

Miami-Dade County Public Schools

Madie Ives K 8 Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Madie Ives K 8 Preparatory Academy

20770 NE 14TH AVE, North Miami Beach, FL 33179

<http://mies.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Madie Ives K-8 Preparatory Academy prepares students for the future by emphasizing the importance of being functional, literate, and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunications strategies, advances in technology, and programs that heighten student achievement and cultural sensitivity. Madie Ives students will become functioning members of an ever-evolving society.

Provide the school's vision statement.

Madie Ives K-8 Preparatory Academy and its stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. The Madie Ives staff provides a variety of teaching strategies and methods, and the latest advances in technology for students to become productive, literate, and responsible citizens in our multicultural society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Moore, LaShinda	Principal	Provide leadership in developing, implementing and supporting schoolwide efforts; encouraging positive school culture and addressing student academic and social-emotional needs.
Rivette, Claude	Assistant Principal	Mr. Rivette is responsible for the following as it relates to grades Pre-K- 4. Attendance, Cafeteria Coverage, Certification, Classroom Observations, Clerical Staff, Climate Survey, Curriculum Bulletin, Curriculum Calendar, Custodial , Staff, Discipline, ESE, Faculty Handbook, Field trips, Gradebook, Honor Roll, IPEGS, Lock Down Drills, Master Schedule, New Teacher Nesting, Open House, Opening of Schools, Parent/ Student Handbook, PTSA, Reading Initiative, School Improvement Process, Title I and Tutoring/ Interventions.
Michelson, Helaine	Math Coach	Mrs. Michelson is responsible for the following as it related to Pre-K-5: Math Program, Collaborative Planning, District Assessments, EESAC and the School Improvement Plan, i-Ready, Honor Roll, Testing, D.I., and classroom instruction.
Julien , Edwige	Math Coach	Ms. Julien is responsible for Advanced Academics. Activities Calendar, Activities/ Clubs, Community Service, Clubs, District Assessments, Fieldtrips, Graduation Ceremony, Honor Roll, Multicultural Events, Oversee Club Sponsors, State Assessments, Testing Chairperson.
Ore, Guiliana	Reading Coach	Responsible for the following as related to PreK through 5: Advanced Academics, Activities Calendar, District Assessments, Fieldtrips, , Graduation, Ceremony, Honor Roll, Multicultural Events, State Assessment, ESE Program.
Dubois, Valerie	School Counselor	Mrs. Dubois is responsible for the following as it relates to grades 5-8. Articulation, Aspen Scheduler, Attendance Intervention College Exploration, College and Career Expo., Exit Interviews, FLVS, Homeless Liaison, Mental Health Awareness, Sandy Hook Promise, Schedule Changes, Subject Selection, Student Services, Truancy Packets and Trust Counseling
Vega , Beatriz	Teacher, K-12	Ms. Vega is responsible for the following: Computer Lab RSVP, Dress code, ESOL, ESE- IEP and EPs, , Progress Reports, Property Control, Student IDs, Tablets/ Laptops and Textbook Inventory
Johnson, Octavia	Assistant Principal	Ms. Ocatvia Johnson is responsible for the following as it relates to grades 5-8. Attendance, Cafeteria Coverage, Certification, Classroom Observations, Clerical Staff, Climate Survey, Curriculum Bulletin, Curriculum Calendar, Custodial, Staff, Discipline, ESE, Faculty Handbook, Field trips, Gradebook, Honor Roll, IPEGS, Lock Down Drills, Master Schedule, New Teacher Nesting, Open House, Opening of Schools, Parent/ Student Handbook, PTSA, Reading Initiative, School Improvement Process, Title I and Tutoring/ Interventions.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement is a key component in our SIP development. The leadership team works together at Synergy to develop our SIP plan, we continue to meet to decide our Areas of Focus and to analyze our data. The information is shared and discussed with our EESAC committee, teachers and school staff, parents, students and families, and business and community leaders. All stakeholders have an opportunity to give input to our SIP. All of the data is shared with all stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP monitoring will take place at our EESAC meetings, also with the leadership team and at faculty meetings. A copy will be emailed to all staff members and stakeholders and a printed version will be given out as well. All revisions to the plan will be made through the EESAC committee.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B

