

Miami-Dade County Public Schools

Andover Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Andover Middle School

121 NE 207TH ST, Miami, FL 33179

<http://andover.dadeschools.net/andover>

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.

Andover Middle School's mission is to create a safe and effective learning environment that will provide educational and career opportunities for all students while meeting the needs of our multicultural community.

Provide the school's vision statement.

Andover Middle School will provide a learning environment that will foster educational and career opportunities for all students.

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
Nicholas, Malcolm	Principal	Mr. Malcolm Nicholas, as Principal, ensures Andover Middle School has a common vision for the implementation of data-based decision-making during scheduled Leadership Team/Faculty Meetings. At these meetings, he ensures the school-based teams are implementing and reviewing student data/trends, intervention/strategies for the lowest 25% & 35%, the progress of ongoing data chats, visibility on campus, and communication with parents regarding school based initiatives and activities..
Wilson, Kerian	Assistant Principal	Ms. Kerian Wilson, as Assistant Principal, oversees the execution of school-wide instructional programs, the continual assessment of schoolwide data/protocols, and the alignment of school-wide instructional programs with the academic focus for student achievement. Facilitates school-based team meetings, encourages intervention support collaboration, monitors school-based professional development, monitors student attendance/MTSS problems, and interacts with teachers and parents about school-based activities.
Hubert, Latrice	Reading Coach	Ms. Latrice Hubert, as Reading Coach, aids in the coordination and implementation of the K-12 Comprehensive Research-based Reading Plan. Additionally, she uses the coaching model with fidelity to plan, demonstrate, and provide feedback to administration, teachers, and district officials. Conducts school-based professional development that is connected with student needs and B.E.ST. standards. Collaborates and monitors invention for identified students.
Neilly-Johnson, Dennen	School Counselor	Ms. Deneen Neilly-Johnson, as Student Services Department Chair, provides guidance on school and district student service plans/mental health, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding crisis management.
Preston, Priscilla	Teacher, K-12	Priscilla Riley-Preston, as Social Studies Department Chair, informs the social studies department on national, state, and local curricula. Attends professional development opportunities/conferences on social studies education and on education problems that are a focus for the school and/or district (i.e. law academy, Synergy, PLCs, Schoology, etc.). Guides the articulation of course content, skills, evaluation, and grading throughout the department's course offerings. Develops and implements a vision for the department's

Name	Position Title	Job Duties and Responsibilities
		<p>overall curriculum and its component courses (i.e. core courses, elective courses, Gifted and Honors courses). Aligns the department's objectives with those of the building and district. Identifies and provides for the professional development needs in the department.</p>
Strozier, Michael	Teacher, K-12	<p>Mr. Michael Strozier, as Math Department Chair, acts as a curriculum leader by assisting in the examination of lesson plans and the creation of curriculum, goals, and philosophies. Assists instructors in the development of strategies to improve pedagogy, including classroom management techniques, and offers insight on policies and procedures. Coordinates departmental responsibilities, such as the preparation of reports, agendas, minutes, and surveys. Recommends curricular offerings and teachers for instructional assignments; monitors the department's pacing. Examines the status of the department in relation to new benchmarks and objectives for the B.E.S.T. standards and provides job embedded professional development.</p>
Allen, COnsuella	Teacher, K-12	<p>Ms. Consuella Allen, as Science Department Chair, develops course objectives and a course structure in accordance with curricular guidelines for science members. Assigns lessons and evaluates student progress via departmental data. Prepares and conducts district examinations to evaluate student progress, records results, and provides reports to school administration at the monthly meeting of the leadership team. Maintains attendance and grade records according to school requirements. Assists department members with academic concerns. Meets with department members weekly to discuss current academic and new standards. Participates in faculty and professional meetings, academic conferences, and job-embedded professional development.</p>
Davis, Ariel	Teacher, K-12	<p>Mr. Ariel Davis, as Physical Education Department Chair, builds a physical fitness program based on the most recent training and conditioning methods. Knows the most recent regulations, methods, and proper conduct for a variety of physical activities. Maintains attendance and grades in accordance with school and Dade County Public School Board requirements. Manages the classroom through verbal and nonverbal approaches. Develops an interest and skill set that will support future physical activity engagement. Effective instructional planning, as seen by the departmental lesson plans, is utilized. Participates in faculty meetings, professional meetings, and job embedded professional development.</p>
Lebrun, Dwayne	Other	<p>Mr. Dwayne Lebrun, as Verizon Innovative Coach, provides guidance with school-wide support and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>modeling with instruction to infuse technology with grade-level coursework. In addition, serves as the school's assigned Digital Innovation Leader, facilitates school/district surveys for student and staff data collection initiatives, reinforces the utilization/ implementation of VILS/District initiatives based on student and staff needs, and coordinates in-person and virtual professional development, assists with technical device issues, and provide workshops for parents/students based on technological needs, and implement procedures for device collection and distributions school-wide.</p>

