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John I. Smith K 8 Center

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<http://jis.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.

We, at John I. Smith K-8 Center, pledge to create an environment where everyone feels safe, valued, and accepted. We commit to implementing technology to improve, enhance, engage, and stimulate learning for students of all cultures. We strive to prepare productive citizens for tomorrow by being productive citizens today.

Provide the school's vision statement.

At John I. Smith K-8 Center, teachers and students work collaboratively in a safe and positive learning environment where respect, unity, and a love for learning are nurtured.

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
Rivera, Maribel	Principal	Our administrative team is committed to providing quality feedback to teachers in order to ensure that all aspects of the SIP are being executed correctly and students are achieving their intended outcomes while meeting individual needs. During pre and post-observation conferences, the administrative team looks for a student-centered classroom where students are challenged to think in complex ways.
Arencibia, Ines	Teacher, ESE	As the Leadership team, our focus is on supporting student learning and ensuring that all aspects of the school's academic plan are being executed correctly. We have a member who specializes in technology innovation and we meet monthly to discuss school safety and other concerns. Our leadership team is committed to making sure that every student's needs are met and that they are challenged to think in complex ways
Nolan, Elizabeth	School Counselor	At our school, we prioritize meeting the social and emotional needs of our students and their families. Our guidance counselor is devoted to ensuring that students feel safe and ready to learn. Her efforts are an integral part of our commitment to supporting student learning and creating a positive academic environment. Our leadership team serve in resource roles to support student learning. This team member is the the PLST Technology innovation member. As a team we meet monthly to address school safety, academic needs, and other concerns.
GARI, YENDI	ELL Compliance Specialist	Our school's leadership team is committed to ensuring that students receive the best possible education. We have a dedicated ELL Liaison who provides support to both students and teachers. Regular meetings address issues such as English as a Second Language support and resources. Through teamwork and collaboration, we are able to create a positive and effective learning environment for our students.
Estrella, Jean	Reading Coach	Our school's leadership team plays an important role in supporting student learning. One of the team members serves as the PLST Lead Mentor and ELA Liaison, and we meet regularly to address school safety, academic needs, and other concerns. The lead mentor is responsible for ensuring that all beginning teachers receive the proper professional development and mentoring to succeed in their roles. By working together as a team, we are able to provide a supportive and effective learning environment for our students.
Hope, Tarvaneisha	Assistant Principal	Our administrative team is committed to providing quality feedback to teachers in order to ensure that all aspects of the SIP are being executed correctly and students are achieving their intended outcomes while meeting individual needs. During pre and post-observation conferences, the administrative team looks for a student-centered classroom where students are challenged to think in complex ways.

Name	Position Title	Job Duties and Responsibilities
Pestana-Rodriguez, Vicky	Assistant Principal	Our administrative team is committed to providing quality feedback to teachers in order to ensure that all aspects of the SIP are being executed correctly and students are achieving their intended outcomes while meeting individual needs. During pre and post-observation conferences, the administrative team looks for a student-centered classroom where students are challenged to think in complex ways.

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.

The first step is to identify the key stakeholders who should be involved in the SIP development process. Our School Advisory Council (SAC) is used to fulfill the requirements, it should include representation from all of these stakeholder groups. The SAC's role is to provide input, review drafts of the SIP, and make recommendations for its improvement. The school administration and SAC chairperson initiate communication with the identified stakeholders to inform them about the SIP development process. The goal is to solicit opinions, concerns, suggestions, and aspirations related to the school's strengths and areas for improvement. The collected school data is systematically analyzed to identify common themes, concerns, and priorities. This analysis helps the school leadership team and SAC members understand the most critical areas that need to be addressed in the SIP. Based on the analysis of stakeholder input, the school leadership team, often in collaboration with the SAC, drafts the School Improvement Plan. This plan outlines specific goals, strategies, and action steps that the school will take to address the identified areas for improvement. Feedback from the SAC committee, school staff, and community is needed to apply changes as needed to the SIP. SAC makes necessary revisions to the SIP based on the feedback received. Overall, the involvement of stakeholders, whether directly through the SAC or through various engagement methods, ensures that the SIP is well-rounded, responsive to the needs of the school community, and more likely to lead to positive outcomes.