	2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	16	8	7	16	3	5	6	5	66
One or more suspensions	0	0	0	2	2	1	2	5	8	20
Course failure in English Language Arts (ELA)	0	0	16	16	17	2	8	10	1	70
Course failure in Math	0	0	3	14	8	0	23	5	10	63
Level 1 on statewide ELA assessment	0	0	0	7	22	14	15	21	28	107
Level 1 on statewide Math assessment	0	0	0	5	33	29	20	17	12	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	13	31	33	21	18	46	39	213

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	16	34	13	18	21	15	124

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	12	7	17	15	7	16	7	15	96	
One or more suspensions	0	0	0	0	0	0	6	32	24	62	
Course failure in ELA	0	0	10	5	3	5	11	7	7	48	
Course failure in Math	0	0	5	4	3	5	4	17	27	65	
Level 1 on statewide ELA assessment	0	0	0	25	19	21	39	37	41	182	
Level 1 on statewide Math assessment	0	0	0	17	15	36	74	35	31	208	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	13	46	26	19	48	39	47	238	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	6	26	14	19	43	38	42	188

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	3	25	0	0	0	0	2	30
Students retained two or more times	0	0	0	1	0	0	0	3	1	5

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	12	7	17	15	7	16	7	15	96	
One or more suspensions	0	0	0	0	0	0	6	32	24	62	
Course failure in ELA	0	0	10	5	3	5	11	7	7	48	
Course failure in Math	0	0	5	4	3	5	4	17	27	65	
Level 1 on statewide ELA assessment	0	0	0	25	19	21	39	37	41	182	
Level 1 on statewide Math assessment	0	0	0	17	15	36	74	35	31	208	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	13	46	26	19	48	39	47	238	

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Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	6	26	14	19	43	38	42	188

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	3	25	0	0	0	0	2	30
Students retained two or more times	0	0	0	1	0	0	0	3	1	5

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	60	61	53	51	62	55	47		
ELA Learning Gains				59			45		
ELA Lowest 25th Percentile				56			40		
Math Achievement*	63	63	55	47	51	42	35		
Math Learning Gains				65			27		
Math Lowest 25th Percentile				56			30		
Science Achievement*	48	56	52	30	60	54	27		
Social Studies Achievement*	80	77	68	78	68	59	52		
Middle School Acceleration	61	75	70	78	61	51	46		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	67	62	55	49	75	70	49		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	569
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	1
ELL	54			
AMI				
ASN				
BLK	61			
HSP	63			
MUL				
PAC				
WHT	68			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	45			
AMI				
ASN				
BLK	59			
HSP	54			
MUL				
PAC				
WHT	50			
FRL	57			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	60			63			48	80	61			67
SWD	22			31			18				4	
ELL	51			58			29				5	67
AMI												
ASN												
BLK	59			62			46	81	64		7	57
HSP	63			64			51	75	45		7	71
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	59			76							2	
FRL	55			60			43	78	53		7	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	59	56	47	65	56	30	78	78			49
SWD	17	54	54	12	43	48	6					
ELL	36	58	60	31	52	48	19	54				49
AMI												
ASN												
BLK	49	60	60	46	66	59	31	77	85			60
HSP	55	61	45	50	61	54	29	81	60			40
MUL												
PAC												
WHT	44	43		53	60							
FRL	49	59	55	47	66	57	29	77	79			49

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	45	40	35	27	30	27	52	46			49
SWD	13	24	21	11	23	23						60
ELL	46	62	64	32	40	53	29	70				49
AMI												
ASN												
BLK	46	41	35	34	26	27	26	52	47			37
HSP	47	55	54	34	29	36	25	53	50			58
MUL												
PAC												
WHT	68	91		47	55							
FRL	45	44	41	33	26	28	26	49	43			48

