Reflection

Dade HAMMOCKS MIDDLE SCHOOL 2024-25 SIP

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Instructional Practice - Science

Did the school receive UniSIG funding?   No

Is desired progress being made to accomplish the intended outcome for the Area of   Yes
Focus by the end of the school year?

Evidence:
Provide evidence of the implementation challenges the school encountered during the Fall semester.
Describe the changes made to address these challenges.

According to the PM2 testing, 60% of 8th-grade students are still reading below grade level. This
indicates a substantial portion of students struggling with foundational literacy skills, which may hinder
their ability to succeed across content areas. Interventions, differentiated instruction, and sustained
support to close the gap and ensure all students have the skills necessary for academic success are
in progress.

Completed Steps:
What were each completed action step's identified strengths and weaknesses?

The collaborative data analysis in department meetings promoted teamwork among teachers and
facilitated the exchange of best practices, while also enabling the identification of student
performance trends to guide lesson planning. However, the effectiveness of these meetings was
occasionally hindered by inconsistent scheduling and limited time for in-depth discussions.
The implementation of unit tests provided consistent benchmarks for evaluating student mastery,
helping teachers identify areas for targeted interventions. Organized test data in teachers' data chat
binders further supported effective progress tracking. On the other hand, the rigid test schedule
sometimes limited flexibility for reteaching or adjusting pacing, and some students experienced test
fatigue, potentially affecting the reliability of results.
Science data chats offered personalized feedback to students, motivating them and fostering goal-
setting and ownership of their progress. Incorporating these chats into lesson plans ensured they
became an integral part of the instructional process. However, time constraints often limited the depth
of these discussions, particularly in larger classes, and some students required more support to fully
engage with and apply the feedback.

New Steps:
Describe any new action steps needed to accomplish the intended outcome for the Area of Focus.

To sustain the desired outcomes and continue advancing student success, it is critical to maintain
and expand several key initiatives. Frequent data chats should remain integral to the strategy, as they
deliver personalized feedback, help students establish meaningful goals, and ensure accountability

for their progress.

Enhancing support through the implementation of weekly tutoring sessions for Biology and Comprehensive Science is also essential. These sessions will provide targeted remediation and enrichment, enabling students to strengthen foundational skills and master complex concepts. Additionally, fostering collaborative planning among educators will promote alignment with curriculum standards and data-driven instructional practices. Increasing the use of progress monitoring tools, such as Performance Matters, on a more frequent basis will offer timely insights into student performance, empowering educators to make informed instructional decisions.

Engaging families through consistent communication and progress updates will further strengthen the support system for students, ensuring learning extends beyond the classroom. By maintaining these best practices and incorporating these enhancements, the goal of sustained academic improvement can be effectively realized.

Positions:

All positions paid for through UniSIG funding should be filled. Please indicate if positions have been filled. If not, please describe the alternative items used to address the intended outcomes for this position.

Please note that a budget amendment must be submitted prior to implementing the activity.

N/A

Additional Reflection *(optional)*

Please add any additional reflection for this activity.

N/A

Instructional Practice - Student Engagement

Did the school receive UniSIG funding?   No

Is desired progress being made to accomplish the intended outcome for the Area of   Yes
Focus by the end of the school year?

Evidence:
Provide evidence of the implementation challenges the school encountered during the Fall semester.
Describe the changes made to address these challenges.

While 100% of our students have the opportunity to receive an iPad, parents are required to pay the
necessary insurance fee for an iPad to be issued to their child. Currently, 82% of our students have
received their iPads. Additionally, 19 students are temporarily without iPads due to repairs. Repairs
typically take about two months as the devices are sent to the insurance company for servicing.
To support families, we have reached out to parents who have not yet purchased the insurance,
inviting them to the main office for assistance with completing the required forms. In some cases, we
have been able to provide financial assistance to help reduce the insurance cost for families facing
financial difficulties.

Completed Steps:
What were each completed action step's identified strengths and weaknesses?

The use of technology resources, along with effective monitoring and distribution, has significantly
enhanced student engagement and learning. By integrating approved platforms such as Kahoot,
Quizziz, IXL, and iReady into lesson plans, teachers have been able to increase student
understanding of standards. This strategic use of technology ensures alignment with district pacing
guides and data-driven instruction.
Additionally, the regular monitoring of technology resources through weekly reports from platforms
like iReady and Gizmos has allowed teachers to address individual student needs. By analyzing this
data, educators can adjust and enhance lessons to better support diverse learners. The organized
tracking of these reports in Data Binders has also ensured accountability and streamlined progress
monitoring.
The distribution of iPads has provided students with the essential tools needed for success, fostering
greater access to digital resources and enhancing classroom engagement. Clear communication
through multiple channels ensured students understood the requirements for obtaining an iPad,
creating a seamless rollout process and equitable access to technology.

