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Ruben Dario Middle School

350 NW 97TH AVE, Miami, FL 33172

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

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Rubén Darío Middle School is to educate all students in a culturally diverse environment by adherence to the highest educational standards and the use of all relevant data for instruction that will empower our students to become productive and competitive citizens in a world of knowledge and technology.

Provide the school's vision statement.

Our vision at Rubén Darío Middle School is to provide students with a safe and structured learning environment that uses a challenging curriculum with data driven instruction and active parental involvement, to assure student learning, critical thinking, and high achievement in all their future endeavors.

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
Boue, Juan	Principal	Oversees the day-to-day operations within the school, including carrying out the school's vision and mission. Additionally, the principal is responsible for articulating the school's goals to all stakeholders — students, faculty and staff, parents, and community members, ensuring the school environment is safe and nurturing, leading to student achievement.
Torrens, Angela	Assistant Principal	Responsible for implementing district and school policies, handling administrative tasks, and assisting with curriculum development. In addition, the assistant principal promotes a positive, caring climate for learning, including participation in the development of improvement plans and effectively communicating school objectives with all stakeholders.
Pena, Lourdes	Teacher, ESE	Responsible for providing support to ensure that students with disabilities demonstrate increased participation and performance in the standard curriculum, statewide assessments, and accountability systems. An additional responsibility is to provide information to students, parents and teachers on how to appropriately implement accommodations for students with Individual Educational Plans (IEPs) and Section 504 plans in the classroom.
Jordan, France-Marie	ELL Compliance Specialist	Provides leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL Program protocols and procedures. Additionally, develops and presents math lesson plans to students, maintaining a safe and respectful classroom environment to optimize student learning.
Walker, Barbara	Teacher, K-12	Develops and implements lesson plans to students in an optimal learning environment to improve student learning outcomes. As ELA department chair, an additional responsibility is assisting in creating the school's yearly improvement plan and tracking students' academic progress in reading and writing.
Rozo, Ileana	SAC Member	As a member of EESAC (Educational Excellence School Advisory Council), works collaboratively with all stakeholders to support the school's mission and vision, fostering an environment and culture which promotes respect, responsibility, and trust. Additionally, plans and administers the social studies instructional program in compliance with district and state guidelines to encourage and motivate students during varied educational experiences, working collaboratively to supports the school's mission and vision, fostering an environment and culture which promotes respect, responsibility, and trust.
Quintana, Vanessa	Other	Via the Verizon Innovative Learning Initiative (VILS), provides teachers with pedagogical support to effectively leverage technology in the classroom. The instructional coach collaborates with teachers to provide basic technological

Name	Position Title	Job Duties and Responsibilities
		support and professional development to support the integration of technology into teaching and learning in the classroom.
Perez, Michelle	School Counselor	Infuses cultural competence, ethical and professional competencies in planning, organizing, implementing, and evaluating the comprehensive school counseling program that enhances student growth by removing barriers to learning. Fosters family and community partnerships to support the social/emotional and academic development of all students, helping students to improve attendance, and to reduce and/or resolve conflicts, thereby promoting the development of skills and behaviors that are critical for academic success.
Cambo, Carlos	Dean	Responsible for overseeing and managing the disciplinary process in the school, ensuring that all students are held accountable for their actions, and that appropriate consequences are imposed for violating school rules and regulations. Receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints.
Martinez, Arianna	Magnet Coordinator	As Magnet Lead Teacher, the professional assists administrators and the Medical Magnet instructor with the implementation of the magnet theme program, providing leadership in student recruitment, supporting the district's strategic vision for magnet schools and/or programs. An additional role is that of STEAM coordinator, being responsible for aligned planning, implementing, and maintaining programs designed to support Science, Technology, Engineering, Art, and Technology (STEAM).
Rodriguez, Violeta	Other	A primary role for the professional is Assessment Coordinator, being responsible for ensuring that all testing standards and procedures are enacted with fidelity, maintain testing security and adhering to federal, state, and local guidelines. Additionally, as Math department chair, the instructor leader enhances articulation regarding the math curriculum, determining effective instructional strategies that will be meet students' needs.
Garcia, Yulio	Teacher, K-12	In the role of science department chair, the teacher leads and works collaboratively with his colleagues in the implementation of curriculum and instructional practices that result in exceptional student achievement. An additional role for the professional is chess club coordinator, working hands-on with students to encourage them to become better chess players by learning strategies and taking on challenges, helping students to develop a more positive approach to learning.
Talavera, Aida	Other	As the school's activities director, the teacher oversees various extra-curricular activities, including student government, clubs, and other school-related events. The teacher collaborates with stakeholders to plan, schedule,

Name	Position Title	Job Duties and Responsibilities
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coordinate, and supervise events to help improve student morale and build school culture.