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 School Improvement Plan (SIP) of Andover Middle School was developed with the help of various stakeholders, including the school's leadership team, teachers, parents, students, business leaders, and the Educational Excellence School Advisory Council (EESAC). Our SIP development process followed a specific approach to ensure that everyone felt valued and participated in the plan's creation. We first established a collaborative framework that encouraged all stakeholders to provide feedback. We then explained the plan's purpose, objectives, and expected outcomes. We used online-accessible parent surveys, and monthly EESAC meetings, and encouraged constructive input and suggestions to collect feedback. This helped us gain support, obtain feedback, and maintain transparency. Next, we gathered and analyzed relevant data, such as academic performance data, student and parent surveys, feedback from previous years, and research on the most effective educational practices. Based on this analysis, we established measurable improvement objectives. We incorporated feedback into the draft SIP and revised and adjusted it as necessary to reflect a consensus regarding the school's areas of focus. Once finalized, we will distribute the plan to all stakeholders, along with an explanation of how their input affected the plan. We allowed stakeholders to ask questions, seek clarification, and understand their duties and responsibilities in implementing the SIP. We established mechanisms to monitor and assess progress and engaged stakeholders frequently in evaluating progress, making adjustments as necessary, and recognizing achievements.

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 leadership team of Andover Middle School will collect and analyze various sources of data, such as student baseline data, bi-weekly assessments, district topic assessments, I-READY data reports, attendance records, and discipline data. We will break down this information by subgroups of students to identify any disparities in achievement. To evaluate the effectiveness of the SIP, we will regularly monitor progress. This will involve reviewing data at specific intervals, such as bi-weekly or quarterly, to measure

the progress made in achieving identified goals and objectives. The school will track the progress of individual students as well as subgroups. Based on the analysis, review, and evaluation of data, the school will revise the SIP as needed to ensure continuous improvement. This may involve modifying existing strategies, adding new interventions, or reallocating resources to better address the achievement gaps. The revisions will be data-driven and focused on evidence-based instructional practices. Additionally, Andover Middle School will offer ongoing opportunities for professional development to teachers and staff to support the implementation of revised strategies and interventions. This training will address specific instructional practices, standard aligned instruction, differentiation strategies, or other areas identified as needing improvement.

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: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	20	26	30	76	
One or more suspensions	0	0	0	0	0	0	15	20	14	49	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	21	3	2	26	
Course failure in Math	0	0	0	0	0	0	5	11	2	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	52	54	46	152	
Level 1 on statewide Math assessment	0	0	0	0	0	0	61	56	42	159	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	86	113	86	285	

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	54	50	40	144	

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	22	15	3	40
Students retained two or more times	0	0	0	0	0	0	6	6	1	13

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	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	1	0	1	
Course failure in ELA	0	0	0	0	0	0	25	17	14	56	
Course failure in Math	0	0	0	0	0	0	26	24	22	72	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	25	27	34	86	
Level 1 on statewide Math assessment	0	0	0	0	0	0	23	35	33	91	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	30	30	27	87	

