Arvida Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Arvida Middle School

10900 SW 127TH AVE, Miami, FL 33186

http://arvida.dade.k12.fl.us/

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.

Arvida Middle School's mission is to provide relevant learning experiences that foster life-long curiosity and enable all students to achieve their full academic, personal, and civic potential.

Provide the school's vision statement.

Arvida Middle School is committed to providing inspired, valued, educated, and empowered students thriving in and beyond the classroom.

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
Holbrook, Angie	Principal	The principal's role is to oversee that all school operations are carried out effectively and that quality instruction is being implemented to achieve student success.
Cahill, Karina	Assistant Principal	The assistant principal's role is to support the principal in all component of school operations and provide effective instructional leadership to support faculty and staff so that student learning can take place.
Jacobowitz, Tiffany	Teacher, K-12	Represents the ELA grade levels and acts as a liaison between the classroom teachers and the leadership team.
Marshall, Zakiya	Teacher, K-12	Represents the math grade levels and acts as a liaison between the classroom teachers and the leadership team.

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 development of the School Improvement Plan is a process involving the school leadership team, faculty, staff, and students. Student performance data is used to create academic goals for improvement. In addition, feedback from the student and staff School Climate Surveys provide valuable information about the school culture and what areas the school can improve upon. This data is used to create culture

and climate goals to ensure faculty, staff, and students are having a positive and productive experience at the schoolhouse.

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 leadership team will monitor progress regularly throughout the year by conducting walkthroughs and classroom observations, analyzing ongoing formative data, meeting with teachers and departments to ensure data is being used to drive instruction, and support teachers' use of differentiated instruction by provided ongoing professional development.

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	No
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	69%
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	11	23	33	67
One or more suspensions	0	0	0	0	0	0	16	16	20	52
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	14	9	3	26
Course failure in Math	0	0	0	0	0	0	3	10	4	17
Level 1 on statewide ELA assessment	0	0	0	0	0	0	40	43	70	153
Level 1 on statewide Math assessment	0	0	0	0	0	0	13	20	35	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	69	88	119	276

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	21	26	38	85

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	2	1	0	3
Students retained two or more times	0	0	0	0	0	0	0	3	0	3

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	11	17	31	59
One or more suspensions	0	0	0	0	0	0	2	12	20	34
Course failure in ELA	0	0	0	0	0	0	1	9	5	15
Course failure in Math	0	0	0	0	0	0	13	16	3	32
Level 1 on statewide ELA assessment	0	0	0	0	0	0	19	28	55	102
Level 1 on statewide Math assessment	0	0	0	0	0	0	24	44	55	123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	27	69	91	187

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	18	39	45	102

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	0	2	0	2
Students retained two or more times	0	0	0	0	0	0	0	3	0	3

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	11	17	31	59
One or more suspensions	0	0	0	0	0	0	2	12	20	34
Course failure in ELA	0	0	0	0	0	0	1	9	5	15
Course failure in Math	0	0	0	0	0	0	13	16	3	32
Level 1 on statewide ELA assessment	0	0	0	0	0	0	19	28	55	102
Level 1 on statewide Math assessment	0	0	0	0	0	0	24	44	55	123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	27	69	91	187

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	18	39	45	102

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	0	2	0	2
Students retained two or more times	0	0	0	0	0	0	0	3	0	3

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*	75	56	49	75	55	50	70		
ELA Learning Gains				64			53		
ELA Lowest 25th Percentile				53			37		
Math Achievement*	83	60	56	76	43	36	66		
Math Learning Gains				78			35		
Math Lowest 25th Percentile				66			29		
Science Achievement*	61	55	49	62	54	53	58		
Social Studies Achievement*	91	72	68	91	64	58	86		
Middle School Acceleration	80	74	73	73	56	49	65		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	74	50	40	75	77	76	67		

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	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	6

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	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	713
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	49			
ELL	66			
AMI				
ASN	92			
BLK	62			
HSP	78			
MUL				
PAC				
WHT	82			
FRL	73			

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%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	46			
ELL	62			
AMI				
ASN	81			
BLK	56			
HSP	72			
MUL				
PAC				
WHT	74			
FRL	68			

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)

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	75			83			61	91	80			74
SWD	49			58			14	74	50		5	
ELL	58			74			28	84	76		6	74
AMI												
ASN	89			95							2	
BLK	56			67			41	82			4	
HSP	75			84			62	91	79		6	74
MUL												
PAC												
WHT	82			83			59	92	93		5	
FRL	70			77			56	88	71		6	77