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.

Beginning in July 2023, members of the leadership team began the process of analyzing various data points from the 2022-2023 school year, to identify academic, behavioral, and positive culture and environment areas of focus. One primary data finding derived from data analyses, based on the available data from the Florida Continuous Improvement Management System (CIMS), was the percentage of Students with Disabilities (SWD) students demonstrating proficiency on state accountability assessments fell below the Federal Index of 41%, an indicator of the need for additional target support and improvement (ATSI). Additionally, 2023 English Language Arts student proficiency declined by 13 percentage points from the previous school year, indicating another academic area of focus for improvement. Lastly, the data review meetings resulted in the identification of two areas of focus for culture and environment: Early Warning System (EWS), and more specifically, student attendance. Evidenced-based interventions were subsequently selected for implementation to address these academic and school culture areas of focus.

Subsequently, during Phase II of the SIP Implementation process, several meetings will be held to gather feedback from stakeholders, leading to the formation of implementation steps aimed at advancing improvement in the four set areas of focus, with the goal of enhancing student achievement and improving positive school culture and environment. First, faculty and staff will have the opportunity for involvement in SIP development during opening of schools meeting in mid-August, 2023. Later, a presentation of this year's SIP will be shown during a scheduled School Advisory Council meeting, and stakeholder input will be solicited. All of these actions will be used to complete Phase II of the approved School Improvement Plan process for the 2023-2024 school year.

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))

After an initial review by district personnel, the school's EESAC will approve the School Improvement Plan, including the implementation steps that will address the four set areas of focus. Then, in the Fall 2023, after the administration of baseline core assessments, leadership team members will conduct an Impact Review will be to ascertain the effectiveness of SIP implementation steps; this process will include using classroom walkthroughs and a thorough analysis of baseline data from core assessments. Results of the Impact Review will be shared and discussed with stakeholders, resulting in revisions and/or enhancements to action steps as warranted.

During Phase IV of the SIP monitoring process, progress monitoring assessments, including i-Ready and Read 180 reading assessments, district mini assessments in Science and Social Studies, as well as

Math Topic assessments, will be periodically administered to ascertain the effectiveness of school academic programs. Additionally, school climate surveys will be used to gain insight on stakeholders' perspectives regarding the educational environment. All of these measurements will be utilized to help determine the efficiency of the school's academic programs, as well as positive school culture and environment.

Phase V of the SIP monitoring progress, which begins in late-January 2024, will commence with a comprehensive mid-year review that will reveal the efficacy of the school's academic programs, as well as how effectively the implementation steps are regarding building positive school culture and environment. The mid-year review will identify whether the desired progress is being made to accomplish the intended Measurable Outcome for the four Areas of Focus by the end of the school year. Additionally, stakeholders will be afforded opportunities to provide feedback regarding the current status of the school's progression in implementation of the School Improvement Plan. These processes will result in the formation of additional action steps to further enhance academic and school culture programs, to positively affect student achievement on end-of-year state assessments. Selected leadership members will ensure that SIP implementation steps are being implemented, as well as confirming that progress monitoring assessments are being employed with fidelity during Phase VI during SIP monitoring.

Finally, during the final weeks of the school year, during Phase VII of the SIP monitoring process, spearheaded by administration and teacher leaders, an end-of-the-year review will be executed, where stakeholder feedback will be solicited, to ascertain the effectiveness of the entire process of the School Improvement Plan. The final step of SIP monitoring will conclude with a scheduled meeting with EESAC members, to share end-of-year outcomes, culminating in the final submission of the School Improvement Plan (via the Florida CIMS).

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	96%
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B

	2018-19: B 2017-18: B
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	10	17	31	58
One or more suspensions	0	0	0	0	0	0	0	6	16	22
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	9	6	21
Course failure in Math	0	0	0	0	0	0	11	1	2	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	64	65	83	212
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	39	38	121
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	79	94	117	290

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	38	39	46	123

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	0	3	4

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	16	34	35	85
One or more suspensions	0	0	0	0	0	0	6	28	14	48
Course failure in ELA	0	0	0	0	0	0	6	11	1	18
Course failure in Math	0	0	0	0	0	0	19	10	17	46
Level 1 on statewide ELA assessment	0	0	0	0	0	0	43	62	71	176
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	64	70	191
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	51	70	66	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	53	75	72	200