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))

The School Improvement Plan (SIP) will undergo regular monitoring based on a district-mandated timeline. This is to ensure its effective implementation and impact on student achievement. This monitoring process will involve ongoing data collection and analysis to assess progress toward meeting the State's academic standards. Special attention will be given to students with the greatest achievement gap to address their needs effectively. The monitoring process will include regular reviews of student performance data, classroom observations, and feedback from teachers and stakeholders. This will help identify areas where the SIP is succeeding and areas that may require adjustments. Additionally, the school will hold periodic meetings to discuss the plan's effectiveness and make informed decisions based on the data.

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	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	49%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) 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: A 2019-20: A 2018-19: A 2017-18: I
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	8	13	9	11	8	7	17	10	35	118
One or more suspensions	0	0	0	0	0	0	3	5	11	19
Course failure in English Language Arts (ELA)	0	3	3	10	3	0	0	0	1	20
Course failure in Math	0	1	2	15	11	5	11	0	8	53
Level 1 on statewide ELA assessment	0	0	0	40	26	28	54	49	58	255
Level 1 on statewide Math assessment	0	0	0	37	15	25	16	22	36	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	15	40	52	29	44	82	65	96	443
	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level 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	2	0	36	18	18	25	23	40	162

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	1	9	0	1	0	0	1	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	8	10	10	4	9	17	11	19	88
One or more suspensions	0	0	0	0	0	0	6	14	0	20
Course failure in ELA	0	2	4	9	3	2	6	0	1	27
Course failure in Math	0	1	0	16	6	10	14	9	2	58
Level 1 on statewide ELA assessment	0	0	0	12	22	23	48	38	57	200
Level 1 on statewide Math assessment	0	0	0	12	26	14	41	35	63	191
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	10	40	29	28	48	46	74	278

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	2	2	16	16	16	42	30	55	179

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	13	0	0	1	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	8	10	10	4	9	17	11	19	88
One or more suspensions	0	0	0	0	0	0	6	14	0	20
Course failure in ELA	0	2	4	9	3	2	6	0	1	27
Course failure in Math	0	1	0	16	6	10	14	9	2	58
Level 1 on statewide ELA assessment	0	0	0	12	22	23	48	38	57	200
Level 1 on statewide Math assessment	0	0	0	12	26	14	41	35	63	191
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	10	40	29	28	48	46	74	278

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	2	2	16	16	16	42	30	55	179

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	13	0	0	1	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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*	64	61	53	63	62	55	64		
ELA Learning Gains				67			66		
ELA Lowest 25th Percentile				53			70		
Math Achievement*	71	63	55	60	51	42	60		
Math Learning Gains				67			51		
Math Lowest 25th Percentile				62			56		
Science Achievement*	62	56	52	54	60	54	47		
Social Studies Achievement*	66	77	68	82	68	59	65		
Middle School Acceleration	71	75	70	81	61	51	85		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	73	62	55	68	75	70	68		

** 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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	657
Total Components for the Federal Index	10
Percent Tested	99
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	37	Yes	1	
ELL	59			
AMI				
ASN	100			
BLK				
HSP	67			
MUL				
PAC				
WHT	72			
FRL	67			

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	46			
ELL	63			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT	80			
FRL	63			

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	64			71			62	66	71			73
SWD	35			39			20	33			6	58
ELL	53			66			57	53	60		7	73
AMI												
ASN	100			100							2	
BLK												
HSP	64			70			63	66	69		7	73
MUL												
PAC												
WHT	65			79							2	
FRL	65			70			61	73	71		7	65

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	63	67	53	60	67	62	54	82	81			68
SWD	31	54	55	25	53	62	29	57				52
ELL	54	64	50	56	67	65	46	77	84			68
AMI												
ASN												
BLK												
HSP	61	66	51	59	66	61	53	82	81			68
MUL												
PAC												
WHT	83	86		79	71		80					
FRL	60	67	55	55	64	56	53	82	74			68

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	64	66	70	60	51	56	47	65	85			68
SWD	39	44	55	32	34	40	24	37	40			54
ELL	58	68	70	57	50	58	40	58	83			68
AMI												
ASN	69	64		60	30							
BLK	85			69								
HSP	63	67	70	59	51	56	47	64	86			67
MUL												
PAC												
WHT	77	64		77	58							100
FRL	59	63	70	52	48	56	38	57	84			67

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	65%	56%	9%	54%	11%
07	2023 - Spring	36%	50%	-14%	47%	-11%
08	2023 - Spring	41%	51%	-10%	47%	-6%
04	2023 - Spring	68%	58%	10%	58%	10%
06	2023 - Spring	39%	50%	-11%	47%	-8%
03	2023 - Spring	50%	52%	-2%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	58%	12%	54%	16%
07	2023 - Spring	50%	48%	2%	48%	2%
03	2023 - Spring	58%	63%	-5%	59%	-1%
04	2023 - Spring	75%	64%	11%	61%	14%
08	2023 - Spring	46%	59%	-13%	55%	-9%
05	2023 - Spring	66%	58%	8%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	40%	1%	44%	-3%
05	2023 - Spring	60%	50%	10%	51%	9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	56%	23%	50%	29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	52%	41%	48%	45%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	68%	-7%	66%	-5%

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.