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	75	64	53	76	78	66	62	91	73			75
SWD	39	52	43	40	53	47	19	71				
ELL	57	60	54	62	71	65	28	83	63			75
AMI												
ASN	77	62		92	92							
BLK	52	44	43	48	75	70	44	71				
HSP	76	64	56	76	78	66	62	92	71			77
MUL												
PAC												
WHT	80	68	39	82	85	57	70	100	87			
FRL	72	63	52	72	76	65	57	89	67			71

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	70	53	37	66	35	29	58	86	65			67
SWD	32	28	17	28	22	17	22	69	47			
ELL	55	47	43	53	28	27	17	77	46			67
AMI												
ASN	76	43		80	36		70		85			
BLK	47	30	7	40	19	18	33	69	40			
HSP	71	54	41	66	34	30	58	85	64			66
MUL	90	70										
PAC												
WHT	74	56	35	73	44	35	63	97	72			
FRL	66	49	35	61	31	29	50	81	58			62

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	70%	50%	20%	47%	23%
08	2023 - Spring	68%	51%	17%	47%	21%
06	2023 - Spring	70%	50%	20%	47%	23%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	84%	58%	26%	54%	30%
07	2023 - Spring	56%	48%	8%	48%	8%
08	2023 - Spring	76%	59%	17%	55%	21%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	49%	40%	9%	44%	5%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	56%	42%	50%	48%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	65%	24%	63%	26%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	68%	18%	66%	20%

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.

According to the 2023 state performance data, the data component with the lowest performance was in 8th grade science, with 53% of students scoring proficient. Possible contributing factors are:
- 8th grade students taking Physical Science may not be adequately prepared for the 8th grade science test due to a shift in curriculum and test preparation.
- Deficiencies in targeted data-driven instruction based on student performance throughout the year to ensure mastery of the standards.

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

According to the 2023 state performance data, the data component that showed the greatest decline from the previous year was Social Studies with a 12% decline in proficiency, going from 92% to 86%. Possible contributing factors are:
- Instructional changes made from the previous year.
- Frequent medically-related teacher absences from personnel that directly impacts quality instruction.

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.

According to the 2023 state performance data, the data component that has the greatest gap when compared to the state average was Science with a 7% gap. While the school scored at a 53% proficiency rate, the state average was 60%. A possible contributing factor is a deficiency in targeted data-driven instruction based on student performance throughout the year to ensure mastery of the standards.

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

According to the 2023 state performance data, the data component that showed the most improvement was in Math from 68% to 75%, specifically 8th grade showed significant gains from 48% to 76%. Possible contributing factors include:
- Effective data-driven targeted instruction to meet student needs.
- Effective remediation with use of IXL program to target low performance on specific standards.

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

Based on data from 2023 Early Warning Signs, two potential areas for concern are:
- Attendance trends of our rising 8th graders
- Substantial reading deficiency of our rising 8th grade.

This cohort had the highest number of students with two or more EWS indicators.

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

Based on 2023 performance data, our highest instructional priorities are:
- Increasing proficiency on the 8th grade Science test.
- Increasing Civics EOC performance which declined from 92% in the prior year to 86%.
- Increasing Biology EOC performance which declined from 95% in the prior year to 89%.
rising 8th grade math (decreased 73 to 56)
- Increase proficiency in ELA performance, which showed a 4% decline from 73% to 69%.

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 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 2022-2023 FAST PM3 data, ELA proficiency decreased from 73% in 2021-2022 to 69%. A major contributing factor is the ELL group, of which only 44% showed proficiency. To increase student readiness and their ability to master grade level tasks, we will implement the Targeted Element of Differentiated Instruction.

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, there will be a 4% increase of the ELL students, as well as the overall student body, showing proficiency on the FAST ELA Reading by the completion of PM3.

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

Student progress will be monitored using the following data tools: FAST ELA Reading PM 1 and PM 2, i-Ready AP 1 and AP 2, and teacher generated assessments and observations. The ELA and Math department heads will meet with their respective departments to review data-driven lesson plans that target student needs. The administrative team will conduct daily/weekly walkthroughs to ensure evidence of differentiated instruction is taking place in the classroom. In addition, teachers will share DI best practices at each faculty meeting so that the staff can support each other and offer ways to improve their instruction.

Person responsible for monitoring outcome:
Karina Cahill (kcahill@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.