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	1	1	2
Students retained two or more times	0	0	0	0	0	0	0	3	1	4

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	18	36	38	92
One or more suspensions	0	0	0	0	0	0	8	19	14	41
Course failure in ELA	0	0	0	0	0	0	11	6	2	19
Course failure in Math	0	0	0	0	0	0	1	2	17	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	78	97	92	267
Level 1 on statewide Math assessment	0	0	0	0	0	0	47	49	32	128
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	113	137	122	372

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	46	57	47	150

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	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	3	1	4

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*	54	56	49	51	55	50	50		
ELA Learning Gains				48			54		
ELA Lowest 25th Percentile				37			49		
Math Achievement*	65	60	56	47	43	36	35		
Math Learning Gains				61			32		
Math Lowest 25th Percentile				63			28		
Science Achievement*	45	55	49	32	54	53	44		
Social Studies Achievement*	67	72	68	68	64	58	51		
Middle School Acceleration	73	74	73	77	56	49	75		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	47	50	40	59	77	76	45		

* 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	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	351
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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	543
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	30	Yes	2	1
ELL	50			
AMI				
ASN				
BLK				
HSP	59			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	51			
AMI				
ASN				
BLK				
HSP	54			
MUL				
PAC				
WHT				
FRL	54			

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	54			65			45	67	73			47
SWD	25			37			16	44			5	30
ELL	41			56			27	58	69		6	47
AMI												
ASN												
BLK												
HSP	54			65			45	67	73		6	47
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	56			64			43	66	78		6	37

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	51	48	37	47	61	63	32	68	77			59
SWD	29	33	29	31	57	50	13	32				
ELL	36	42	34	42	63	65	19	53	93			59
AMI												
ASN												
BLK												
HSP	51	48	37	48	62	63	31	68	77			59
MUL												
PAC												
WHT												
FRL	51	49	37	46	61	63	31	69	74			63

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	50	54	49	35	32	28	44	51	75			45
SWD	22	25	22	18	16	19	40	35				
ELL	41	53	52	33	30	27	31	48	82			45
AMI												
ASN												
BLK												
HSP	49	54	48	35	32	28	41	51	74			45
MUL												
PAC												
WHT												
FRL	48	53	50	34	31	27	41	51	73			43

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	33%	50%	-17%	47%	-14%
08	2023 - Spring	43%	51%	-8%	47%	-4%
06	2023 - Spring	37%	50%	-13%	47%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	47%	58%	-11%	54%	-7%
07	2023 - Spring	44%	48%	-4%	48%	-4%
08	2023 - Spring	68%	59%	9%	55%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	21%	40%	-19%	44%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	56%	28%	50%	34%

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	97%	65%	32%	63%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	68%	-18%	66%	-16%

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 Students with Disabilities (SWD) sub-group overall data component showed the lowest performance. The rationale for focusing on this particular data component is that this sub-group is comprised of students from all three grade levels; therefore, facilitating learning for SWD students will promote academic achievement in all of the assessment accountability categories for middle schools.

Based on the available data from the Florida Continuous Improvement Management System (CIMS), only 34% of SWD students demonstrated proficiency on state accountability assessments during the 2021-2022 school year. Although this is an improvement of nine (9) percentage points from the previous year (2020-2021), when only 25% of SWD students attained proficiency, these data points indicate improvement is needed, since the overall set federal index is for a minimum of 41% of students to earn levels 3-5 on state assessments. Contributing factors to low performance are student attendance, as 30% of our students have missed 11 or more days of school last year, and limited student classroom engagement based on informal and formal observations.

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

The data component that showed a double-digit decline from the prior year was in English Language Arts (ELA). In 2023, the new F.A.S.T. ELA state assessments were utilized to measure student proficiency, resulting in a data incomparability from the previous year, where FSA reading assessments were used. Nevertheless, in 2022, 51% of students demonstrated proficiency on state reading assessments. However, in 2023, only 38% of students demonstrated proficiency on F.A.S.T. reading assessments, which is a 13 percent decline in student reading proficiency from the previous year. Factors that contribute to this decline include limited language proficiency, student attendance, and limited success in addressing students' learning and behavioral needs in the classroom, especially Exceptional Student Education (ESE) students.

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 Grade 8 Science Assessments (excluding Biology) had the greatest achievement gap when compared to the state average. Only 21% of grade 8 students demonstrated proficiency on science assessments in 2023. However, the state average of student proficiency was 44%, a 23-percentage point difference. Limited language proficiency of ELL students and student apathy were contributing factors of these unfavorable data results.