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	16	5	16	37	
Students retained two or more times	0	0	0	0	0	0	10	4	0	14	

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	25	17	14	56
Course failure in Math	0	0	0	0	0	0	0	26	24	22	72
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	25	27	34	86
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	23	35	33	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	86	113	86	285

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	30	30	27	87	

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	16	5	16	37	
Students retained two or more times	0	0	0	0	0	0	10	4	0	14	

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*	46	56	49	38	55	50	35		
ELA Learning Gains				53			35		
ELA Lowest 25th Percentile				55			32		
Math Achievement*	38	60	56	18	43	36	16		
Math Learning Gains				41			12		
Math Lowest 25th Percentile				56			18		
Science Achievement*	38	55	49	22	54	53	28		
Social Studies Achievement*	65	72	68	62	64	58	46		
Middle School Acceleration	87	74	73	42	56	49	42		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	41	50	40	69	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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	456
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	19	Yes	4	2
ELL	35	Yes	1	
AMI				
ASN				
BLK	51			
HSP	38	Yes	1	
MUL				
PAC				
WHT				
FRL	51			

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	27	Yes	3	1
ELL	41			
AMI				
ASN				
BLK	46			
HSP	47			

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%
MUL				
PAC				
WHT				
FRL	45			

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	46			38			38	65	87			41
SWD	10			10				37			3	
ELL	32			30			20	52			5	41
AMI												
ASN												
BLK	49			38			39	68	85		6	27
HSP	25			33			33	44			5	55
MUL												
PAC												
WHT												
FRL	45			36			35	63	87		6	38

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	38	53	55	18	41	56	22	62	42			69
SWD	16	41	53	7	21	29	20	25				
ELL	26	56	68	16	44	39	9	40				69
AMI												
ASN												

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
BLK	38	52	55	17	40	57	19	63	36			80
HSP	41	55	54	26	41		43		67			
MUL												
PAC												
WHT												
FRL	37	53	56	18	40	55	21	61	41			69

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	35	35	32	16	12	18	28	46	42			32
SWD	15	16	13	7	16	9	7	15				
ELL	28	36	31	17	12	15	24	47	31			32
AMI												
ASN												
BLK	33	34	32	14	12	17	25	45	38			25
HSP	43	37	33	27	18		53	52	56			
MUL												
PAC												
WHT												
FRL	34	35	32	16	12	18	29	44	45			27

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	42%	50%	-8%	47%	-5%
08	2023 - Spring	42%	51%	-9%	47%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	41%	50%	-9%	47%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	58%	-33%	54%	-29%
07	2023 - Spring	38%	48%	-10%	48%	-10%
08	2023 - Spring	48%	59%	-11%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	40%	-11%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	56%	34%	50%	40%

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

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	65%	29%	63%	31%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	68%	-5%	66%	-3%

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 8th Grade Science. The data indicates a 10-percentage point increase when comparing the 2021-2022 (22%) academic year to the 2022-2023 (32%) academic year. However, this content reflects the least proficiency when compared to ELA (42%), Math (38%), Social Studies (64%), and Acceleration (95%). The factors that contributed to only 32% of the 2022-2023 8th Grade cohort achieving proficiency include the potential to consistently execute lessons following the pace outlined by the Instructional Focus Calendar, opportunities for increased participation in professional development, room for more effective instruction of 6th and 7th grade standards, implementation of essential labs.

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

During the 2022-2023 academic year, Andover Middle School did not have a decline in any state assessment component, however, there was a minimal increase in Social Studies. The data indicates that 64% of students were proficient in 2023 compared to 63% proficient in 2022. This represents a 1 percentage point increase from the previous year. The contributing factors to our minimal increase in Social Science were teacher absences, instructional pace, and inconsistent execution of differentiated instruction/situation stations.

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.