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	67%	56%	11%	54%	13%
07	2023 - Spring	53%	50%	3%	47%	6%
08	2023 - Spring	55%	51%	4%	47%	8%
04	2023 - Spring	66%	58%	8%	58%	8%
06	2023 - Spring	56%	50%	6%	47%	9%
03	2023 - Spring	55%	52%	3%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	61%	58%	3%	54%	7%
07	2023 - Spring	66%	48%	18%	48%	18%
03	2023 - Spring	52%	63%	-11%	59%	-7%
04	2023 - Spring	48%	64%	-16%	61%	-13%
08	2023 - Spring	85%	59%	26%	55%	30%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	28%	40%	-12%	44%	-16%
05	2023 - Spring	52%	50%	2%	51%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	56%	37%	50%	43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	65%	25%	63%	27%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	68%	7%	66%	9%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on Progress Monitoring and the 2022-2023 state assessment in Science, 28% of 8th grade students were proficient in science, Madie Ives did improve from 11% proficiency in 2021-2022 to 28% proficiency in 2022-2023, however, the state proficiency rate was 47%. The contributing factors to our low performance were not having a science coach and intervention in 8th grade science needs to improve.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline was ELA FAST Testing in Kindergarten. In 2021-2022 the students took the SAT test and 89% were proficient, in 2022-2023, 67% of our kindergarten students were proficient. The factors that contributed to this decline were that the test was computer based for the first time. The students do not have the skills to manipulate the mouse and work effectively.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on the NGSS 2022-2023 state assessment in science, 28% of our 8th grade science students were proficient, compared to the state proficiency rate of 47%. Eighth grade science requires the greatest need for improvement due to the fact that they are 19% below the state proficiency rate. The factors that contributed to this gap include not having a science coach and lack of intervention.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was 5th grade science, in 2021-2022 30% of the students were proficient, in 2022-2023 52% of the students were proficient, which was 1% higher than the state proficiency score. Our new actions taken were help from the district with a science CSS for our 5th grade classes and more focus school-wide on science from the leadership team.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our 2 potential areas of concern were Attendance below 90%, we have 96 students in that category. Another concern is students with substantial reading deficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement are 8th grade science, student attendance, differentiated instruction and ELA instruction.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST Data, one subgroup scored below the 41% threshold according to the Federal Index, the Students with Disabilities (SWD) scored a 26% in ELA, compared to the same group scoring below the 41% threshold in 2021-2022 FSA Data, scoring a 33% in ELA. This was identified as a crucial need according to the Federal Index.

Measurable Outcome:

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

If we successfully implement Standards-Aligned Instruction, our students with disabilities will increase their proficiency in reading by a minimum of 3 percentage points as evidenced by the 2023-2024 State Assessment Data.

Monitoring:

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

The Leadership Team will monitor the use of Standards-Aligned Instruction when conducting monthly walkthroughs and weekly collaborative planning meetings. ELA data will also be monitored via Progress Monitoring Assessments as well as I-Ready reports to ensure students are demonstrating growth.

Person responsible for monitoring outcome:

Guiliana Ore (guilianaore@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensuring that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objectives through their work samples/tasks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is it aligns with the mandates outlined in the Every Student Succeeds Act as well as the Individuals with Disabilities Act. Educators are required to use the greatest extent possible to meet the academic and behavioral needs of all students. At Madie Ives K-8, we will provide learning opportunities outside of the traditional classroom setting for our SWD subgroup. This will help increase student learning gains by providing an additional avenue for academic achievement as well as social and emotional growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14/23 - 9/29/23 Teachers will engage students in rigorous learning with fidelity to establish effective standards-aligned instruction.

Person Responsible: Octavia Johnson (msojohnson@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023 walk-throughs will occur.

