Georgia Jones Ayers Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Georgia Jones Ayers Middle School

1331 NW 46TH ST, Miami, FL 33142

http://ams.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.

Georgia Jones-Ayers Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, staff, and community members actively involved in our student's learning.

Provide the school's vision statement.

To provide a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work, and life.

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
Sampson, Carol	Principal	Maintains school site operations. Those tasks include: enforcing school policies and rules, maintaining a safe learning environment, coordinating activities, communicating/overseeing faculty and staff, assessing instructional practices, and monitoring student academic achievement. Also, promotes a positive school culture by encouraging staff, parental, and community engagement.
Hughes, JaBari	Assistant Principal	An instructional leader overseeing curriculum that also assists the principal in planning, coordinating, and directing cultural and academic programs. Promotes student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals. In addition, manages student activities, services and helps enforce guidelines for the learning community.
Christian, Xiomara	Assistant Principal	An instructional leader overseeing curriculum that also assists the principal in planning, coordinating, and directing cultural and academic programs. Promotes student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals. In addition, manages student activities, services and helps enforce guidelines for the learning community.
Steed, Gollar	Instructional Coach	Serves as an instructional coach for literacy. Works with literacy teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the literacy department and makes recommendations about potential next steps to address areas of need within the department.
Harris, Gina	Instructional Coach	Serves as an instructional coach for mathematics. Works with mathematics teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the mathematics department and makes recommendations about potential next steps to address areas of need within the department.
Hicks, Ariel	Instructional Coach	Serves as an instructional coach for literacy. Works with literacy teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the literacy department and makes recommendations about potential next steps to address areas of need within the department.

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.

Georgia Jones-Ayers involves stakeholders through EESAC meetings, department meetings, and team meetings. In our EESAC meeting, we allow stakeholders to review the SIP and provide feedback. This feedback was used to help us plan our 2023-2024 SIP.

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 SIP will be monitored through department meetings, team meetings, EESAC meetings, and Impact Reviews. These meetings allow stakeholders and staff members to evaluate the implementation and impact of the SIP. After the Impact Review, administration and staff members will be able to evaluate its current systems and make the necessary changes with the help of feedback from stakeholders.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
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) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C

	2017-18: D
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	0	0	0	0	0	46	60	79	185
One or more suspensions	0	0	0	0	0	0	12	18	11	41
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	29	14	7	50
Course failure in Math	0	0	0	0	0	0	49	18	31	98
Level 1 on statewide ELA assessment	0	0	0	0	0	0	84	119	98	301
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	102	84	267
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	107	155	137	399

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	0	0	0	0	89	111	94	294

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	0	0	0	0	0	6	3	3	12
Students retained two or more times	0	0	0	0	0	0	7	4	6	17

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	0	0	0	0	0	56	102	66	224
One or more suspensions	0	0	0	0	0	0	38	68	52	158
Course failure in ELA	0	0	0	0	0	0	53	12	6	71
Course failure in Math	0	0	0	0	0	0	65	15	8	88
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	121	114	344
Level 1 on statewide Math assessment	0	0	0	0	0	0	113	101	76	290
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1370	112	102	1584

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	0	0	0	0	128	134	114	376

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	0	0	0	0	3	3	4	10
Students retained two or more times	0	0	0	0	0	0	9	13	8	30

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	0	0	0	0	0	56	102	66	224
One or more suspensions	0	0	0	0	0	0	38	68	52	158
Course failure in ELA	0	0	0	0	0	0	53	12	6	71
Course failure in Math	0	0	0	0	0	0	65	15	8	88
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	121	114	344
Level 1 on statewide Math assessment	0	0	0	0	0	0	113	101	76	290
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1370	112	102	1584

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	0	0	0	0	128	134	114	376

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	3	3	4	10
Students retained two or more times	0	0	0	0	0	0	9	13	8	30