At John I Smith K-8 Center we observed the following trends from 2022 to 2023: The scores of all students maintained or showed achievement for the FSA to F.A.S.T. assessment in ELA. All grades demonstrated an increase in proficiencies except 7th grade which decreased by 1% from 54% in 2022 to 53% in 2023. In math, there was a significant increase in all grades. This demonstrates the successful implementation of differentiated instruction for students working below grade level in math. EOC scores in 2023 decreased in Algebra 1 and Civics. Algebra 1 decreased by 8% from 92% in 2022 to 84% in 2023. In Civics, there was a significant decrease of 16% from 82% in 2022 to 66% in 2023. Factors contributing to the decline is the need for early interventions and student attendance.

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

Based on 2023 data, the Civics EOC assessment showed the greatest decline from the prior year. In Civics, there was a significant decrease of 16% from 82% in 2022 to 66% in 2023. Factors contributing to the decline is the need for early interventions and student attendance.

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.

In comparison to state data, John I. Smith K-8 outperformed the state average in all reporting categories. Most notably in Middle School Acceleration courses on the the Algebra I EOC and Geometry EOC. Algebra 1 EOC proficiency is 84% compared to the state average of 54%, this represents a 30% difference. Geometry EOC proficiency is 93% compared to the state average of 49%, this represents a 44% difference. Also, ELA 4th grade proficiency is 82% compared to the state average of 58%, this represents a 34% difference. Contributing factors included highly effective teachers, differentiated instruction, and data chats.

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

John I. Smith K-8 Center greatest area of improvement was in math and science. We increased our proficiency by 13 percentage points from 59 percentage points in 2022 to 72 percentage points on the 2023 Math F.A.S.T. Our science proficiency in 5th and 8th grade made gains. Fifth grade science proficiency increased 10 percentage points from 61 percentage points in 2022 to 71 percentage points in 2023. In 8th grade science, increased by 8 percentage points from 44 percentage points in 2022 to 51 percentage points in 2023. As a school-wide practice, we provided early morning and afternoon tutoring to reinforce math skills. Also, on-going progress monitoring occurred to meet students' individual needs

and provide interventions. Lastly, data chats were held with science teachers and administrators to review results of science baseline and mid-year assessment data to identify the concepts that needed to be reinforced.

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

Based on the EWS data, there seems to be a correlation between the number of students absent more than 10% or more days and the students achieving level 1 on the ELA/Math Assessment. It is also important to note that 74 out of 278 students are flagged with a substantial reading deficiency.

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

Our highest priorities for school improvement during the 2023-2024 school year will be as following:

K-8 reading intervention

K-8 math intervention

Improve 7th grade ELA F.A.S.T. proficiency

Increase Algebra 1 EOC proficiency

Increase Civics EOC proficiency

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**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 2023 FAST PM3 data, 65% of students in grades 3 to 8 were proficient in ELA scoring a Level 3 or higher. Based on the data and the identified contributing factors of a high number of Level 1 students in grades 3-8, and substantial reading deficiency, student readiness levels limit abilities to master grade level content. We will implement the Targeted Element of ELA.

Measurable Outcome:

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

With the implementation of differentiated instruction, the percentage of students in grades 3 to 8 scoring a Level 3 or higher will increase 3% (for a total of 68%) on the 2024 administration of the FAST ELA Assessment.

Monitoring:

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

Administration and ELA teachers will monitor the implementation of ELA instruction. Teachers will meet weekly with their grade level to plan collaboratively. Data chats with teachers and administration monthly to discuss student progress on standards and share ideas to improve instruction. Administration will provide feedback to teachers and follow-up with regular walkthroughs to ensure quality instruction is taking place. During walkthroughs, administrators will review lesson plans for indication of differentiation instruction for students. Extended learning opportunities will be provided to targeted students not making adequate yearly progress as evidenced by progress monitoring data.