8/14/23 - 9/29/23 Teachers will provide precise and specific feedback to students in order to help them achieve understanding of standards

Person Responsible: Guiliana Ore (guilianaore@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, specific feedback with students will occur on a weekly basis.

8/14/23 - 9/29/23 ESE teachers and classroom teachers will collaborate using Standard-Aligned Instruction to help students with disabilities increase their deficiencies.

Person Responsible: Guiliana Ore (guilianaore@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, the academic coaches will collaborate with classroom teachers and ESE teachers every two weeks to help the students with disabilities increase their deficiencies.

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST proficiency data, 48% of our 4th grade students were proficient in Math, compared to the state average of 61% and a district average of 64%. This is a decrease from the 2021-2022 FSA Math data of 53% proficiency. Based on the data, there is a crucial need to increase our proficiency score. We will continue to focus on differentiation to address this need.

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, then our proficiency will increase by a minimum of 5 percentage points as evidenced by the 2023-2024 State Assessments.

Monitoring:

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

The Leadership Team will conduct regular walkthroughs and routine data chats to ensure quality instruction is taking place. Data Analysis of formative assessments will be reviewed to monitor progress. We will create an online tracker to monitor data on an ongoing basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome:

LaShinda Moore (pr2581@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is it aligns with the mandates outlined in the Every Student Succeeds Act as well as the Individuals with Disabilities Act. Educators are required to meet the academic and behavioral needs of all students to the greatest possible extent. At Madie Ives K-8, we will provide learning opportunities outside of the traditional classroom setting for our low performing students. This will help increase student learning gains by providing an additional avenue for academic achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23 - 09/29/23 There will be weekly collaborative planning meetings with all grade levels where Math teachers will plan standards aligned instruction and use data to plan intervention groups.

Person Responsible: Claude Rivette (239906@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023 Math teachers will collaboratively plan weekly.

08/14/23 - 09/29/23 Teachers will use unit assessments, topic assessments, progress monitoring and iReady diagnostics to create flexible intervention groups and make adjustments to groups as needed.

Person Responsible: Helaine Michelson (lgmichelson@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, teachers will create intervention groups.

08/14/23 - 09/29/23 The Leadership team will conduct data chats to determine the effectiveness of the differentiated instruction planning and provide support where needed.

Person Responsible: LaShinda Moore (pr2581@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, data chats will occur during collaborative planning.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our data reviewed in Power BI, it is very important to recognize students who exhibit early warning indicators, 66 students were absent 10% or more days during the 2022-2023 school year, 20 students were suspended one or more times, 70 students failed ELA, 63 students failed Math, 107 students achieved a Level 1 on ELA assessment, 116 students achieved a Level 1 on Math assessment, 213 students have a substantial reading deficiency. There were 124 students with 2 or more of the early warning indicators. Students who missed school regularly did not meet learning goals and are limited in proficiency. Our goal is to decrease the percent of students with 10 or more absences by 10%. We recognized the need for consistent attendance incentives and improved connection with parents and community.

Measurable Outcome:

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

If implementation of our Student Attendance initiatives is successful, the number of students with 10 or more absences will decrease by at least 10 percent by June 2024.

Monitoring:

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

The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them to reward or encourage attendance efforts. To ensure we are on track to meeting the outcome above, this data will be discussed during monthly leadership team meetings, data chats with teachers and students, MTSS meetings, and parental contact will be made as necessary.

Person responsible for monitoring outcome:

Valerie Dubois (288952@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy we will implement for this Area of Focus is Attendance Initiatives. Attendance Initiatives have proven to assist in narrowing absence gaps amongst students with excessive attendance patterns. Student absences will be monitored daily to prevent patterns of excessive absences and possible truancy. Contact will be made consistently with parents to inform them of student absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By providing tangible Initiatives and recognition to both students and parents we will create a positive impact and ultimately decrease the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and reward. Attendance Initiatives will assist in decreasing the percentage of students with 10 or more absences.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23 - 09/29/23 Classroom perfect attendance initiative and incentives for classes who have 10 days of perfect attendance. As a result, teachers and students will be motivated to be present at school.