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*	27	56	49	21	55	50	18		
ELA Learning Gains				43			32		
ELA Lowest 25th Percentile				32			33		
Math Achievement*	31	60	56	29	43	36	14		
Math Learning Gains				59			24		
Math Lowest 25th Percentile				71			42		
Science Achievement*	41	55	49	19	54	53	19		
Social Studies Achievement*	56	72	68	71	64	58	41		
Middle School Acceleration	83	74	73	84	56	49	31		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	25	50	40	46	77	76	32		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	263
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	10
Percent Tested	95
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	22	Yes	4	1
ELL	42			
AMI				
ASN				
BLK	52			
HSP	41			
MUL				
PAC				
WHT				

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	44			

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	38	Yes	3	
ELL	38	Yes	3	
AMI				
ASN				
BLK	53			
HSP	45			
MUL				
PAC				
WHT				
FRL	48			

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	27			31			41	56	83			25
SWD	15			15			17	42			5	19
ELL	19			28			33	46	100		6	25
AMI												
ASN												
BLK	29			34			41	65	90		5	
HSP	25			29			40	49	77		6	24
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												
FRL	27			32			41	57	82		6	25

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	21	43	32	29	59	71	19	71	84			46
SWD	13	40	38	15	58	73	11	46				44
ELL	17	42	29	20	56	64	16	52				46
AMI												
ASN												
BLK	24	42	44	35	60	75	25	81	92			
HSP	20	44	28	25	60	69	16	63	77			44
MUL												
PAC												
WHT												
FRL	21	43	33	29	60	71	19	71	83			45

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	18	32	33	14	24	42	19	41	31			32
SWD	6	22	37	5	20	33	14	23				23
ELL	11	32	34	11	24	41	18	32	36			32
AMI												
ASN												
BLK	25	35	38	17	25	43	18	49	40			
HSP	13	31	30	12	22	41	20	36	25			29
MUL												
PAC												
WHT												
FRL	17	32	34	13	23	42	16	40	30			34

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
07	2023 - Spring	22%	50%	-28%	47%	-25%
08	2023 - Spring	23%	51%	-28%	47%	-24%
06	2023 - Spring	21%	50%	-29%	47%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	17%	58%	-41%	54%	-37%
07	2023 - Spring	27%	48%	-21%	48%	-21%
08	2023 - Spring	33%	59%	-26%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	40%	-16%	44%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	56%	21%	50%	27%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	68%	-25%	66%	-23%

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.

The data component that showed the lowest performance was ELA. The proficiency percentage was 26%. The contributing factor to last year's low performance was transitioning to new standards. Also, the instructional personnel consisted of new teachers and reading coach support was limited.

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

Civics data showed the greatest decline from the prior year. There was a decrease from 71% proficiency (2022) to 58% proficiency (2023). The factors that contributed to this decline were truancy and the lack of consistent implementation of schoolwide literacy practices as done in the prior year.

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.

Among the ELA data, 6th-grade had the greatest gap when compared to the state. Among math data, 8th-grade math showed the greatest gap. We noticed that new teachers did not understand how to disaggregate data points and instruct on new standards. Also, there was the difficulty of students transitioning from the structure of the elementary classes to the middle classes. Another factor contributing to this gap is the lack of consistent implementation of schoolwide literacy practices as done in the prior year. This is based on the following FAST data:
ELA 6th: 321 (State) vs. 296 (School)
Math 8TH: 335 (State) vs 302 (School)

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

Science showed the most improvement. It went from 19 percent proficiency to 40 percent proficiency. New approaches that led to this increase were the addition of biology and physical science courses. Also, student achievement was celebrated.

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

The area of concern is our rising 8th-grade cohort because of their truancy issues during the 7th-grade year. In addition to truancy issues, our concerns are also regarding the number of referrals (71% for 2022)

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

Based on the available data, our highest priority for school improvement in the upcoming school year is Social Studies because there was a decrease from 71% proficiency (2022) to 58% proficiency (2023).

Our priority area is the future students for 6th grade. Of 174 students, only 53 are proficient in ELA and 57 in Math. We must maintain the proficiency levels amongst this cohort.