Person responsible for monitoring outcome:

Maribel Rivera (pr5101@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 Element of ELA, our school will focus on the Evidenced based intervention of: Differentiated instruction. Differentiated instruction will assist ELA teachers in targeting students' standards in need of improvement to reteach. Differentiated Instruction will be monitored through the use of data trackers to drive instructional planning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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. Research demonstrates this method benefits a wide range of students.

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.

The Leadership Team will monitor the timely implementation of standards-based district assessments in ELA, such as the FAST PM1, PM2. i-Ready AP1 and AP2 Diagnostic Assessments, District Topic Assessments, and other progress monitoring assessments. As a result, teachers will have access to timely data for which to plan for remediation and enrichment.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: August 14, 2023, through September 29, 2023

All students will utilize i-Ready which provides a differentiated framework by design. Teachers can analyze and interpret their data, create flexible student groupings, identify targeted areas of focus for remediation and enrichment, and assist in pulling small groups for differentiation. As a result, teachers will address student learning needs by planning for and implementing differentiated instruction.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: August 14, 2023, through September 29, 2023

Teachers will attend grade-level weekly meetings. As a result, teachers will be able to collaboratively and plan using the B.E.S.T standards and will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks. Teachers will utilize assessment data to determine and address deficiencies based on student need. As a result, teachers will have groups of students, appropriate resources, and lesson plans that reflect DI-based instruction.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: August 17, 2023 through September 29, 2023

#2. Instructional Practice specifically relating to Math**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 2023 Algebra 1 EOC Data, 84% of seventh and eighth grade students were proficient at Level 3 or higher, as compared to the state average of 54% and the district average of 60%. Although the proficiency rate is higher than the state and district average, the Algebra I EOC component for Middle School Acceleration showed a decline from the prior year with an 8% decrease from 92% in 2022 to 84% in 2023. Based on the data and the identified contributing factors of student attendance and abstract thinking to solve algebraic problems, we will implement the targeted element Math.

Measurable Outcome:

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

Within the implementation of Data-Driven Instruction, the percentage of students taking the Algebra course scoring a Level 3 or higher will increase by 6% (for a total of 90%) on the 2024 administration of the Algebra I EOC assessment.

Monitoring:

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

Administration and the Algebra teacher will monitor the implementation of Algebra instruction. The Algebra teacher will meet every quarter with Administration to discuss progress, share ideas to improve instruction and student achievement. Administration will provide feedback and recommendations to the Algebra teacher. During data chats, student progress on standards will be reviewed and feedback will be provided. The Algebra teacher will adjust groups based on current data in real time. Administration will follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Extended learning opportunities will be provided to targeted students based on progress monitoring data.

Person responsible for monitoring outcome:

Maribel Rivera (pr5101@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 Element of Math (Algebra), our school will focus on the Evidence-based Intervention of: Data-Driven Instruction. Data-Driven Instruction will assist the Algebra teacher in targeting students' standards in need of improvement to reteach. Data-driven instruction will also ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students' needs. Teachers will continuously make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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.

From 8/14 - 9/1, An opening of school data chat with the Algebra teacher, administration and the school counselor to review assessment data of currently enrolled students. Also, an Algebra student orientation will be held to discuss course requirements, Algebra I EOC assessment, and high school credit. As a result, the Algebra teacher will have a better understanding of the students' data to best support their learning.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: 8/14/23-9/1/23

From 8/14 - 9/29, Algebra teacher will hold data chats with administration after topic assessments to inform and analyze student progress. As a result, the administration and Algebra teacher will be able to disaggregate students' data to monitor student progress and target standards requiring reteaching.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: 8/14/23-9/29/23

From 8/17 - 9/29, The Algebra teacher will hold data chats with students to review their 2022-2023 math data and topic assessment data. As a result, students will be informed of their progress towards meeting Algebra standards.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: 8/17/23-9/29/23

#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 the 2022-2023 Attendance Data, the school's attendance average for students was 93%, this remained the same as the 2021-2022 school year. Although the attendance rate remained the same, student attendance continues to be one of the main predictors of student success. Based on the data and the identified contributing factors of parents not being aware or understanding the impact of students missing instruction, the need for more recognition for students that do consistently attend school and teachers and staff's concern of student attendance, we will implement the targeted element of Early Warning System.

Measurable Outcome:

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

If we implement Strategic Attendance Initiatives effectively, we can increase the school's attendance average for students by 1% (for a total of 94%) as evidenced by attendance reports during the 2023-2024 school year.

Monitoring:

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

The administration, counselors and teachers will monitor the implementation of Early Warning Systems as it relates to attendance. The Attendance Review Committee (ARC) will convene monthly to review data, provide assistance to students and parents, and make referrals to community agencies if needed. The school staff will work closely with the school Social Worker for cases that require more intervention.