Person Responsible: Valerie Dubois (288952@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, incentives will take place.

08/14/23 - 09/29/23 The teachers, administrators, and truancy team will make phone calls home to parents with students with 3 or more absences. This immediate action will help the school target the issues and address them so students can quickly return to the school.

Person Responsible: Octavia Johnson (msojohnson@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, phone calls will be made after students have 3 or more absences.

08/14/23 - 09/29/23 Weekly connect-ed phone calls will be made to keep parents informed of important school-wide events and updates to include, testing, attendance and activities.

Person Responsible: LaShinda Moore (pr2581@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, connect-ed phone calls will be made weekly on Sunday evenings.

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 NGSSS Science Data, 28% of 8th grade students were proficient in science compared to the state average of 44% and a district average of 40%, this is an increase from the 2021-2022 data of 11% proficiency. Based on the data and the identified contributing factors of lack of knowledge in prior grade levels and lack of effective remediation, we will implement content level PD's and Benchmark Aligned science instruction in the science class and labs.

Measurable Outcome:

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

If we successfully implement Benchmark Aligned science instruction, and effective remediation, then our proficiency data will increase by a minimum of 5 percentage points from 28% proficient to 33% as evidenced by the 2024 NGSSS State Assessment.

Monitoring:

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

The Leadership Team and the Science Committee will monitor the use of Standard Aligned Instruction when conducting walkthroughs and collaborative planning meetings. Science data will be monitored to ensure students are demonstrating growth. Team meetings will take place to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome:

Claude Rivette (239906@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Elements, our school will focus on Benchmark Aligned instruction and Differentiation. Differentiation will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Benchmark Aligned instruction will ensure that teachers are using relevant, recent and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction and delivery as new data becomes available.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23 - 09/29/23 Identify upcoming Topic Assessments and meet with the science teachers to plan with the end in mind.

Person Responsible: Claude Rivette (239906@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, meetings will occur every bimonthly.

08/14/23 - 09/29/23 Middle school science teachers will participate in content level PD's to enhance their benchmark aligned instruction.

Person Responsible: Claude Rivette (239906@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, teachers will complete a PD by the end of the first 9 weeks.

08/14/23 - 09/29/23 Teachers will share Best Practices on Benchmark Aligned Instruction, during their department meetings. As a result, teachers will have the opportunity to explore instructional methods for presenting material using Benchmark Aligned Instruction.

Person Responsible: Claude Rivette (239906@dadeschools.net)

By When: During Phase II of the SIP, August 14 - September 29, 2023, monitoring will occur at department meetings.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Reviewing school improvement funding allocations and ensuring resources are allocated based on needs is a critical step in the improvement process, especially for schools identified as ATSI (Additional Targeted Support and Improvement), TSI (Targeted Support and Improvement), or CSI (Comprehensive Support and Improvement). This process helps to maximize the impact of available resources and address specific challenges within the school community. The Leadership Team will meet and discuss the funding allocations and needs of our school, by prioritizing our area of focus that requires improvement. We are a Title I school, we will look at the budget and allocate resources in a way that directly addresses the identified needs. The information will be shared and discussed with the EESAC Team in order to make the best decisions for our school and our students.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

At Madie Ives K-8 Preparatory Academy, it is very important to share SIP information with all stakeholders. Our EESAC Chairperson presents using a PowerPoint at our opening of schools meeting