New Steps:
Describe any new action steps needed to accomplish the intended outcome for the Area of Focus.

To achieve the goal of increasing student engagement and improving performance through

technology integration, several new action steps must be implemented and expanded upon. A critical focus is maintaining consistent use of technology-based programs such as iReady, Gizmos, Read180, and SAVAS, ensuring these tools are seamlessly incorporated into instruction to meet diverse learning needs. Teachers will continue to utilize district pacing guides and analyze data from sources like topic assessments, mini-assessments, and F.A.S.T. data to strategically integrate resources such as Kahoot, Quizziz, IXL, Discovery Education, and Gizmos. These tools will enhance students' understanding of standards while catering to their individual learning styles, with their effectiveness monitored through lesson plans and student performance data.

Another essential step involves **data chats centered on technology programs**. Teachers will conduct individualized discussions with students about their progress in Edgenuity, iReady, and Read180.

Strengthening home-school connections by providing parents with resources and information about the progress of their child will empower families to support their children's technology use at home, reinforcing learning and progress.

Finally, regular progress monitoring and comprehensive data analysis will guide timely instructional adjustments and interventions. Creating opportunities for remediation through after school bootcamps will further enhance student engagement by fostering meaningful interactions.

Positions:

All positions paid for through UniSIG funding should be filled. Please indicate if positions have been filled. If not, please describe the alternative items used to address the intended outcomes for this position.

Please note that a budget amendment must be submitted prior to implementing the activity.

N/A

Additional Reflection *(optional)*

Please add any additional reflection for this activity.

N/A

Instructional Practice - Collaborative Planning

Did the school receive UniSIG funding?   No

Is desired progress being made to accomplish the intended outcome for the Area of Focus by the end of the school year?   Yes

Evidence:
Provide evidence of the implementation challenges the school encountered during the Fall semester. Describe the changes made to address these challenges.

During the Fall semester, the school faced several challenges with collaborative planning sessions. Inconsistent attendance, often due to teachers needing to set up testing locations for iReady and FAST instead of attending department meetings, disrupted the flow and effectiveness of planning. Limited time during sessions also made it difficult for teachers to thoroughly analyze student data and align instructional strategies.

To address these challenges, departments were given the flexibility to meet on alternative dates beyond those outlined in the meeting calendar. Additionally, dedicated time for collaborative planning was provided during teacher planning days, ensuring teachers had sufficient opportunities to work together effectively.

Completed Steps:
What were each completed action step's identified strengths and weaknesses?

The integration of F.A.S.T. data and collaborative planning sessions has strengthened data-driven instruction and student achievement. By accessing and organizing F.A.S.T. PM3 data through tools like Performance Matters and PowerBi, teachers have been able to make informed instructional decisions. The administrative team's regular review of data binders during walkthroughs and data chats has ensured the effective use of this data in guiding classroom practices.

Collaborative planning sessions held twice a month have provided valuable opportunities for teachers to analyze data, share strategies, and develop targeted interventions for struggling students. The structured approach to these meetings, including the distribution and organization of minutes by department heads, has facilitated alignment across the department and supported ongoing instructional improvement.

Encouraging student involvement in data analysis has further enhanced engagement and accountability. Through individualized data chats, students are empowered to understand their progress and set meaningful goals. Regular updates to their data chat forms after assessments have reinforced a sense of ownership over their learning journey and supported continuous improvement.

New Steps:
Describe any new action steps needed to accomplish the intended outcome for the Area of Focus.

To accomplish the intended outcome for the Area of Focus of collaborative planning, teachers will actively engage in Collaborative Planning sessions to analyze student data from Topic Assessments, F.A.S.T., and iReady. These sessions will serve as a platform for teachers to share best practices aimed at increasing student engagement, improving comprehension, and addressing specific areas of need identified through data analysis.

Additionally, mathematics teachers will utilize the B.E.S.T. Instructional Guide for Mathematics to design lessons that are rigorously aligned with the standards and incorporate appropriate Achievement Level Descriptors (ALDs). These collaborative efforts will ensure that lessons are both standards-driven and tailored to meet the diverse needs of students.