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

The greatest improvement is in the FAST PM3 for Mathematics, where student proficiency is at 54% for grades 6-8. The increase in Math student proficiency from the previous school year is 15 percentage points, as only 39% of students earned levels 3-5 on state Math assessments. New actions that were taken in this area include providing pull-out interventions for targeted students with an Interventionist, as well as scheduling Tier 2 classes to provide intensive instruction to Level 2 students.

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

Here are two (2) potential areas of concern, based on current EWS data for the 2023-2024 school year:

1. The number of students with substantial reading deficiency is 290; this represents 59% of the total student body. Therefore, this year's School Improvement Plan must address incorporating instructional practices to improve students' reading achievement.
2. The second data point that indicates a potential area of concern is that students with two or more Early Warning (EW) indicators is 123, which is a quarter (25%) of currently enrolled students. Again, strategic steps must be implemented to address this area of deficiency, to positively impact student achievement.

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

1. Improving core instruction (since 3 of the 4 core subjects demonstrated either low or declines in student proficiency on state assessments).
2. Addressing the unique needs of ESE students (academic, learning, and/or behavioral needs) during grade-level core instruction.
3. Using Early Warning System indicators to identify off-track students, to provide appropriate interventions to meet learning needs.
4. Forming and implementing strategic attendance initiatives to decrease student truancy and improve the likelihood of student classroom success.

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 Instructional Coaching/Professional Learning**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 data, 38% of grades 6-8 students were proficient in ELA as compared to the state average of 47% and district average of 51%. Based on the data and the identified contributing factors of: limited language proficiency among ELL students, limited success in addressing students' learning and behavioral needs in the classroom, especially Exceptional Student Education (ESE) students, and student readiness levels that limit the ability to master grade-level tasks, we will implement the Targeted Element of Instructional Coaching/Professional Learning.

Measurable Outcome:

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

With the implementation of Instructional Support/Coaching, 13% of our ELA students' proficiency will increase (for a total of 51%) by the 2024 FAST PM3, increasing by 13 percentage points.

Monitoring:

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

After proposing the initial school-based professional development session, the Assistant Principal, Angela M. Torrens, will have selected Leadership team members to provide teachers with hands-on practice using PowerBI and Performance Matters platforms to conduct data analysis to address unfinished learning. Afterward, an overview of the implementation of instructional coaching impact cycles will be shared with the goal of improving classroom proficiency. Then, selected teacher leaders, Violeta Rodriguez and Ileana Roza, will be trained to conduct impact cycles to improve instructional outcomes. Thereafter, based on data points and professional interests and needs, coaches will be paired with peer teacher(s) to set instructional goal(s) and identify best practice(s) that will help to meet the set goal(s).

Person responsible for monitoring outcome:

Angela Torrens (atorrens@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 Instructional Practice of Instructional Coaching/Professional Learning, our school will focus on the Evidence-based intervention of Instructional Support/Coaching. In this intervention, teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional coaching will contribute to overall school improvement by providing more personalized support and guidance to enhance teaching practices to positively affect student learning. The intervention also fosters a culture of continuous professional learning amongst staff, which is why this specific strategy was selected for implementation.

The Instructional Support/Coaching strategy will provide instructors with the support and guidance needed to develop and improve classroom instructional delivery to better meet the needs of all students. It is anticipated that as a result of implementation with fidelity, overall student proficiency achievement on the

ELA Reading FAST PM3 in Spring 2024 will increase by 13 percentage points, as compared with results from Spring 2023.

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 beginning of school staff meeting(s), an overview of Instructional Coaching and Impact Cycle procedures will be shared with faculty and staff. As result, a collegial coaching culture will be established, to minimize staff resistance and anxiety concerning the implementation of the instructional best practice.

Person Responsible: Angela Torrens (atorrens@dadeschools.net)

By When: August 17, 2023

After completion of the initial professional development activity for the beginning of the school year, selected leadership team member(s) will ensure that teachers are provided opportunities with hands-on practice sessions using online technology platforms, including Performance Matters and PowerBI. As a result, teachers will be able to identify students' academic performance levels, enabling them to make instructional decisions based on available data results.

Person Responsible: Angela Torrens (atorrens@dadeschools.net)

By When: August 31, 2023.

Identify and train teacher leaders that will be responsible for implementing and completing Impact Coaching Cycles. As a result, instructional coaches will be well-trained with distinct skills sets, to lead data discussions and facilitate coaching cycles built upon collegial trust, supporting professional learning and ultimately accelerating student learning.

