELL classes to observe differentiation aligned to the students' individual levels. As a result of administrative walkthroughs, the implemented lessons and instructional practices can be monitored with fidelity and determine if effectiveness is met. (August 22, 2022 - October 14, 2022)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

The Transformation Coaches will review corrective feedback protocols with teachers during collaborative planning. As a result, teachers will utilize corrective feedback to ensure students where their work can be improved. This will be evident through student work products found in DI folders. (October 31, 2022 - December 16, 2022).

**Person Responsible** Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

Administration will continue to conduct targeted walkthroughs with a shift in focus to the "WE DO" portion of the gradual release module. As a result, administration will observe a collaboration between teachers and students, where they will demonstrate their understanding of the skill with teacher assistance and additional support if needed. (October 31, 2022 - December 16, 2022).

**Person Responsible** Lissette Reigosa (269174@dadeschools.net)

**#4. Positive Culture and Environment specifically relating to Empowering Teachers and Staff**

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

Based on the data reviewed from the School Improvement Plan Survey, our school will implement empowering teachers and staff. Trends that emerged from the culture/ leadership data is that there was a decrease in overall job satisfaction, specifically in regards to liking to work at the school. The following are the percentages based on the years: 16% agreeing/strongly agreeing in 19-20, 95% in 20-21, and 16% in 21-22 and the question for job security with 89% agreeing/strongly agreeing in 19-20, 85% in 20-21, and 63% in 21-22.

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

If we successfully implement empowering teachers and staff, our school will be able to increase job satisfaction by at least 50% for teachers.

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

The Leadership Team will work and connect with teachers during leadership, discipline and grade level team meetings. We will provide quarterly surveys to measure job satisfaction.

**Person responsible for monitoring outcome:**

Philippe Napoleon (pr6631@dadeschools.net)

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

Within the targeted area of empowering teachers and staff, the leadership team will provide support for teachers and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Providing support to teachers and staff will help teachers feel empowered to take more initiatives in order to implement new and improved schoolwide activities.

**Action Steps to Implement**

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

Administrators and the Leadership Team will meet with teachers individually for check-ins to determine if additional support is needed for the teachers. As a result of implementing the check-ins, administration will identify areas in need of support. (August 22, 2022 - October 14, 2022)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

Administrators and the Leadership Team, will create a Leadership Team Plan to create clear job expectations and role-specific tasks to recruit teachers who would assist in areas that need additional support. (August 22, 2022 - October 14, 2022)

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

In biweekly leadership team meetings, Administrators and the Leadership Team will monitor that support is being provided to teachers and staff in targeted areas. (August 22, 2022 - October 14, 2022)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Administrators and the Leadership Team members will survey teachers and staff to identify if the areas of support are being monitored and addressed effectively. (August 22, 2022 - October 14, 2022)

**Person Responsible** Chantil Brantley (cbrantley@dadeschools.net)

Administration will recognize six teachers who have exemplified great work throughout the month and reward them with a gift card of their choice. This will occur at every faculty meeting. (October 31, 2022 - December 16, 2022).

**Person Responsible** Philippe Napoleon (pr6631@dadeschools.net)

Administration will recognize two teachers at the end of each month who demonstrate the Values Matter core value for that month. The teachers will be spotlighted by posting their pictures on the bulletin board at the entrance of the school (October 31, 2022 - December 16, 2022).

**Person Responsible** Philippe Napoleon (pr6631@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 Support, Care and Connections, Physical and Emotional Safety, and Clearly Defined Expectations. Our school invites parents to monthly Parent Academy meetings, open parent conferences on Mondays and Tuesdays of every week, and various parent events to support school-wide initiatives. Our school also integrates Social Emotional Learning and Restorative Justice Practice strategies into teachers' lesson plans and school announcements and activities. Student Services personnel deliver instruction related to mental health and wellness. Our school addresses the Physical and Emotional Safety of the students by swiftly addressing allegations of bullying, harassment and intolerance. Consequences for engaging in such behavior are clear through the school's Discipline Plan, and students are aware of reporting procedures should they or someone they know experience negative thoughts or feelings. In the way of Clearly Defined Expectations, our school's Discipline Committee meets biweekly to review and revise policies and procedures relating to social emotional learning, discipline, and PBIS.

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

The stakeholders identified will continue promoting a positive culture and environment at the school. The administrators, Community Involvement Specialist, Student Services Team members and all teachers will encourage the continuous involvement of our parents. The administrators will continue to empower our teachers to contribute to the school-wide leadership, and all stakeholders will be continuously engaged and inspired to assist in decision making for positive change.