To further strengthen the impact of collaborative planning, teachers will focus on creating differentiated instructional strategies, incorporating technology and hands-on activities to enhance student learning, and fostering an environment of continuous reflection and improvement. Regular follow-ups and targeted professional development opportunities will also be integrated to address emerging instructional needs and sustain effective practices over time.

Positions:

All positions paid for through UniSIG funding should be filled. Please indicate if positions have been filled. If not, please describe the alternative items used to address the intended outcomes for this position.

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N/A

Additional Reflection *(optional)*

Please add any additional reflection for this activity.

N/A

Area of Focus

Did the school receive UniSIG funding?   No

Is desired progress being made to accomplish the intended outcome for the Area of   No
Focus by the end of the school year?

Evidence:
Provide evidence of the implementation challenges the school encountered during the Fall semester.
Describe the changes made to address these challenges.

Completed Steps:
What were each completed action step's identified strengths and weaknesses?

New Steps:
Describe any new action steps needed to accomplish the intended outcome for the Area of Focus.

Positions:
All positions paid for through UniSIG funding should be filled. Please indicate if positions have been
filled. If not, please describe the alternative items used to address the intended outcomes for this
position.

Please note that a budget amendment must be submitted prior to implementing the activity.

Additional Reflection *(optional)*
Please add any additional reflection for this activity.

Student Attendance

Did the school receive UniSIG funding?   No

Is desired progress being made to accomplish the intended outcome for the Area of   Yes
Focus by the end of the school year?

Evidence:
Provide evidence of the implementation challenges the school encountered during the Fall semester.
Describe the changes made to address these challenges.

Analysis of attendance data revealed that 15% of the student body had accumulated 16 or more
absences by mid-year.

To address this, the school implemented several changes. First, attendance monitoring processes
were enhanced by conducting daily reviews of the attendance bulletin to promptly identify students
with frequent absences. The bulletin is sent daily to the administrators, counselors, SCSI teacher,
ESE Specialist and clerical team each day for review. Counselors are holding student and parent
conferences to discuss attendance concerns and develop individualized support plans. Additionally,
attendance intervention strategies were strengthened by increasing collaboration with the school-
based social worker to provide targeted resources and support to students and families facing
barriers to regular attendance.

Completed Steps:
What were each completed action step's identified strengths and weaknesses?

The focus on attendance through consistent monitoring and intervention has highlighted both
strengths and areas for improvement. Recording attendance at the start of each class period has
ensured accurate tracking and timely communication with the attendance clerk to address
discrepancies. This proactive approach helps maintain accurate records and reduces errors in
attendance reporting.
Counselors' daily review of the Attendance Bulletin to identify students with 5 or more unexcused
absences has allowed for early identification of attendance concerns. The inclusion of these names in
monthly attendance reports has facilitated systematic monitoring and accountability. However, while
attendance meetings with parents and students have provided an opportunity to address issues
directly and implement intervention strategies, the effectiveness of these strategies may depend on
parental engagement and the consistency of follow-up actions documented in counselors' logs.

New Steps:
Describe any new action steps needed to accomplish the intended outcome for the Area of Focus.

To sustain the goal of keeping students on track to achieve a 90% or higher attendance rate, the daily
review of the attendance bulletin will continue. This process helps promptly identify absent students,

enabling timely student and parent conferences. To strengthen the impact of these interventions, particularly among low-performing subgroups, counselors will collaborate with the school-based social worker to provide additional services and targeted support.

Positions:

All positions paid for through UniSIG funding should be filled. Please indicate if positions have been filled. If not, please describe the alternative items used to address the intended outcomes for this position.

Please note that a budget amendment must be submitted prior to implementing the activity.

N/A

Additional Reflection *(optional)*

Please add any additional reflection for this activity.

N/A

Other

Did the school receive UniSIG funding?   No

Is desired progress being made to accomplish the intended outcome for the Area of   No
Focus by the end of the school year?

Evidence:
Provide evidence of the implementation challenges the school encountered during the Fall semester.
Describe the changes made to address these challenges.

Completed Steps:
What were each completed action step's identified strengths and weaknesses?

New Steps:
Describe any new action steps needed to accomplish the intended outcome for the Area of Focus.

Positions:
All positions paid for through UniSIG funding should be filled. Please indicate if positions have been
filled. If not, please describe the alternative items used to address the intended outcomes for this
position.

Please note that a budget amendment must be submitted prior to implementing the activity.

Additional Reflection *(optional)*
Please add any additional reflection for this activity.