Person Responsible: Angela Torrens (atorrens@dadeschools.net)

By When: September 8, 2023

Pair coaches and the identified teachers for active participation and completion of Impact Cycles. As a result, a structured process for reflection will be developed, to embrace learning opportunities that support professional efficacy and advance student academic growth.

Person Responsible: Angela Torrens (atorrens@dadeschools.net)

By When: 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 2022-2023 FAST PM3 data, 34% of the subgroup of Students with Disabilities (SWD) were proficient in the academic accountability areas, not meeting the ESSA subgroup requirement of at least 41% proficiency. In ELA grades 6-8, 25% of SWD students earned proficiency, while in 8th grade Science, 14% of SWD students were proficient. Based on the data and the identified contributing factors of poor attendance and limited successes in addressing behavior issues, 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, 8% of the SWD subgroup will increase in proficiency (for a total of 42% proficiency) by the 2024 FAST PM3.

Monitoring:

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

To meet the measurable outcome, best practices using Differentiated Instruction will be shared during weekly department meetings, ensuring that teachers are tailoring lessons to meet students' individual needs. Also, Tier 2 and Tier 3 SWD students will be identified using multiple data sources, including F.A.S.T. Reading & Math, Science & Civics baseline assessments, so that teachers can incorporate differentiated instruction activities in classrooms, to continuously monitor students' academic progress. The SPED Chairperson, Lourdes Pena, will engage in bi-weekly collaborative discussions with core teachers, especially with ELA & Reading educators, to acquire information that facilitates the learning of students with disabilities, equipping General Education teachers with additional supports for SWD students. Lastly, in compliance with IEP and/or 504 guidelines, the SPED Chairperson, Lourdes Pena, will schedule monthly consultations with SWD students to monitor students' academic and/or behavioral progress.

Person responsible for monitoring outcome:

Lourdes Pena (lpena2@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 SWD, our school will focus on the Evidence-based intervention of Differentiated Instruction (DI). 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.

Differentiation is a means of tailoring instruction to meet the needs of individual learners. When teachers differentiate content, process, and/or products, it promotes successful learning within the classroom. Differentiated Instruction is a strategy that will especially be beneficial to utilize with students with disabilities, since they require additional structured supports to meet grade-level learning objectives. Research on the effectiveness of differentiation shows that this teaching strategy benefits a wide range of

students, including students with disabilities. Effective utilization of this evidence-based intervention will provide students with disabilities with the tools necessary to access high-quality instruction and to meet grade-level standards.

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.

Identify Tier 2 and Tier 3 students using various data points, including Read180 and FAST PM1 assessments. As a result, teachers can plan and ensure that differentiation is incorporated into instructional activities, meeting the unique needs of identified SWD students in their classrooms.

Person Responsible: Lourdes Pena (lpena2@dadeschools.net)

By When: September 29, 2023.

Share D.I. strategies in weekly department meetings to support teacher implementation of best practices. As a result, teachers will be able to create robust lessons tailored to meet the needs of all students, especially SWD.

Person Responsible: Angela Torrens (atorrens@dadeschools.net)

By When: September 29, 2023.

Schedule bi-weekly consultations with core ELA teachers to ensure students receive appropriate accommodations and support in the classroom. As a result of these collaborative sessions, teachers will be equipped to address SWD students' learning needs, with the goal of meeting grade-level learning objectives.

Person Responsible: Lourdes Pena (lpena2@dadeschools.net)

By When: September 29, 2023.

Schedule monthly student consultations with SWD to monitor student academic and behavioral progress. As a result, not only will staff meet IEP and 504 compliance requirements, but an established method of continual monitoring of SWD students' academic and behavioral progress will be implemented with fidelity.

Person Responsible: Lourdes Pena (lpena2@dadeschools.net)

By When: September 29, 2023.

#3. 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.

Data from PowerBI indicate that there has been an overall decline in student attendance, from 70% of 10 days or less in 2020-221, to 54% in 2021-2022, to 58% in 2022-2023. More specifically, according to the 2022-2023 attendance data from PowerBI, 58% of students missed 10 days or less of school, which means that 42% of students missed 11 or more days of school. Based on the data and the identified contributing factors of lack of parent awareness, inconsistent application of consequences and transportation issues, student academic progress was impacted negatively.

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, student attendance will increase to 70% of students missing 10 or less days of school, a 12 percentage points increase in student attendance, by June 2024.