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 Benchmark-aligned Instruction

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, 76% of students scored proficient in Algebra 1 as compared to 84% in 2022. On the 2023 Civics EOC, 58% of students scored proficient as compared to 71% in 2022. Our rising 7th graders moved from 9% proficiency to 26% proficiency in ELA and 9% proficiency to 21% proficiency in math. While we see the progress that has been made, the literacy proficiency rates are still below state averages and we know our students are capable of more. As the school leadership has reviewed lesson plans during classroom walkthroughs, attended common planning, and observed instruction, we have noticed that benchmarks are not unpacked properly resulting in lessons that are not completely aligned to the standards. Based on this quantitative and qualitative data, we will implement the targeted element of Benchmark-Aligned Instruction through the incorporation of Job-Embedded Professional Development.

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

With the implementation of Benchmark-Aligned Instruction, students in math and ELA will demonstrate a 5 percentage-point increase in proficiency from FAST PM1 to FAST PM 3. Our Algebra 1 students will demonstrate a 9 percentage-point increase from 76% proficiency to 85% proficiency on the 2024 Algebra EOC. Our Civics students will demonstrate a 5 percentage-point increase from 58% to 63% on the 2024 Civics EOC.

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

The Leadership Team, Dr. Sampson, Mr. Hughes, Ms. Christian, Ms. Hicks, Ms. Steed and Ms. Harris, will conduct classroom walkthroughs to evaluate lesson plan alignment to standards. Administrators and coaches (mentioned before) will attend common planning where student work will be shared and its alignment to standards will be evaluated. The administration will also collaborate with instructional coaches to ensure that during department meetings and common planning, teachers are strategically planning for benchmark-aligned instruction as well as disaggregating data. Student topic assessment data, exit tickets and progress monitoring data will be assessed to determine the effectiveness of the Benchmark-Aligned Instruction in the classrooms.

Person responsible for monitoring outcome:

Carol Sampson (pr6011@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.)

Job-Embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom-based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. The Job-Embedded Professional Development planned at Georgia Jones-Ayers Middle during the upcoming 2024 school year will include topics such as "unwrapping benchmarks" and "scaffolding concepts." This Job-Embedded Professional Development will be incorporated through professional development days, department meetings, and collaborative planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Providing Job-Embedded Professional Development in the areas of scaffolding, and unpacking the benchmarks will provide our teachers with the ability to create and deliver a seamless lesson aligned to the benchmark instruction. Aligned instruction will result in higher student mastery of benchmarks.

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.

During the Opening of Schools Professional Development, coaches will provide school-wide professional development on Benchmark-Aligned Instruction. As a result of this professional development, teachers will be able to unpack benchmarks and create benchmark-aligned lesson plans.

Person Responsible: Ariel Hicks (ahicks13@dadeschools.net)

By When: August 22, 2023

Coaches and teachers will meet weekly during collaborative planning to unpack benchmarks and develop lesson plans that will reach all students. Teachers will be introduced to tools such as item specifications, and planning cards as well as strategically scaffolding and differentiating for student independent success. Student work will also be shared during collaborative planning. As a result of this, lesson plans will be more uniform across subject areas and aligned to the benchmarks.

Person Responsible: Ariel Hicks (ahicks13@dadeschools.net)

By When: September 1, 2023-October 14, 2023

Administration will conduct walkthroughs. After walkthroughs, the administration will meet with instructional coaches to discuss findings and next steps. As a result, feedback will be relayed to teachers and next steps will be developed to address any areas of need.

Person Responsible: Carol Sampson (pr6011@dadeschools.net)

By When: September 1, 2023-October 14, 2023

#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 2023 FAST PM3 data, 21% of 6th graders and 22% of 7th graders scored proficient in ELA. If we dig deeper, out of our 174 rising 7th graders, 134 students scored a 1 or 2 on the FAST PM3. Out of our 179 rising 8th graders, 133 students scored a 1 or 2 on PM3. These students are in need of instruction that better fits their academic needs. Based on these findings, we will implement the Targeted Element of Differentiation.