Person responsible for monitoring outcome:

Maribel Rivera (pr5101@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 Element of Early Warning Systems, our school will focus on the Evidence-based Intervention of: Strategic Attendance Initiatives. Attendance Initiatives will assist school staff in identifying, monitoring, collaborating and improving student attendance. If student attendance improves, as a result student achievement will also improve.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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.

From 8/17 - 9/29, The Attendance Review Committee will monitor attendance, implement attendance interventions, and provide incentives for students with perfect attendance in pre-K-8th grade. As a result, the input and perspective of multiple stakeholders will be included when determining attendance initiatives.

Person Responsible: Tarvaneisha Hope (217225@dadeschools.net)

By When: 8/17/23-9/29/23

From 9/8 - 9/29, The Attendance Review Committee will create an action plan that includes monitoring individual grade levels to identify students with attendance issues, having systematic interventions to help decrease attendance issues, and planning for attendance incentives. As a result, there will be a systematic approach inclusive of both interventions and incentives to improve student attendance.

Person Responsible: Tarvaneisha Hope (217225@dadeschools.net)

By When: 9/8/23-9/29/23

From 9/8 - 9/29, A school-wide attendance bulletin will be posted in the main office and distributed to teachers daily electronically. Teachers will check the attendance bulletin to match it with their gradebook and send any corrections to the main office. As a result, student attendance data will remain up-to-date and accurate.

Person Responsible: Tarvaneisha Hope (217225@dadeschools.net)

By When: 09/8/23-9/29/23

#4. Positive Culture and Environment specifically relating to Other

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 School Climate Survey, 80% of teachers feel that their ideas are listened to and considered compared to the 2021-2022 data of 76%. Based on the data and the identified contributing factors of: continuing to improve staff buy-in and distributive leadership, we selected the targeted element of shared leadership because it will create a team of leaders that will share the principal's vision and mission in a positive manner with the staff.

Measurable Outcome:

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

If we successfully implement the Targeted Element of Shared Leadership, the percentage of teachers who believe they have input in the school- wide decisions will increase by 6% (for a total of 86%) in the 2023-2024 school year based on the school climate results.

Monitoring:

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

Our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings and presenting ideas to solve the issues that arise throughout the school year. Monthly leadership meetings will be conducted to get the input of the leadership team which includes, grade level chairs, department chairs, counselors, and the administrative team. Minutes will be kept at these meetings and shared with the rest of the staff.

Person responsible for monitoring outcome:

Maribel Rivera (pr5101@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 Element of Shared Leadership, we will focus on the evidence-based strategy of: Shared Leadership. Shared Leadership involves providing stakeholders autonomy and agency to take action where necessary, problem solve and implement best practices that will assist in meeting the needs of all students. Leaders should provide stakeholders lead roles in initiatives and activities and identify the skills necessary to assist stakeholders in success in these roles. By involving teachers in the decision-making process, we hope to increase the feeling of shared leadership.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Examples may include maintaining a strong Parent Teacher Student Association (PTSA) or an engaged Educational Excellence School Advisory Council (EESAC).

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.

August 14 - Administrators will meet with faculty and staff at the opening of school's meetings to describe the mission and vision of the school. Staff members will be made aware of all committees and open leadership positions. As a result, teacher and staff participation in schoolwide decision making will increase.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: 8/14/2023

8/17 - 9/29 - Administration will meet with the leadership team and department/grade level chairs monthly to discuss ideas and get feedback from the faculty and staff on areas of concerns. As a result, teachers and staff will feel their ideas and concerns are listened to.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: 8/17/23-9/29/23

8/14 - 9/29- Administrators and the school leadership team will work collaboratively to create a school master calendar. Ideas for grade level and school wide activities will be discussed, finalized, and shared with staff. As a result, teachers and staff will contribute to the schoolwide decisions.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: 8/14/23-9/29/23

8/17 - 9/29/23 Teachers will meet with their grade level/departments on a bi-weekly schedule to share any questions, ideas or concerns they may have with their grade level chairs/department heads. The chairs/ heads will then share these concerns with the administrative team in monthly leadership meetings. As a result, teachers will feel that their ideas are listened to and considered.

Person Responsible: Maribel Rivera (pr5101@dadeschools.net)

By When: 8/17/23-9/29/23

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: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00

	Total: \$0.00
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Budget Approval

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

Yes