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

Differentiated instruction is a strategy intended to ensure that all students master the instructional standards being taught. Since students learn in a variety of modalities, it is paramount that teachers adapt and modify instructional delivery as needed for all students to reach proficiency. Differentiation should be based on individual student performance data.

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.

Provide professional development for teachers on differentiation strategies and potential groupings. This will prepare teachers to better plan for differentiated instruction once baseline data becomes available.

Person Responsible: Karina Cahill (kcahill@dadeschools.net)

By When: August 14 - September 29, 2023

Teachers will analyze data from students' FAST ELA Reading PM1 and determine instructional needs. This will allow teachers to create data-driven lesson plans and plan for differentiation based on individual areas of growth.

Person Responsible: Karina Cahill (kcahill@dadeschools.net)

By When: August 14 - September 29, 2023

Teachers will meet biweekly with their department to share best practices and effective differentiation strategies. As a result, teachers will be able to improve and adjust their instruction to ensure improved student progress. The administrative team will conduct walkthroughs to ensure evidence of Differentiated Instruction taking place, including review of lesson plans indicating strategy for student groupings.

Person Responsible: Karina Cahill (kcahill@dadeschools.net)

By When: August 14 - September 29, 2023

#2. Instructional Practice specifically relating to Science

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

According to 2022-2023 Grade 8 NGSSS Science Assessment, 8th Grade Science Proficiency scores increased by 6% proficiency from 43% in the previous year to 49%. To increase student proficiency in the 2023-2024 Grade 8 NGSSS Science Assessment, the science department will focus on data-driven instruction and differentiated instruction to guide lesson planning, drive instruction, and differentiate instruction with the Edgenuity Science Program.

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

Student proficiency scores in the 2023-2024 NGSSS 8th Grade Science PM3 Assessment will increase by 5% from 49% in the 2022-2023 NGSSS 8th Grade Science PM3 Assessment when data driven instruction and differentiated instruction is implemented via guided lesson planning, data drive instruction, and differentiated instruction with the Edgenuity Science Program.

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

The Leadership Team, Angela Holbrook, Principal, Karina Cahill, Assistant Principal, Ronald Lherisson, Assistant Principal, and Jovany Corzo, Science Department Chairperson, will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation. Data Analysis of formative assessments will be reviewed monthly to observe progress.This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome:

Karina Cahill (kcahill@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 Differentiation, our school will focus on data from District topic tests via Performance Matters. This will help guide and plan for differentiated instruction with the Edgenuity Science Program for students assigning lessons on low performing standards. Within the Targeted Element, Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations leading to guided instruction.

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

Data- Driven Instruction and Differentiated Instruction were selected to efficiently use data from District Topic Tests to guide instruction, remediate low performing standards, and to differentiate instruction tailored to students' specific educational needs. These two strategies will help teachers tailor lessons that reflect students' instructional 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

Provide Professional Development for Science teachers on effective implementation of differentiated instruction and the use of the Edgenuity Science program, that is aligned to 8th grade science benchmarks. As a result, teachers will identify different types of differentiated instruction and how to efficiently use the Edgenuity program.

Person Responsible: Karina Cahill (kcahill@dadeschools.net)

By When: August 14 - September 29, 2023

8th grade Science teachers will analyze the data from the district 8th grade Science Baseline Assessment. Teachers will identify low performing standards for student subgroups, classes, and individual students. As a result, teachers will have the necessary data to create effective lesson plans to differentiate instruction tailored to students' needs.

Person Responsible: Karina Cahill (kcahill@dadeschools.net)

By When: August 14 - September 29, 2023

Teachers will develop lesson plans using data district assessment that address students' needs. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups. Teachers will also use Science Edgenuity Program to assign lessons for remediation of low performing standards. The science department head and grade level leaders will monitor implementation and provide support at department meetings. In addition, the administrative team will conduct walkthroughs and observations to look for evidence of DI taking place in the classroom.

Person Responsible: Karina Cahill (kcahill@dadeschools.net)

By When: August 14 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Attendance

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 MDCPS Instructional Staff Attendance Report, 49 members of the Arvida Middle School staff were present for 90.81% of the school days. 25.63% of the absences were reported to take place on Fridays. 17 teachers were reported to have 10 or more absences unrelated to professional development. None of the staff members exhibited perfect attendance. To positively impact the learning environment for all students and to ensure the continuity of daily instruction in the classroom, we will implement the targeted element of Teacher Attendance.