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

As a result of the implementation of the Targeted Element of Differentiation, an additional 5% of students in our 7th (26% total) and 8th grade (27% total) will progress to proficiency on the 2024 FAST PM3.

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

Instructional coaches, Ms. Steed and Ms. Hicks, will ensure that all teachers receive development in planning for and implementing differentiated instruction. Teachers will group students according to data and specific student needs. Grouping of students will be reflected in data binders or walls. Coaches, along with administrators, will monitor for differentiation through classroom walkthroughs, and review of lesson plans and materials. Administrators and coaches will also attend common planning to ensure that differentiated instruction is planned for with fidelity.

Person responsible for monitoring outcome:

Xiomara Christian (xchristian@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. Research demonstrates this method benefits a wide range of students. Differentiated instruction will be specifically used to target our students who have not performed on grade level in literacy.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The reading proficiency levels at Georgia Jones-Ayers Middle School were below the state average in 2023. In order to increase proficiency, we need to reach our readers performing below grade level in literacy. With the implementation of differentiation, we can meet those students' needs more effectively.

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.

Students enrolled in Read 180 classes will be given a reading inventory assessment. As a result of this assessment, students groups will be identified based on Lexile level.

Person Responsible: Xiomara Christian (xchristian@dadeschools.net)

By When: August 30, 2023

Teachers will conduct data chats with students to assist with developing an understanding of their current strengths and weaknesses as well as creating goals. As a result, students will take ownership of their data.

Person Responsible: Gollar Steed (gsteed@dadeschools.net)

By When: September 8, 2023

During common planning, reading teachers will collaborate to develop differentiated resources to support students' unique learning needs. As a result, uniform differentiated instruction materials will be implemented in read 180 classes.

Person Responsible: Gollar Steed (gsteed@dadeschools.net)

By When: August 22, 2023 - October 14, 2023

Administrators and coaches will conduct classroom walkthroughs to observe implementation of differentiated instruction as planned durring collaborative planning. As a result, teachers will receive feedback and next steps regarding implementation.

Person Responsible: Carol Sampson (pr6011@dadeschools.net)

By When: September 1, 2023-October 14, 2023

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Based on the ESSA Subgroup Information, in 2022 both ELL Students and Students With Disabilities scored 38% in the Federal Percent of Points Index, falling below the 41% threshold. We have seen progress in the achievement of both ELL students and Students With Disabilities. For example, from the 2021 to the 2022 FSA Assessment, Students With Disabilities increased from 6% to 13%, a total of 7 percentage points, in ELA and from 5% to 15%, a total of 10 percentage points, in math. During the same period, ELL student proficiency increased from 11% to 17%, a total of 6 percentage points, in ELA and from 11% to 20%, a total of 9 percentage points, in math. We did, however, see a decrease in science proficiency for both subgroups. From the 2021 State Science Assessment to the 2022 State Science Assessment, ELL students decreased from 18% to 16% while Students With Disabilities decreased from 14% to 11%. To raise the proficiency of the ELL and Students With Disabilities subgroups, we need to provide them with an extra layer of instruction to support their unique needs. To provide these students with the instruction needed to raise them above the 41% Federal Index of Points threshold, we will be implementing the Targeted Element of Interventions.

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

With the implementation of the Targeted Element of Interventions, an additional 5% of both ELL Students and Students With Disabilities will score at grade level or above in the area of ELA, math and science on the 2024 FAST Assessments and the Statewide Science Assessment.

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

The Leadership team will analyze the PM1 data for the identified ELL and Students With Disabilities subgroups. Coaches and teachers will group students based on their performance on PM1 data to prepare for in-class small group instruction as well as pull-out interventions. Progress monitoring data (topic assessments, exit tickets) for these subgroups will be tracked until PM2, when students will be reassessed. Administrators and coaches will join collaborative planning sessions where data regarding these subgroups will be disaggregated and discussed. Coaches will provide professional development for teachers to enable scaffolding of instruction during small group activities and interventions. Administration and coaches will conduct walkthroughs of classrooms where the ELL and Students With Disabilities are present to ensure that targeted interventions are taking place with fidelity.