Monitoring:

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

Student attendance will be monitored on a daily basis by faculty, staff, and administration, Mr. Boué and Ms. Torrens, using the attendance bulletins, noting attendance trends and ensuring that attendance records accurately reflect student school attendance. To meet the measurable outcome, this data will be discussed during collaborative meetings so that appropriate interventions are provided to at-risk students, with parental contact as necessary. Administration, Mr. Boué and Ms. Torrens, will plan student incentives to promote student attendance, including recognizing students with perfect attendance and students who demonstrate improved school attendance. Grade-level Team Leaders, Ms. Pena, Ms. Dezmal, and Mr. Castro, will monitor their assigned grade-level students, noting negative trends. The Attendance Committee Chair, Ms. Perez, will use school data sources, including M-DCPS District Student Information System (DSIS), PowerBI, and Pinnacle gradebook attendance records to identify students with poor class and/or school attendance, so that appropriate measures are provided for improvement.

Person responsible for monitoring outcome:

Michelle Perez (michelleperez@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 Other, our school will focus on the Evidence-based Intervention of Strategic Attendance Initiatives. This intervention will 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance in the classroom is a powerful determinant of student achievement. It is imperative that an evidence-based intervention, such as attendance incentives, be used to address attendance concerns. Attendance initiatives are designed to improve students' regular school attendance, and to provide targeted interventions for students with significant support needs. This will include meeting with parents and/or guardians, establishing a shared understanding of accountability regarding students' attendance, and to increase awareness of the educational implications regarding excessive school absences. Additionally, incentives can be a part of a school-wide approach to reduce chronic student absenteeism. Students can be motivated by peer and school recognition; relevant incentives such as certificates,

assemblies, no homework passes, and participation in extracurricular activities can serve as an impetus for improving student attendance. Implemented with fidelity, attendance incentives can provide powerful motivation to improve student 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.

Establish the Attendance Review Committee (ARC), which will consist of key staff members that will use qualitative and quantitative data to monitor student attendance. As a result, the attendance challenges at the school will be clearly identified, leading to the identification of chronically absent students, ensuring their needs are met using available school and community resources, while rewarding students with excellent and improved school attendance.

Person Responsible: Juan Boue (jcboue@dadeschools.net)

By When: August 29, 2023.

Using stakeholder resources (school, parents, and community members), establish an incentive plan to reward student attendance. As a result, a school-wide culture of attendance will continue to be cultivated, prioritizing the importance of attending school daily, while creating a comprehensive plan to incentivize improved attendance built on the premise of shared accountability among stakeholders.

Person Responsible: Michelle Perez (michelleperez@dadeschools.net)

By When: September 5, 2023.

Using quantitative data from PowerBI, identify students with 11-15 absences from the 2022-2023 school year for early interventions. As a result, confirmation of at-risk students will be established, so that these students do not develop more chronic attendance issues, which will ultimately negatively impact academic performances.

Person Responsible: Michelle Perez (michelleperez@dadeschools.net)

By When: September 8, 2023.

Assign team leaders to monitor the students identified with 11-15 absences from the previous school year. As a result, identified students can be provided positive reinforcement to develop healthy attendance habits, thereby reducing the number of days absent from school and improving the amount of instructional time afforded in school to help students reach their fullest potential.

Person Responsible: Angela Torrens (atorrens@dadeschools.net)

By When: September 18, 2023.

Schedule parent-student conferences with the 11-15 absences students to review the importance of regular school attendance along with the consequences of excessive absences. As a result, consistent communication with families will be established, promoting parental participation and support in improving student attendance.

Person Responsible: Michelle Perez (michelleperez@dadeschools.net)

By When: September 29, 2023.

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

According to the 2022-2023 PowerBI data, we had 11% of students with 1 or more referrals in the 2022-2023 school year. Because of the contributing factors of lack of consistent implementation of school-wide procedures and protocols, off-task student behavior increases as the year progresses. As a result, we will implement the Positive Behavior Support strategy to improve student behavior and decrease disciplinary referrals.

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 system (PBS), there will be a 4% decrease in the number of referrals for a maximum of 7%, by the end of the 2023-2024 school year.

Monitoring:

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

The Dean of Students, Carlos Cambo, will monitor the frequency of student disciplinary referrals, with the goal of achieving the stated measurable outcome. Additionally, with collaboration between administration, Mr. Boué and Ms. Torrens, and staff, school-wide behavioral expectations were created ("Cougar P.R.I.D.E. rules), forming a system of shared values that will guide all aspects of school interactions in and outside of the classrooms. Next, during back-to-school opening activities, classroom teachers introduced the P.R.I.D.E. rules, updating students regarding the implementation of these expectations to foster a greater sense of belonging and to curtail off-tasks behaviors. Team leaders, Ms. Pena, Ms. Dezmal, and Mr. Castro, will work with grade-level members to identify potential at-risk students, proactively minimizing the usage of disciplinary referrals, positively enhancing school culture. Finally, an added elective course will provide sixth grade students with a supportive, nurturing environment, equipping them with skills for handling academic and behavioral school demands.