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

With the implementation of a positive behavior support plan for faculty members, there will be a 4% increase in teacher attendance that will also impact school-wide academic achievement.

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

Staff attendance will be monitored with the MDCPS Instructional Staff Attendance Report on a monthly basis by the principal.

Person responsible for monitoring outcome:

Angie Holbrook (pr6021@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 Teacher Attendance, our school will focus on the Evidence-based Intervention of: Rewards/Incentives. Teacher absence adversely impacts students' educational environment, academic progress, and instruction continuity. Empowering teachers to improve their work attendance by increasing their commitment to the school's mission and vision will positively impact its culture and environment. A reward/incentive system will be implemented to improve teacher attendance. Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs.

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

Due to the district-wide shortage of substitute teachers, meaningful lessons are not implemented with fidelity during teacher absence from the classroom. Rewards/Incentives will help with improving teacher attendance. Providing teachers with positive reinforcement support systems and alternatives of support that will allow them to be present at work will positively impact student achievement. Upon review of 2022 - 2023 proficiency data, it was noted that a majority of the students who did not score proficient were in classes with teachers who experienced significant time out of the classroom. A correlation was drawn between teacher attendance and student achievement. Therefore, if teacher attendance improves, this will ensure that students are receiving high-quality instruction for a larger percentage of the school year.

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.

Provide each teacher with an absence report from the previous year and an a total number of instructional hours lost due to absence.

Provide each teacher with a 4% improvement plan goal and a copy of the school calendar. Teachers will analyze their attendance reports and will create an action plan to improve their attendance for the new school year. The principal will monitor staff attendance.

Person Responsible: Angie Holbrook (pr6021@dadeschools.net)

By When: August 14 - September 29, 2023

Attendance reports will be reviewed on a monthly basis. Award each teacher with perfect attendance a reward pin during each faculty meeting. Reward each department with perfect attendance with a pizza party the last day of the month. Attendance reports will be reviewed each 9 weeks. Reward perfect attendance teachers with additional in-house incentives.

Person Responsible: Angie Holbrook (pr6021@dadeschools.net)

By When: August 14 - September 29, 2023

Conduct meetings with staff members once they reach 5 absences to determine if support is needed and to analyze the impact on instruction.

Person Responsible: Angie Holbrook (pr6021@dadeschools.net)

By When: August 14 - September 29, 2023

#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 Data, 75% of the students disagree with the following statement: "Students follow the school rules at my school". To positively impact the learning environment for all students, we will implement the targeted element of Early Warning Systems related to student discipline.

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

With the implementation of a positive behavior support plan for students, there will be a 10% decrease of disagreement related to disciplinary incident in the school.

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

Disciplinary infractions will be monitored on a weekly basis by grade level by each administrator.

Person responsible for monitoring outcome:

Angie Holbrook (pr6021@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 Evidenced-based Intervention of: Positive Behavior Support (PBS). PBS is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

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

Positive Behavior Support (PBS) systems and alternatives of support will inspire students to follow the school rules and, in turn, positively impact school-wide academic achievement. Because learning environments directly influence the learning outcomes of student achievement, students must feel empowered with support networks and strict guidelines to ensure their success.

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.

Provide all students with the student handbook and review the discipline, uniform and tardy policies. Provide each student with a success tracker for the year based on the school's "7 Habits of the Most Successful Vikings" initiative.

Person Responsible: Angie Holbrook (pr6021@dadeschools.net)

By When: August 14 - September 29, 2023

Success plan will be reviewed by grade level administrator at the time of each infraction or school violation. Student services will implement an RJP behavior strategy from the "7 habits for Highly Effective Teens" book. Teachers and administrators will encourage, support, and model the "7 Habits of Highly Effective Teens."

Perfect uniform days will be awarded once per week with stickers.

Perfect "on time to school days" will be rewarded with candy once per month.

Quarterly celebration will reward students with perfect attendance and those exhibiting MDCPS core values and the "7 Habits".

Person Responsible: Angie Holbrook (pr6021@dadeschools.net)

By When: August 14 - September 29, 2023

Teachers and administrators will communicate with parents regularly to celebrate positive behavior and to discuss patterns of behavior that need improvement so that school personnel can work collaboratively with families to implement effective behavior reinforcement/modification strategies that are tailored to each student.

Person Responsible: Angie Holbrook (pr6021@dadeschools.net)

By When: August 14 - September 29, 2023