Person responsible for monitoring outcome:
Carol Sampson (pr6011@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.)

Georgia Jones-Ayers Middle School will use the Intervention strategy to specifically target our ELL students and Students With Disabilities through in-class support through scaffolded whole group and small group activities. This will be a data-driven approach that will be monitored, assessed, and modified as needed.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Specifically relating to ELL students and Students With Disabilities, our school will focus on the evidence-based strategy of Intervention. By providing intervention to students with fidelity, teachers will be able to

meet students at their specific learning needs and support their progress toward mastery of the benchmarks. Coaches will support teachers in implementing different intervention approaches to support student learning. By implementing this intervention approach and monitoring its progress, the coaches and teachers will have a better understanding of these students' progress and needs.

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 analyze and dissaggregate the PM1 data for ELL Students and Students with Disabilities. As a result, students will be grouped based on their levels and needs.

Person Responsible: Carol Sampson (pr6011@dadeschools.net)

By When: September 14, 2023

During department meetings and collaborative planning sessions, coaches will provide professional development for teachers on how to implement targeted small group intervention that is scaffolded for ELL students. As a result, teachers will be able to plan and implement scaffolded targeted interventions during small-group instruction for ELL students.

Person Responsible: Gollar Steed (gsteed@dadeschools.net)

By When: September 29, 2023

During department meetings and collaborative planning sessions, coaches will provide professional development for teachers on how to implement targeted small group intervention that is scaffolded for Students With Disabilities. As a result, teachers will be able to plan and implement scaffolded targeted interventions during small group instruction for Students With Disabilities.

Person Responsible: Ariel Hicks (ahicks13@dadeschools.net)

By When: October 2, 2023

Administrators and Coaches will conduct walk throughs of classes to observe implementation of targeted interventions. As a result teachers will receive feedback and next-steps to improve their interventions.

Person Responsible: Carol Sampson (pr6011@dadeschools.net)

By When: October 4, 2023 - October 14, 2023

#4. 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.

Although 19% of our students missed 31+ days compared to the district's 9%, our rising 8th-grade cohort is our area of concern because of their truancy issues during the 7th-grade year. Based on the data review, student attendance shows that 23% of rising 8th-grade students missed 31+ days of school during the 2022-2023 school year. As a result of these findings, we will implement the Targeted Element of Attendance Initiatives.

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

If we successfully implement our student attendance initiatives, which include strategies implemented by our student services department and our community involvement specialist, the 8th-grade daily student absences will decrease by 5 percentage points by February 2024.

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

Recognition and incentives will be provided for students who attend school on a daily basis. Teachers, student services, and administration will monitor the attendance bulletin to ensure students with consistent attendance are recognized with fidelity. The School Leadership Team will attend grade-level team meetings to discuss attendance data and formulate plans with each team to increase attendance.

Person responsible for monitoring outcome:

JaBari Hughes (jhughes1@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 School Leadership Team will use strategic attendance initiatives to closely monitor and report on student absences. The Community Involvement Specialist, City Year Corps Members, Gang Alternative, and the Tacolcy Center will call parents, and provide home visits, counseling, and referrals to other community-based organizations and partnerships. Incentives will be provided for students with consistent and improved attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In order for students to be successful, students must be present and actively engaged in class. Our focus on attendance initiatives will result in greater visibility of attendance data for all stakeholders and a greater sense of ownership of attendance data among faculty, staff, students, and families.

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 School Leadership Team will meet with student services on a monthly basis to review student attendance and identify students with excessive absences. As a result, staff will receive a daily email with the attendance bulletin, and grade-level teams will discuss it at their weekly meetings.

Person Responsible: Carol Sampson (pr6011@dadeschools.net)

By When: August 22, 2023-October 14, 2023

Once students with poor attendance have been identified, the community involvement specialist will make phone calls home. The Success Coach/Counselor will provide families with referrals for wrap-around services from community-based organizations and partnerships. As a result, all stakeholders will be involved in supporting students who have exhibited poor attendance.