Person responsible for monitoring outcome:

Carlos Cambo (ccambo@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 Positive Culture and Environment, our school will focus on Positive Behavior Support (PBS). This strategy 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.

Discipline is a team effort. To implement school-wide change, all faculty and staff should be involved in supporting the set discipline efforts. An Early Warning System strategy, Positive Behavior Support, is a powerful tool in identifying and monitoring the progress of at-risk students in regards to demonstrating

appropriate school behaviors. The goal is to proactively address issues in timely, respectful ways, to identify the root cause(s) for displaying inappropriate behaviors, and subsequently to provide interventions that will improve student outcomes. Systematic implementation of this evidence-based intervention, including the utilization of data and monitoring effectiveness, Positive Behavior Support will help build relationships between all stakeholders, leading to improved school culture and student achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Create a set of five rules called the "Cougar P.R.I.D.E." that will set the tone for behavior school-wide. As a result, a proactive approach to behavior will be achieved with the consistent implementation of established routines, minimizing time on redirecting student behavior and subsequently using referrals as a means of improving off-task behaviors.

Person Responsible: Juan Boue (jcboue@dadeschools.net)

By When: August 16, 2023

Create, implement, and schedule a course for sixth graders that teaches them about RJP, etiquette, study skills, organizational skills, basic reading skills, and other behavioral interventions that will help sixth graders with the transition to middle school. As a result, these students will be better prepared to handle the rigors of the middle school environment, including providing practical skills to utilize during interactions with all school stakeholders, with the goal of promoting positive learning experiences.

Person Responsible: Angela Torrens (atorrens@dadeschools.net)

By When: August 17, 2023

Advocate that teachers introduce and review the "Cougar P.R.I.D.E." behavior expectations with all their students. As a result, defined school-wide rules will provide the basis wherein students will learn and consistently implement constructive behavioral expectations, reinforcing a stronger sense of community, and lessening the need to address off-tasks behaviors using administrative student referrals.

Person Responsible: Juan Boue (jcboue@dadeschools.net)

By When: August 25, 2023

The Dean of Students will continuously monitor the frequency of staff submissions of student disciplinary referrals to administration. As a result, more constructive measures will be implemented to encourage positive student behaviors, including extracurricular field trips, student recognitions and rewards.

Person Responsible: Carlos Cambo (ccambo@dadeschools.net)

By When: September 29, 2023.

Spearheaded by the Assistant Principal, grade-level Team leaders will collaborate with grade-level members to identify potential at-risk students during weekly collegial meetings, administering preventive measures (i.e., reinforcing expected behaviors, building rapport with students, etc.) to regulate behaviors. As a result, proactive steps can be implemented to minimize the usage of disciplinary referrals for disruptive behaviors, positively affecting the learning environment.

Person Responsible: Angela Torrens (atorrens@dadeschools.net)

By When: September 29, 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)).

Ruben Dario Middle School has been allocated one instructional reading coach using Title I Schoolwide funds. The Reading coach allocation will address the instructional needs in the school, since the data indicates a decline in students' reading proficiencies on state assessments from the previous school year. The district wide coaching model that was rolled out during Synergy summer professional development sessions will be implemented by the instructional coach to enhance teacher quality by supporting colleagues in identifying a goal and the strategies needed to meet the goal, and providing support until the goal is reached. The reading coach will participate in district-provided professional learning sessions, and will be required to complete logs to ensure coaching fidelity.

Since the school has been identified as ATSI, we will collaborate with stakeholders to review resources and address allocation based on needs. During staff, EESAC and Title I meetings, school stakeholders will be informed regarding resources that will be used to address students' needs and to measure how well we are utilizing the allocated resources. These actions will be taken so that we can meet the measurable outcomes in the Areas of Focus, especially when addressing students' reading needs and supporting our SWD students to increase proficiency achievements.