The greatest variance from the state average was achieved in 6th-grade Mathematics. While the state average was 47%, as evident in PowerBI the school's average scale score was 24% proficient on the 2023 Florida Assessment of Student Thinking. The contributing factors that led to this gap in data were the content knowledge gap of our new teacher, new state standards, low teacher attendance in the Math department meetings, inconsistent job-embedded Math professional development, and inconsistent support and intervention.

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

According to the 2022-2023 FAST PM3 mathematics data, the data component that showed the greatest improvement was 8th-grade Math. FAST Math PM3 proficiency was 50% compared to FAST PM1 with a proficiency of 7%. The newly implemented practices included the use of collaborative planning to create lessons that aligned with the core classes' instructional framework. In addition, all grade levels were also given calculators to use during whole group and independent practice to assist with problem-solving.

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

Two possible areas of concern are improving staff morale and student and staff attendance. High staff morale contributes to better collaboration and regular attendance to maintain an effective learning environment. Poor staff attendance rates lead to gaps in learning and hinder the overall success of students and staff. Possible interventions are having tangible and intangible systems in place that can lead to improved staff morale and improved student and staff attendance. The administration will write attendance memos, celebrate students and teachers who are consistently present, and assist teachers with issues they may have regarding attendance. Students and parents will take part in the Attendance Review Committee meetings as they have been identified as needing intervention.

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

Our top priorities for school improvement for the 2023-2024 academic school year in order of importance are:

By introducing instructional support, such as push-in and pull-out sessions, across all curriculum areas from the start of the academic year, we want to close the achievement gap for all students, including SWD and ELL subgroups. To enhance 7th-grade Math remediation, we intend to boost both student and staff attendance rates while also fostering staff morale and a positive school culture through team building and cultivating a sense of ownership. With a dedication to instructional fidelity, we will concentrate on the science benchmarks for students in grades 6 and 7.

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 Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Statewide Science Assessment data, 32% of 8th-grade students were proficient in Science compared to the state average of 47% and the district average of 50%. A comparison of the 2021-2022 (22%) and 2022-2023 (32%) academic years indicates a 10-percentage point increase. However, this content reflects the least proficiency when compared to ELA (42%), Math (38%), Social Studies (64%), and Acceleration (95%). The factors that contributed to only 32% of 2022-2023 8th Grade cohort achieving proficiency include the potential to consistently execute lessons following the pace outlined by the Instructional Focus Calendar, opportunities for increased participation in professional development, room for more effective instruction of 6th and 7th grade standards, and implementation of essential labs.

Measurable Outcome:

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

With the implementation of Ongoing Progress Monitoring (OPM), we will achieve a cumulative science score of 39% proficiency. This cumulative score includes student performance on the 8th Grade Science Statewide Science Assessment (SSA) and Biology EOC.

Monitoring:

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

The Leadership Team will participate in weekly common planning to conduct mini-data chats and discuss what decisions teachers are making based on the data. During planning the leadership team will ensure that teachers are planning for feedback days, in which teachers will provide students with graded student work. Administration will also conduct weekly walkthroughs to ensure that students have individualized data trackers, student work products are completed, 6th and 7th-grade benchmarks are being implemented within select lessons, and teachers are staying on pace according to the IFC.

Person responsible for monitoring outcome:

Malcolm Nicholas (pr6023@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 Science, our school will focus on the Evidence-Based Intervention of Ongoing Progress Monitoring (OPM). OPM will be used to assess students' academic performance, quantify a student's rate of improvement or responsiveness to instruction, and evaluate the effectiveness of instruction. OPM will be implemented with individual students or an entire class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring (OPM) is the regular assessment of student progress to track their learning over time. It is a key component of Response to Intervention (RTI), a multi-tiered system of support that is used to identify and provide interventions to students who are struggling academically.