Person Responsible: JaBari Hughes (jhughes1@dadeschools.net)

By When: September 18, 2023

Through team meetings, the Leadership Team and teachers will discuss any concerns that they have around student attendance. As a result of these meetings, a weekly plan will be made to actively communicate with parents and/or guardians via emails, telephone calls, and parent conferences.

Person Responsible: Carol Sampson (pr6011@dadeschools.net)

By When: September 1, 2023-October 14, 2023

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).

Title 1 funds will be utilized for extended learning opportunities for our subgroups performing below the 41% Federal Points Index (ELL and Students WIth Disabilities). We have hired a full-time community involvement specialist.

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.

After Synergy and when the SIP has been drafted, the school holds a faculty meeting. At this faculty meeting, members of the school leadership team explain the components of the SIP. Staff members are then given the opportunity to provide feedback on the SIP.

The school leadership team will present the SIP to Stakeholders (e.g., students, families, and local

businesses and organizations) during the school EESAC meeting. Once the SIP is explained to stakeholders, they will be able to provide feedback that can be used to enhance the SIP.

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))

Teachers communicate and collaborate with parents to ensure that students have a well-rounded educational experience. Also, parents can reach out to the school and collaborate with staff members during team meetings on Thursdays.

Through its EESAC, the school is able to communicate the success and needs of students to parents and stakeholders. During EESAC meetings, the committee can brainstorm and collaborate with stakeholders to organize opportunities to maximize student holistic growth at Georgia Jones-Ayers Middle School.

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))

The school will work closely with the Educational Transformation Office as it works to enhance the implementation of its SIP. Working alongside Curriculum Support Specialists and instructional coaches, educators at the school will be able to ensure that quality learning is taking place in classrooms. Another key solution to strengthen the academic program

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))

One of the focus areas of our SIP, as dictated by ESSA, is to support our students with disabilities and our ESOL population. These subgroups fell beneath the 41 percent threshold in the area of proficiency. As highlighted in our SIP, our goal is to support these students by ensuring that staff members can differentiated instruction and scaffolds that will address the unique learning needs of the ESSA group.

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))

There are mental health coordinators who come from Jesse Trice Community Health Center 2-3 times a week. The school has a student services counselor and a secondary counselor who provides students with information and guidance on mental health, and personal, social, and psychological concerns. In fact, on the first day of school, student services provided a QR Code to students so students could communicate their needs to the school counselor. This helps the students to get direct access to counselors when needed. When families need wraparound support, they can contact the school and be supported by the counselors.

In previous years, the school has used the Edgenuity Mental Health program to also support students' needs. If that initiative is available this year, the school plans to implement the program to extend additional opportunities to support student mental health.

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))

Our school offers a Career and Technical Education course under Dr. Thurston. In this course, students can develop essential skills and knowledge to be successful in future careers. When students leave this course at the end of the year, they are left with a great interest in learning about different career pathways.

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).

The schoolwide tiered model begins in the classroom. Teachers implement their behavior progression plan such as their rules, consequences, and incentives. This plan includes making contact and collaborating with the student's parents. If students do not respond to the behavior intervention in the classroom, team leaders assigned to support a specific grade level will intervene. If students do not respond to the intervention of the team leaders, the administration will intervene to address student behavior.

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))

During the school year, professional development opportunities will be created to support teacher growth in their craft. These professional development opportunities will align with the Framework for Effective Instruction components. For instance, teachers will participate in professional development in implementing Standards-based grading in their classrooms. Also, they will engage in learning communities during their department meetings as they explore best practices, such as infusing differentiated instruction in their lesson plans to support the unique learning needs of students. Teachers will also learn about ways to support the learning of students with disabilities through scaffolding and infusion of ESOL strategies.

In faculty, department, and team meetings, teachers will explore ways to maximize their use of data. For instance, they will be exposed to using Power BI to gather student data. From that data, they will differentiate learning experiences in their classrooms.

These professional learning activities will empower teachers to work diligently to support academic success in Georgia Jones-Ayers Middle School.

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))

N/A

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: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$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.

No