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 disseminated to stakeholders by several methods. During Open House, parents and families are informed of the SIP process and ways to be informed, including EESAC meetings and the Parent Academy. School staff is an integral part of the SIP process from the beginning of the year and are continuously involved and informed on SIP development and updates throughout the school year. Our business partners, as well as other stakeholders, are part of EESAC and are informed and updated on the SIP process at the EESAC meetings. Additionally, our SIP is posted on our school website: rubendarioms.org and a copy is available at our Parent Resource Center.

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 to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress is key to academic success for students and development of school programs. Relationships are built through creating partnerships, inviting and involving all stakeholders in our EESAC meetings, developing our Parent Academy to include on-site trainings, and supporting our PTSA to maximize parental engagement and support. Additionally, information, parent meetings and trainings are offered in variety to include alternate times, alternate modes (such as zoom) and alternate languages (Spanish). Our Parent and Family Engagement Plan will be posted on our school website: rubendarioms.org, as well available in our Parent Resource Center.

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)

According to the 2022-2023 FAST PM3 data, 34% of the subgroup of Students with Disabilities (SWD) were proficient in the academic accountability areas, not meeting the ESSA subgroup requirement of at least 41% proficiency. In ELA grades 6-8, 25% of SWD students earned proficiency, while in 8th grade Science, 14% of SWD students were proficient. Based on the data and the identified contributing factors of poor attendance and limited successes in addressing behavior issues, we will implemented the Targeted Element of Differentiated Instruction. Best practices using Differentiated Instruction will be shared during weekly department meetings, ensuring that teachers are tailoring lessons to meet students' individual needs. Also, Tier 2 and Tier 3 SWD students will be identified using multiple data sources, including F.A.S.T. Reading & Math, Science & Civics baseline assessments, so that teachers can incorporate differentiated instruction activities in classrooms, to continuously monitor students' academic progress. The SPED Chair will engage in bi-weekly collaborative discussions with core teachers, especially with ELA & Reading educators, to acquire information that facilitates the learning of students with disabilities, equipping General Education teachers with additional supports for SWD students. Lastly, in compliance with IEP and/or 504 guidelines, the SPED chair will schedule monthly consultations with SWD students to monitor students' academic and/or behavioral progress.

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))

Coordination and integration of other Federal, State and local services, resources and programs include the Title IX - Project UP-START Program, which provide families in transition resources to help students overcome barriers to learning, and the Title III - Tutoring for English Learners, which provides support to ELL students to enhance their academic performance.

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))

Ruben Dario Middle School ensures counseling, school-based mental health services and other strategies to improve students' skills outside of the academic subject areas through various ways. Our school counselor and mental health coordinator provide services and assistance to students in need, including counseling, evaluations, and resources outside of school. We implement Restorative Justice Practices throughout the school to help enhance student relationships, and as needed during conflicts.

Also, many of our extracurricular clubs are geared toward supporting and mentoring students, such as the Police Explorers, Women of Tomorrow, 5000 Role Models, and the Mindfulness Club.

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))

As a middle school, Ruben Dario offers six high school credits in Algebra I, Geometry, Physical Science, Biology, Spanish I and Spanish II. Earning these credits provides opportunities for students to earn postsecondary credit while in high school. Additionally, our offering of elective courses include the Verizon Innovative Learning lab, Technology education, STEM, and Introduction to Business Leadership and Management. Students involved in extracurricular clubs such as Women of Tomorrow, Police Explorers, and 5000 Role Models gain exposure to careers and the workforce.

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).

Ruben Dario Middle School implements a schoolwide tiered model to prevent and address problem behavior and early intervening services by beginning with school wide expectations training and practice. A tiered model Discipline Plan is developed and implemented to include a progression of consequences combined with Restorative Justice Practices. Grade level teams meet monthly to discuss students' academic and behavior progress and identify students who are academically at risk and/or displaying behavior problems. Parent conferences are scheduled and conducted as needed for early intervention, with follow up monitoring with classroom teachers and ESE department chairperson (as needed).

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

Professional development (PD) at Ruben Dario is a continuous process. A Professional Development Needs Survey is conducted at the beginning of the school year to identify prominent areas of need. The Professional Learning School Team (PLST) analyzes results to plan needed PDs for the school year. Official professional development sessions are conducted to address the use of technology (particularly for data analysis), and best practices, such as STEAM implementation, as well as other topics as needed. Weekly department meetings provide opportunities for sharing best practices relating to content areas. Professional learning is also provided through monthly faculty meetings. Teacher Data Chats are conducted a minimum of twice a year utilizing assessment data from baseline assessments and mid-year assessments. Instructional Impact Cycle Coaching will be implemented to afford teachers the opportunities to improve their instructional delivery with resources and support throughout the school year.

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

N/A