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 collaborative planning, teachers, administrators, and district support will review the instructional focus calendar to identify lessons in which 6th and 7th-grade benchmarks will be integrated, student feedback days, and conduct student data chats.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

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

Ongoing progress monitoring will be used to monitor student mastery on benchmarks. Data sources will include exit tickets, quizzes, independent practice, and unit assessments. Teachers will monitor student progress on unit assessments through an Excel tracker. Teachers will identify which standards students are struggling with and remediate those benchmarks through bell ringers, as well as integrate them into daily 8th-grade lessons.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

By When: September 11, 2023 - September 29, 2023

Teachers will implement individualized, student data trackers, which will assist in investing students in their learning. This will allow students to keep track of their personal performance and create individualized goals.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

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

Teachers will execute feedback days to ensure that students are given the opportunity to reflect on their progress and review feedback on work products. This will support an increase in student investment.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

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

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

According to the data evaluation of our ESSA subgroups, our Students with Disabilities did not meet the federal index of 41%. For this subgroup, the federal index was 27%. To provide strategic support for this group we will adopt the Targeted Element of Students with Disabilities. The contributing factor that led to a lower federal index for this group was inconsistent push-in/pull-out support by our ESE teacher, effective use of Individualized Educational Plans (IEP) to incorporate student accommodations, and a lack of student self-advocacy abilities.

Measurable Outcome:

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

By May 2024, 7% of the Students With Disabilities subgroup will be proficient on the Math Florida Assessment of Student Thinking (FAST) PM3 and 5% on the ELA Florida Assessment of Student Thinking (FAST). The federal index will also fall above 41%

Monitoring:

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

The Leadership Team will make sure that tailored instruction for Students with Disabilities are aligned with grade-level standards. Our teachers will participate in weekly collaborative planning meetings and give daily assignments that are personalized to each student's needs in order to accomplish this goal. Our instructional coaches will collaborate closely with teachers to implement successful pedagogical approaches that meet the requirements of Students with Disabilities. Lesson plans will be periodically reviewed by administrators to ensure they adhere to the standards and that Individualized Educational Plans (IEPS) are being implemented with the required accommodations. Additionally, we will discuss the academic development of Students with Disabilities during biweekly data chats with teachers and support personnel. In order to guarantee that every student receives the assistance they need to succeed, we will examine student data collectively, identify trends, and create appropriate interventions or modifications.

Person responsible for monitoring outcome:

Kerian Wilson (mskwilson@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.)

Our school will concentrate on the Evidence-based Intervention of Effective Questioning/Response Techniques for students in the Targeted Element of Students With Disabilities. For students with disabilities who might require additional time or specialized interventions to comprehend particular Reading and Math standards, Effective Questioning/Response Techniques will be used as remedial support. This intervention will occur during push-in/pull-out instruction, small-group instruction, after-school tutoring, and the Eagles Success Academy.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Extended Learning Opportunities are activities designed to provide learning opportunities for students beyond the school day as well as enrichment opportunities for students. These opportunities are designed to enhance students education, foster skill development, and provide enrichment in various subjects.

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 chair of the ESE department will provide all teachers with Individualized Educational Plans (IEPS) for their students who have disabilities. This will enable teachers to have a better comprehension of the accommodations that their students require to succeed academically.

Person Responsible: Kerian Wilson (mskwilson@dadeschools.net)

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

Teachers will review current FAST student data and tier students for initial data chats. As a result, teachers will review student data to develop and set student learning goals and target specific standards.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

By When: September 11, 2023 - Ongoing

ESE department chair and teachers will collaborate and identify specific standards to target during the instruction for the first nine-weeks, based on current FAST data outcomes. As a result, the ESE department chair will edit the ETO Instructional Focus Calendars to target the instructional needs of students.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

By When: September 7, 2023-Ongoing

Administrators will conduct walkthroughs to ensure teachers are providing accommodations during lessons and that modifications made to lessons and the instructional focus calendar are reflected in lesson delivery.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

By When: August 2023-Ongoing

To support student self-advocacy, ESE certified teachers will review accommodations with students during data chats. This will ensure that students are aware of the accommodations they are to receive as outlined by their IEP. Students will then have the knowledge to advocate for themselves.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

By When: September 7, 2023 -Ongoing

#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 2021-2022 School Climate Survey, 55% of teachers incurred ten or more absences as compared to the 2022-2023 survey where 50% of teachers incurred 10 more absences. While we acknowledge the 5% decrease in percentages, we will still implement the Targeted Element of Teacher Attendance. Based on the data, an identified contributing factor is 43% of teachers feel overloaded and overwhelmed as evidenced by the School Climate Survey. Teachers are often asked to cover classes because of the lack of substitute teachers which leads to them having an overcrowded classroom. We also had a few teachers who utilized FMLA due to personal and family health concerns. This also impacted 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 Attendance Initiatives, the teacher absentee rate will decrease by 10% (a total of 40%) by May 2024 as evident by the 2023-2024 School Climate Survey.

Monitoring:

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

School administrators will consistently monitor teacher attendance through various methods such as checking the attendance tracking system and pulling weekly attendance reports. This system is digital and enables teachers to log their attendance electronically. Regular attendance reports will be generated to analyze attendance data and identify areas of concern such as consistently absent teachers. Clear protocols for teachers to report their absences will be utilized, including notification deadlines and required documentation. Teachers will provide valid documentation or reasons for their absences to ensure transparency in the attendance monitoring process. An absence is considered unexcused unless the teacher provides prior notice to their supervisor and has sufficient reason for the absence. Valid reasons for absence include illness, family emergency, jury duty, and military duty. Teachers who are absent for more than three consecutive days without notifying their supervisor will be considered to have abandoned their job. Regular analysis of attendance data can identify trends and areas for improvement. Communication with teachers regarding attendance expectations and regular updates and incentives will encourage positive attendance behaviors. Collaboration with the Miami Dade County Public Schools Human Resources department is also crucial to ensure that attendance policies and procedures are consistently implemented, and any prolonged or excessive absences are addressed promptly.

Person responsible for monitoring outcome:

Malcolm Nicholas (pr6023@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 Attendance, we have selected the evidence-based intervention of Strategic Attendance Initiatives. Strategic Attendance Initiatives will be designed to address attendance challenges, promote regular attendance, and achieve specific attendance goals related to teacher attendance. Teachers play an essential role in the classroom, and their constant presence ensures continuity in lesson delivery and the implementation of planned curriculum and instructional strategies. This consistency fosters a conducive learning environment, resulting in students' constant progress. In addition, teacher attendance has a positive effect on student engagement and academic achievement because it permits immediate feedback, individualized assistance, and prompt responses to questions. Consistent teacher attendance also facilitates the development of strong relationships and rapport with

students, fostering an atmosphere of trust and a conducive learning environment. Teachers serve as academic and personal role models by exhibiting professionalism, accountability, and commitment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance. Strategic Attendance Initiatives will be designed to address teacher attendance challenges, promote regular attendance, and achieve specific attendance goals related to teacher attendance.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The importance of attendance and District Attendance Policies will be reviewed by administrators at the Opening of School Meetings. As a result, teachers will be aware of the importance of daily attendance, expectations, and procedures prior to the beginning of the school year.

Person Responsible: Kerian Wilson (mskwilson@dadeschools.net)

By When: August 10, 2023 - August 16, 2023

Administrators will monitor teacher attendance daily and announce which departments have perfect attendance in order to encourage all teachers to come to school every day. As a result, teachers will be encouraged to have perfect attendance so that their department can be highlighted.

Person Responsible: Kerian Wilson (mskwilson@dadeschools.net)

By When: August 10, 2023 - September 29, 2023

All teachers who have perfect attendance or improved their attendance will receive a certificate by administration during a faculty meeting at the end of the first grading period.

Person Responsible: Kerian Wilson (mskwilson@dadeschools.net)

By When: August 10, 2023 - September 29, 2023

Administrators will communicate with teachers who have been consistently absent and follow district protocol to track teachers on attendance directives.

Person Responsible: Kerian Wilson (mskwilson@dadeschools.net)

By When: August 10, 2023 - September 29, 2023

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

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

According to the 2022-2023 FAST PM3 Assessment data, 24% of 6th-grade students were proficient in Math compared to the state average of 54%. Based on the data, the contributing factors are opportunities for enhanced professional development, the potential to deliver 6th-grade standards more effectively, increased support for instructional practices, and the chance to boost attendance in tutoring sessions.

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, 35% of the 6th-grade students will be proficient on the FAST PM3 Assessment by May 2024.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, ensure grouping of students are based on current data, and follow up with weekly walkthroughs to ensure quality instruction is taking place. Administrators will review weekly lesson plans for indication of differentiation. Data Analysis of formative assessments of students will be reviewed monthly to observe progress. Teachers will create data trackers to facilitate ongoing progress monitoring on a bi-weekly basis. This data will be analyzed during, collaborative planning, leadership team meetings, and faculty meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities and interventions will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Malcolm Nicholas (pr6023@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Math, our school will focus on the Evidence-based Intervention of Differentiated Instruction. As evidenced by the data, our current cohort of 7th-grade students will need strategic support to remediate any gaps in knowledge. In addition, we also have a new teacher in 7th grade this year who will require strategic support to ensure students are mastering benchmarks. Differentiated Instruction will be used to ensure that the needs of all learners are met. Differentiated Instruction will include checks for understanding during whole group instruction. These checks for understanding will assist teachers in grouping students during small-group instruction. Teachers will also facilitate 3 group rotations, a teacher-led station, a technology station, and an independent practice station. This will allow teachers to use live data during whole-group instruction to address student needs. Students will also demonstrate knowledge/practice through three modes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

During Collaborative Planning, our math lead teacher with guide teachers to identify specific standards that will be targeted during daily instruction, and plan how to effectively differentiate student learning paths for the first nine weeks. As a result, teachers and department chairs will create a school-wide Instructional Focus Calendar to target the instructional needs of students.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

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

Lead teacher will model how to effectively execute a lesson following the ETO-provided framework. This framework will a lot the time teachers will need to differentiate instruction. Administrators will conduct walkthroughs to observe teachers implement differentiated instruction. Teachers will be provided with feedback, admin will also debrief with instructional support to ensure that additional support is provided to specific teachers.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

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

Teachers will collaborate and develop data trackers that can be used to track learner progress and performance. As a result, teachers will continue to develop lesson plans that are inclusive of DI instruction.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

By When: September 11, 2023 - September 21, 2023

After administering the FAST PM1 and district assessments, teachers will conduct data chats with students and adjust DI lessons based on the data. As a result, the administration, and department chair will review school-wide data and provide support as needed.

Person Responsible: Malcolm Nicholas (pr6023@dadeschools.net)

By When: September 11, 2023 - September 21, 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).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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.

The SIP is shared with a diverse group of stakeholders through various methods. During the summer Synergy Institute, our leadership team reflects on data and identifies the specific areas of focus for the 2023-2024 school year. During our Opening of Schools meeting, the SIP is shared for the first time with faculty and staff. This is vital as faculty and staff are able to gain a deeper understanding of their role in the school achieving its vision and mission. The staff is also able to provide feedback. This feedback is then implemented into revisions made prior to the SIP being published. The Educational Excellence School Advisory Council (EESAC) meetings provide the opportunity for students, parents, teachers, and community leaders to review the SIP and provide feedback. The SIP is also shared with the leadership team at bi-weekly meetings.

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

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

Building positive relationships with parents, families, and other community stakeholders is essential for a school to fulfill its mission, support the needs of students, and keep parents informed of their child's progress. To facilitate the development of positive relationships across stakeholders we will schedule regular parent-teacher conferences to discuss students' progress and any concerns. We will acknowledge and celebrate the diversity within the school community through holiday celebrations that highlight various cultures. Lastly, we will partner with local businesses, organizations, and community leaders to provide additional resources and support for students and families.

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 SIP's Areas of Focus are Math, Science, Students with Disabilities and teacher attendance. Strengthening the academic program in a school to increase the amount and quality of learning time and provide an enriched and accelerated curriculum requires a comprehensive plan. The school will review and update the curriculum regularly to align with the latest educational standards and best practices. As a school, we will implement differentiated instruction strategies to cater to students with varying learning abilities and styles. By offering before-school, after-school, and weekend programs, this will provide additional learning opportunities for all students. Through the development and implementation of individualized learning plans (IEP), we will ensure students with specific needs receive specialized instruction and related services. Students who have been identified as gifted and talented will be offered advanced courses or opportunities for acceleration. Teachers will be provided with job-embedded, ongoing professional developments to improve their content knowledge and teaching strategies. Lastly, we will analyze data to identify areas where improvement is needed and make data-driven decisions.

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))

N/A

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))

To ensure the well-being of students, Andover Middle School employs a range of strategies and support services beyond academic subject areas. Three counselors are at the school site to provide one-on-one and group counseling sessions to students. These counselors help students with academic, personal, and career-related concerns. They also conduct regular mental health screenings and assessments to identify students who may require additional support. The school has procedures in place to address immediate mental health crises and provides crisis counseling to students in need. Andover implements SEL programs into the curriculum to teach emotional intelligence, self-awareness, and interpersonal skills. Lastly, the school also incorporates RJP to create a nurturing environment that not only supports academic success but also fosters the social and emotional growth of every student.

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))

Preparation for postsecondary opportunities and the workforce is a critical aspect of Andover Middle School. We offer career counseling services to help students identify their interests, strengths, and career goals. Andover Middle School has Cambridge International Examinations Magnet courses, Algebra, Biology, and Geometry programs that provide rigorous coursework and lead to high school credit if students perform well on exams.

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 implementation of a schoolwide tiered model to prevent and address problem behavior, as well as early intervening services, coordinated with activities under the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA) is essential for creating a positive and inclusive learning environment at Andover Middle School. Tier 1 focuses on all students and aims to prevent behavior issues by creating a positive school climate. Tier 2 interventions are offered such as small group counseling or social skills training. Tier 3 interventions receive behavior intervention plans (BIPs), individual counseling, or referrals to specialized services. For students with disabilities under IDEA, IEPs are developed, outlining specific goals, accommodations, and services. Schools ensure that the procedural safeguards and legal requirements of IDEA are followed when providing services to students with disabilities. RTI frameworks are often used to identify and address academic and behavioral issues for all students, including those with disabilities.

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))

Teachers engage in professional development sessions to align curriculum and instructional strategies with assessment standards. This ensures that classroom instruction is closely tied to the skills and knowledge assessed in academic tests. Educators receive training on implementing formative assessments to gauge student progress throughout the school year. Strategies for using formative data to inform instruction are emphasized. During collaborative planning, job-embedded professional development focuses on the principles of data-driven instruction, enabling teachers to adjust their teaching methods based on real-time data. This approach helps target areas where students need additional support. Training is provided on the use of educational technology and data analysis tools to streamline data collection, analysis, and reporting. Teachers learn to leverage technology to differentiate instruction. Andover Middle School implements targeted recruitment efforts to attract qualified educators, particularly in high-need subjects. The MINT mentorship program supports new teachers and assists them in acclimating to the school environment. Lastly, Andover Middle School creates opportunities for experienced teachers to take on leadership roles, such as mentor teachers or department heads. Leadership roles can provide additional incentives for teacher retention.

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))

To ensure a smooth and successful transition, Andover Middle School employ various strategies. We hold regular meetings, workshops, and information sessions for parents and guardians to explain the transition process and expectations during the magnet application process and well as student orientation during the summer. During orientation, parents tour the school building, allowing students to become familiar with their new environment. Lastly, our registrar, facilitate the secure transfer of student records, assessment data, and IEPs.

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: Science	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	\$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