to the faculty and staff, our Open House Title I Parent Meeting, our PTA Meeting and at our EESAC Meeting. The SIP is shared with all stakeholders digitally by email as well as a hard copy and on our school webpage <http://mik8.dadeschools.net> . A one-page summary document is also shared with all stakeholders after each update throughout the year. The summary includes the Areas of focus and Action steps.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building positive relationships with parents, families, and other community stakeholders is crucial for any school to fulfill its mission, support the needs of students, and keep parents informed of their child's progress. Here is a description of some things we will do at our school. Weekly connect-ed messages will be sent home, social media updates will be sent to parents and stakeholders, the school will host workshops and seminars for parents, and parents will be encouraged to participate in school activities, By implementing these strategies, the school aims to build and maintain positive relationships with parents, families, and community stakeholders, ultimately fostering a supportive and enriching environment for students to thrive academically and socially while keeping parents well-informed about their child's progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program in the school and enhance the amount and quality of learning time while providing an enriched and accelerated curriculum, the school administration has devised a comprehensive plan that includes the following key strategies and initiatives: Review and update the existing curriculum to align with the latest educational standards and best practices, provide ongoing training and professional development opportunities for teachers to ensure they are well-equipped to deliver an enriched curriculum, Implement regular assessments and progress monitoring tools to identify students' strengths and areas for improvement, and offer a wide range of extracurricular activities, including clubs, competitions, and academic teams, to nurture students' interests and talents. By implementing these strategies, the school aims to create a dynamic and enriching learning environment that supports both academic excellence and the holistic development of students. This comprehensive approach ensures that students have access to high-quality education, enriched curricular opportunities, and the support needed to excel academically.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Developing a school improvement plan that is coordinated and integrated with other Federal, State, and local services, resources, and programs is essential to ensure a comprehensive and holistic approach to improving the educational outcomes and overall well-being of students. We will align the improvement plan with the requirements and guidelines set forth in ESSA. Collaboration, data sharing, and regular communication among stakeholders are key to achieving this integration effectively.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Ensuring the well-being and holistic development of students goes beyond academic subjects, and schools often implement various strategies to provide counseling, school-based mental health services, specialized support services, mentoring services, and other initiatives to enhance students' skills outside of academics. This is how we ensure these services and strategies are in place: The school employs licensed counselors who are trained to address a wide range of emotional, behavioral, and psychological issues that students may face, the school collaborates with mental health professionals such as psychologists and psychiatrists to provide specialized mental health services, students with disabilities receive IEPs, which outline specific accommodations and services they require, and services are provided for students with speech, sensory, or motor skill challenges.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Implementing a schoolwide tiered model to prevent and address problem behavior and provide early intervening services, in coordination with activities and services under the Individuals with Disabilities Education Act (IDEA), involves a systematic and data-driven approach to support all students' behavioral and academic needs. This approach is often referred to as Multi-Tiered System of Supports (MTSS). Analyze school-wide behavior and academic data to identify areas of concern and determine the specific needs of the student population. Design a three-tiered model for intervention and support. Implement a system for ongoing data collection and progress monitoring. Provide ongoing professional development for teachers and staff to ensure they have the skills and knowledge to implement interventions effectively. By implementing this schoolwide tiered model and coordinating it with IDEA services, schools can provide a continuum of support to meet the diverse needs of all students, ensuring that they have the opportunity to succeed academically and behaviorally.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning and development activities for teachers, paraprofessionals, and other school personnel are essential components of improving instruction, utilizing data from academic assessments, and recruiting and retaining effective educators, especially in high-need subjects. We will; conduct workshops that help teachers understand how to interpret and use academic assessment data to inform their instructional practices, employ instructional coaches who work closely with teachers to provide ongoing support and feedback. Coaches can help teachers analyze assessment data, set goals, and implement effective teaching strategies. Provide training in data analysis and interpretation for all school personnel. Create mentorship programs through the MINT program to offer support for new teachers.

These efforts will be ongoing, data-driven, and focused on meeting the unique needs of teachers and school personnel.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Transitioning from early childhood education programs to local elementary school programs can be a significant step for preschool children. Schools often employ various strategies to ensure a smooth and successful transition for these young learners. At Madie Ives K-8 we organize orientation sessions for both children and parents before the start of the school year, maintain open and regular communication with parents, for children with special needs or developmental challenges, we develop individualized education plans (IEPs) that outline specific strategies and support services to ensure a successful transition.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes