Lawton Chiles Middle School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Lawton Chiles Middle School

8190 NW 197TH ST, Hialeah, FL 33015

http://lcms.dadeschools.net/

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

We the faculty and staff of Lawton Chiles Middle School will continue to build a professional learning community of life-long learners who will increase student achievement, personal integrity, civic responsibility, and work place literacy and productive citizens of our community.

Provide the school's vision statement.

The Lawton Chiles Middle School faculty, parents, students and community are committed to providing a learning atmosphere that fosters maximum student achievement in a technologically advanced and creative environment 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
Rodriguez, Alex	Assistant Principal	The assistant principal holds a pivotal position in the process of drafting and implementing the school improvement plan. Their responsibilities encompass not only the initial creation of the plan but also the active execution of its outlined strategies. Through collaboration with diverse stakeholders such as teachers and staff, the assistant principal facilitates the development of a thorough and cohesive strategy that aligns with the goals of the school. By orchestrating this collaborative effort, the assistant principal ensures that every facet of the plan aligns seamlessly with the institution's objectives, creating a roadmap for positive change.
Tudor, Stephanie M.	Principal	The principal holds the key responsibility of spearheading the school improvement plan, encompassing multifaceted duties to ensure its success. They oversee the comprehensive development of the plan, collaborating with educators and stakeholders to outline targeted strategies aligned with the school's mission. The principal orchestrates the effective execution of these strategies, delegating responsibilities and monitoring progress to meet established timelines. They analyze relevant data trends to gauge the plan's impact and make informed adjustments as needed. As a visionary leader, the principal communicates the plan's objectives to the school community, fostering engagement and a collective commitment to improvement. Through their guidance, the principal serves as a driving force in enhancing the overall educational experience and outcomes for both students and staff.
Erice-Raymond, Christine	Curriculum Resource Teacher	The curriculum resource teacher plays a pivotal role in the successful implementation of the school improvement plan by focusing on curriculum enhancement and instructional excellence. Their duties encompass collaborating with teachers to align curriculum with improvement goals, integrating innovative teaching strategies and resources. They facilitate professional development sessions to equip educators with effective instructional techniques. The curriculum resource teacher analyzes student performance data to identify areas needing attention and designs targeted interventions. Through continuous evaluation and feedback, they contribute to the ongoing refinement of the improvement plan, ensuring that educational outcomes align with the school's advancement objectives.

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 process of engaging stakeholders in the School Improvement Plan (SIP) development is a collaborative effort that entails regular interactions and meaningful contributions. The school leadership team facilitates this process by organizing Curriculum Council meetings, where Teacher Leaders meet with the leadership team to collaborate and discuss their role in the School Improvement Plan. These meetings serve as platforms to share insights, suggestions, and perspectives on areas needing

improvement. Faculty meetings provide an opportunity for teachers and staff to discuss the integration of curriculum enhancements, instructional strategies, and student support initiatives, drawing from their expertise and experiences. The EESAC (Educational Excellence School Advisory Council) Meetings further enhance this collaboration by involving parents, students, and community leaders in the decision-making process, thereby ensuring that the SIP is reflective of the entire school community's needs and aspirations. Through these interactions, stakeholders' input is carefully incorporated into the SIP's development, leading to a comprehensive and effective plan that aligns with the school's advancement goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will undergo consistent monitoring to ensure its efficacy in enhancing student achievement and narrowing achievement gaps. Through regular data analysis, including FAST test date, IReady Diagnostic and ongoing assessments, the plan's implementation and impact will be evaluated. Scheduled meetings involving the school leadership team, Curriculum Council, and EESAC will facilitate collaborative discussions among stakeholders to assess progress toward meeting State academic standards. To ensure continuous improvement, the SIP will remain adaptable, and we will add action steps that are needed in the future in order to continue improvement. Feedback from educators, parents, students, and community leaders will inform necessary revisions, fostering a dynamic approach that addresses evolving needs while sustaining a strong focus on improving student outcomes.

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	98%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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: 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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	

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	0	0	0	

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	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	20	20	40	80
One or more suspensions	0	0	0	0	0	0	0	18	52	70
Course failure in ELA	0	0	0	0	0	0	14	3	27	44
Course failure in Math	0	0	0	0	0	0	41	7	5	53
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	44	83	173
Level 1 on statewide Math assessment	0	0	0	0	0	0	58	42	86	186
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	2	3

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	0	58	42	100

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

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	20	20	40	80
One or more suspensions	0	0	0	0	0	0	0	18	52	70
Course failure in ELA	0	0	0	0	0	0	14	3	27	44
Course failure in Math	0	0	0	0	0	0	41	7	5	53
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	44	83	173
Level 1 on statewide Math assessment	0	0	0	0	0	0	58	42	86	186
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	2	3

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	0	58	42	100

The number of students identified retained:

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

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*	49	56	49	46	55	50	48		
ELA Learning Gains				57			46		
ELA Lowest 25th Percentile				49			43		
Math Achievement*	53	60	56	47	43	36	42		
Math Learning Gains				63			28		
Math Lowest 25th Percentile				57			32		
Science Achievement*	49	55	49	48	54	53	46		
Social Studies Achievement*	69	72	68	72	64	58	53		
Middle School Acceleration	79	74	73	82	56	49	66		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	53	50	40	51	77	76	49		

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)	TSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	572
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	29	Yes	4	3
ELL	40	Yes	1	
AMI				
ASN				
BLK	60			
HSP	58			
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	55			

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	25	Yes	3	2
ELL	47			
AMI				
ASN				
BLK	59			
HSP	56			
MUL				
PAC				
WHT				
FRL	57			

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	49			53			49	69	79			53
SWD	23			30			26	48			5	20
ELL	28			32			28	58			5	53
AMI												
ASN												
BLK	52			54			45	68	79		5	
HSP	48			52			50	70	77		6	51
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	46			47			39	66	76		6	57

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	46	57	49	47	63	57	48	72	82			51
SWD	17	35	32	15	37	39	3	25				
ELL	26	50	47	31	50	52	27	60	71			51
AMI												
ASN												
BLK	46	47	43	42	62	78	45	78	90			
HSP	45	59	49	47	62	54	47	69	80			50
MUL												
PAC												
WHT												
FRL	45	56	50	44	61	57	45	70	81			57

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	48	46	43	42	28	32	46	53	66			49
SWD	15	30	31	14	24	36	24	10	42			
ELL	26	42	45	27	30	37	19	35	50			49
AMI												
ASN												
BLK	53	44	56	45	32	38	46	69	68			
HSP	46	46	41	40	27	31	45	51	64			49
MUL												
PAC												
WHT	58	55		50	55							
FRL	44	43	41	37	28	30	41	51	61			48

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.
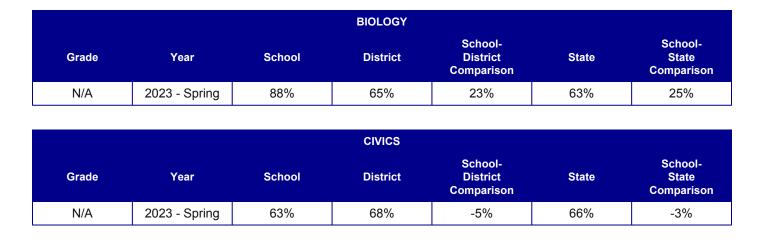
ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	42%	50%	-8%	47%	-5%
08	2023 - Spring	41%	51%	-10%	47%	-6%
06	2023 - Spring	40%	50%	-10%	47%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	59%	58%	1%	54%	5%
07	2023 - Spring	28%	48%	-20%	48%	-20%
08	2023 - Spring	43%	59%	-16%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	40%	-13%	44%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	56%	38%	50%	44%

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	88%	65%	23%	63%	25%

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.

According to the 2022-2023 FAST PM3 data, there is a proficiency gap in ELA, with 41% of all students being proficient compared to the District average of 51%. This disparity can be attributed to several contributing factors, including the use of antiquated standards with less rigorous instruction and higher-order questioning, insufficient professional learning on the new standards, and the presence of a substitute teacher for 8th grade Language Arts. Failing to implement the new standards hampers students' ability to master grade-level tasks effectively. To address these issues, the strategic implementation of Benchmark-aligned Instruction will be pursued. This targeted element involves aligning instructional practices, materials, and assessments with specific benchmarks or standards, enabling a more focused and rigorous approach to instruction. By adopting Benchmark-aligned Instruction, the aim is to enhance student proficiency in ELA and close the gap between our school and the District average.

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

The 2022-2023 FAST PM3 data indicates that 41% of all students in our school were proficient in ELA, which is lower than the District average of 51%. This follows a similar trend observed in the 2021-2022 FSA data, where our school's proficiency rate in ELA was 47% compared to the District average of 54%. These consecutive years of below-average performance and a decline in proficiency highlight an ongoing challenge for our school. It is crucial to analyze the contributing factors behind this decline and develop targeted strategies to address them. The data emphasizes the need for focused efforts to improve ELA proficiency and ensure that students are meeting grade-level expectations. By identifying and implementing effective instructional practices, providing professional development for teachers, and employing assessment strategies, we can work towards closing the proficiency gap and improving student outcomes in ELA.

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 data analysis revealed that the 7th Grade Mathematics Exam had the largest gap compared to the state average. This year, our school's proficiency rate for the 7th Grade Mathematics Exam was 28%, which is considerably lower than the District average of 48% proficiency. The District outperformed our school by 20 percentage points in 7th grade Math proficiency. The primary reason behind this proficiency gap is the placement of high-performing 7th grade students in the 7th grade Accelerated classes, where they take the 8th grade exam instead. This discrepancy in exam levels may have contributed to the lower proficiency rate in our school's 7th Grade Mathematics Exam results compared to the District average.

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

The data component that displayed the most improvement was the 8th grade Mathematics Exam. In the 2022-2023 academic year, the proficiency score for 8th grade Mathematics increased to 43%, a significant improvement from the previous year's score of 22%. This improvement can be attributed to a strategic decision to place high-performing 7th graders in the 7th grade Accelerated Math class. Interestingly, the 7th grade students achieved higher scores than the 8th grade students, indicating the effectiveness of this placement strategy. This outcome suggests that providing advanced math opportunities for capable students in the preceding grade positively impacts their performance in subsequent years.

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

The Early Warning Systems data highlights student attendance as an area of concern, indicating a need for improvement. To address this issue, a targeted approach using student incentives and engagement strategies will be implemented. Incentives can include rewards for regular attendance, such as certificates, awards, or recognition ceremonies. Engaging students by making school activities relevant and interesting can also encourage attendance. Collaborating with parents and the community to emphasize the importance of attendance and providing resources for support will be integral to the strategy. Early intervention efforts will identify and address the root causes of absenteeism, while ongoing monitoring and evaluation will help assess the effectiveness of the implemented strategies. Through these measures, the goal is to create a positive school culture that values attendance and motivates students to regularly attend school.

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

The highest priorities for school improvement for the upcoming school year are:

Ensure that teachers are prepared to teach the new standards, specifically in ELA and Math: This ranks first as it directly addresses the need for quality instruction aligned with the standards. Well-prepared teachers are essential for delivering effective lessons and supporting student learning.

Improve Student Attendance: This ranks second as regular attendance is crucial for students' academic success. Improving attendance rates ensures that students are present to engage in learning opportunities and benefit from classroom instruction.

Improve Teacher Attendance: This ranks third as teacher attendance impacts the continuity of instruction and student engagement. When teachers are absent, it can disrupt the learning process and hinder students' progress.

Raise student enrollment: This ranks fourth as while increasing student enrollment can bring potential benefits, such as increased resources and diversity, the priority should initially focus on addressing the needs of current students and maximizing their educational experience.

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

According to the 2022-2023 FAST PM3 data, 41% of all students were proficient in ELA as compared to the District average of 51%. Based on the data and the identified contributing factors of the utilization of antiquated standards with less rigorous instruction and higher-order questioning, lack of professional learning on the new standards, as well as having a substitute teacher for the 8th grade Language Arts students. Failing to implement the new standards limit the ability to master grade level tasks. Therefore, will implement the targeted element of Benchmark-aligned Instruction.

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

Through the implementation of benchmark-aligned instruction, the measurable outcome is to achieve an increase in proficiency in ELA among the middle school population. The target is to increase proficiency by an additional 5% from the current rate of 41%, resulting in a projected proficiency rate of 46% on the 2024 FAST PM3 Assessment. This improvement reflects a focused effort to align instruction with the specific benchmarks and standards, ensuring that students are better equipped to meet grade-level expectations in ELA. By implementing benchmark-aligned instruction, students will have a clearer understanding of the standards and receive instruction that supports their mastery of ELA skills. This strategic approach aims to enhance student learning and improve overall proficiency rates in ELA.

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

To ensure the implementation of benchmark-aligned instruction, the Leadership Team will conduct bi-weekly walkthroughs. These walkthroughs serve as an opportunity for administrators to observe classroom instruction and assess its alignment with the State benchmarks. Additionally, administrators will review teachers' lesson plans regularly to identify indications of benchmark-aligned instruction and provide feedback or support as needed. Teachers will actively participate in weekly collaborative planning sessions where they discuss and align their instructional practices with the benchmarks. These collaborative sessions promote consistency in teaching approaches and provide a forum for sharing best practices and addressing any challenges related to benchmark alignment.

Person responsible for monitoring outcome:
Stephanie M. Tudor (pr6161@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 Benchmark-Aligned instruction, our school will focus on implementing the Evidence-based Intervention of Instructional Support/Coaching. This intervention will provide valuable assistance to teachers in their efforts to improve instructional outcomes.

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

Through instructional support and coaching, teachers will collaborate and set measurable goals to enhance their teaching practices. This process encourages reflective teaching and promotes continuous improvement. The goal is to equip teachers with the necessary tools, resources, and guidance to align their instruction with benchmarks, resulting in improved student achievement. By leveraging instructional support and coaching, our school aims to cultivate a culture of professional growth and elevate instructional practices for better educational outcomes.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/21-10/23 - Teachers will focus on developing lesson plans that align with the newly introduced standards and benchmarks. This effort ensures that instructional materials and activities are tailored to meet the updated educational requirements.

Person Responsible: Stephanie M. Tudor (pr6161@dadeschools.net)

By When: 10/23/2023

8/21-10/23 - Teachers will actively participate in weekly collaborative planning sessions where they discuss and align their instructional practices with the benchmarks. These collaborative sessions promote consistency in teaching approaches and provide a forum for sharing best practices and addressing any challenges related to benchmark alignment.

Person Responsible: Alex Rodriguez (302388@dadeschools.net)

By When: 10/23/2023

8/21-10/23 - 8/21-10/23 - The Leadership Team will conduct weekly walk-throughs to monitor and verify the effective implementation of benchmark-aligned instruction.

Person Responsible: Stephanie M. Tudor (pr6161@dadeschools.net)

By When: 10/23/23

#2. Positive Culture and Environment specifically relating to Other

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

According to the 2022-2023 Student Attendance data, 38% of our students have 11 - 30+ absences throughout the school year compared to the District Average for other Tier 1 schools of 34%. Notably, these same students are also struggling to achieve proficiency in ELA and Math. This correlation emphasizes the need to address attendance issues to improve academic performance.

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

Through the successful implementation of targeted attendance initiatives, our school aims to achieve a decrease of 5 percentage points in the number of students with 11 - 30+ absences for the 2023-2024 school year. This reduction will result in a total of 33% or less of students falling within this absence range.

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

The School Leadership Team will focus on strengthening connections with families facing attendance challenges, such as excessive absences, late arrivals, and early departures. Their primary goal is to identify the underlying reasons for these absences and develop a comprehensive action plan to ensure students can attend school on a daily basis. To address consistent truancy issues, the Administration will assign dedicated faculty or support personnel as mentors to individual students, who will engage with them every two weeks to provide rewards and encouragement for improved attendance. Additionally, Student Services and Administration will collaboratively design a range of enticing student incentives that will serve as regular motivators for maintaining consistent attendance. By implementing these measures, the school aims to foster a supportive environment that fosters positive attendance habits among all students.

Person responsible for monitoring outcome:

Stephanie M. Tudor (pr6161@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 Student Attendance, our school will prioritize the Evidence-based Intervention of Attendance Initiatives. These initiatives are specifically designed to improve student attendance, which in turn positively impacts student achievement. By implementing attendance initiatives, we aim to create a school environment that fosters regular attendance and active student participation in learning. Through these initiatives, we anticipate an increase in overall student achievement as students will have more consistent opportunities for instruction, engagement, and academic growth.

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

Through the implementation of Attendance Initiatives, our school aims to decrease the number of student absences, late arrivals, and excused early dismissals. These initiatives will provide the School Leadership Team with a systematic approach to identify attendance issues and implement appropriate remediation strategies. By addressing attendance challenges proactively, we can provide targeted support to students who struggle with attendance, ultimately improving overall attendance rates. Additionally, the initiatives will include a rewards system to recognize and incentivize regular attendance, fostering a positive school culture that values and prioritizes attendance. By utilizing Attendance Initiatives, our school aims to create

a supportive environment that promotes consistent attendance, leading to enhanced student engagement, academic progress, and overall success.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/21-10/23 - As part of the attendance and student services efforts, staff members will proactively target students who accumulate three unexcused absences, late arrivals, or excused early departures. This intervention allows for early identification and intervention to address attendance issues. Staff will reach out to parents and communicate the school's attendance policy, fostering a stronger relationship between staff and parents as they collaborate to support student attendance. This approach aims to improve student attendance rates and emphasize the importance of regular school attendance for academic success.

Person Responsible: Alex Rodriguez (302388@dadeschools.net)

By When: 10/23/2023

8/21-10/23 - The Administration will implement a rewards/incentives plan that rewards students with perfect attendance every nine weeks. This will help to improve student morale and will, in turn, improve our overall attendance.

Person Responsible: Alex Rodriguez (302388@dadeschools.net)

By When: 10/23/2023

8/21-10/23 - The Administration will implement "Project Soar," which will strongly encourage the staff to make "staff-student" connections, creating positive relationships between teachers and students that will positively impact academic performance, attendance, and overall perception of the school.

Person Responsible: Stephanie M. Tudor (pr6161@dadeschools.net)

By When: 10/23/2023

#3. 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.

Based on the analysis of Demographic Subgroup Performance Data, it is evident that both Math and ELA proficiency levels fall below the district's minimum requirement of 41% for SWD. Specifically, the 2023 FAST PM3 data highlights that only 28% of students with disabilities achieved proficiency in ELA and 36% in Math. Recognizing the significance of this data and acknowledging the contributing factors, such as the absence of differentiation and scaffolding, 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, an additional 5% (for a total of 33%) of the SWD population will score at grade level or above in the area of ELA and an additional 5% in the area of mathematics (for a total of 41%) by the 2023-2024 state assessment.

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

To ensure the effective implementation of Differentiated Instruction, the Leadership Team will conduct weekly walk-throughs to ensure the implementation of scaffolding and differentiated instruction. The Administration will also hold monthly data chats, specifically focusing on the provision of scaffolding at the appropriate level to support students' individual needs. The ESE Team will play a crucial role in supporting teachers by providing strategies, resources, and professional development opportunities related to Differentiated Instruction and scaffolding techniques.

Person responsible for monitoring outcome:

Stephanie M. Tudor (pr6161@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 Differentiated Instruction our school will specifically focus on the evidence-based strategy of scaffolding for students with disabilities. Scaffolding is an instructional approach that provides structured support to students to help them achieve their learning goals. By implementing scaffolding techniques, we aim to assist students with disabilities in overcoming challenges and accessing the curriculum at their individualized levels. This approach involves breaking down complex tasks into manageable steps, providing visual aids, offering additional support materials, and delivering targeted interventions to address specific learning needs.

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

Through scaffolding, we can empower students with disabilities to actively participate in the learning process, make meaningful progress, and achieve their academic potential. By tailoring instruction to meet their unique needs, we strive to foster an inclusive and supportive learning environment that promotes the success and well-being of all students with disabilities.

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.

8/21-10/23 - Teachers will develop lessons that address students' needs. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

Person Responsible: Alex Rodriguez (302388@dadeschools.net)

By When: October 26, 2023

8/21 - 10/23 - Teachers will attend weekly collaborative planning meetings to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will take turns taking the lead and modeling explicit instruction that address identified student needs. Strategies can include appropriate scaffolding, think alouds, and student questioning.

Person Responsible: Stephanie M. Tudor (pr6161@dadeschools.net)

By When: October 26, 2023

8/21-10/23 - The Leadership Team will conduct weekly walk-throughs to monitor and verify the effective implementation of scaffolding and differentiated instruction strategies.

Person Responsible: Alex Rodriguez (302388@dadeschools.net)

By When: October 26, 2023

#4. Instructional Practice specifically relating to Collaborative Planning

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

According to the 2023 FAST PM3 data 45% of students were proficient in Math as compared to the District average of 54%. Based on the data and the identified contributing factors of: placing the high performance students in accelerated courses. We will implement the target element of Collaborative Planning.

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

By targeting collaborative planning in Math as the specific area of focus, the goal is to increase the percentage of students scoring at grade level or above by an additional 5%, reaching a total of 50% by the 2023-2024 State Assessment. This objective reflects the commitment to improving math proficiency and aligns with the broader aim of enhancing overall student performance in this subject.

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

The Leadership Team will actively engage in bi-weekly walk-throughs to observe and assess whether data-driven instruction is being implemented effectively. By conducting these regular walkthroughs, they aim to ensure that teachers are utilizing data to improve their instructional practice. Additionally, the administration will hold monthly meetings with the Math Department, specifically focusing on analyzing data and developing strategies to enhance instruction. This collaborative effort aims to strengthen the implementation of data-driven instruction within the department. Furthermore, teachers will meet weekly to engage in discussions centered around the best practices in teaching, with a specific emphasis on utilizing data to design impactful lesson plans. These regular collaborative meetings will empower teachers to make informed decisions based on their data analysis, leading to improved instruction and student outcomes.

Person responsible for monitoring outcome:

Stephanie M. Tudor (pr6161@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 Collaborative planning in Math, our school will focus on the evidence based intervention of Data-Driven Instruction. Data-Driven Instruction involves utilizing data to inform instructional decision-making and improve student learning outcomes. Data-Driven Instruction will assist teachers in analyzing student performance data, identifying areas of strength and weakness, and tailoring instruction to meet the specific needs of students. By analyzing data, teachers can make informed decisions about instructional strategies, pacing, and intervention strategies.

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

Data-Driven Instruction enables teachers to identify specific areas of strength and weakness for each student, allowing for personalized instruction tailored to their needs. This approach ensures that students receive the appropriate level of support or challenge, maximizing their learning potential. By utilizing data to inform instructional decisions, our school aims to create a more effective and efficient math learning environment. The use of data also provides insights into student progress and achievement, enabling educators to measure the impact of their instructional strategies and make informed adjustments as

needed. Ultimately, implementing Data-Driven Instruction fosters a culture of continuous improvement and accountability, leading to enhanced math instruction and improved student outcomes.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/14-9/29 - Bi-weekly walk-through of Math classes by the Leadership Team. During the walk-throughs, the administration will observe classrooms and document evidence of data-driven instruction practices. Administrators will provide feedback and support to teachers based on the observations, highlighting areas of strength and offering suggestions for improvement. A record of the observations will be kept, and the data will be used to identify trends and areas of improvement across the department.

Person Responsible: Alex Rodriguez (302388@dadeschools.net)

By When: September 29, 2023

8/14-9/29 - Attend monthly meetings with the Math Department to focus on data analysis and instructional strategies. Administrators will facilitate discussions on the interpretation of data, identifying areas of strength and weakness, and determining appropriate instructional strategies. Collaboratively we will develop action plans to enhance instruction based on the data analysis. We will assign specific responsibilities and timelines to ensure the implementation of the strategies discussed.

Person Responsible: Alex Rodriguez (302388@dadeschools.net)

By When: September 29, 2023

8/14-9/29 - Implement weekly collaborative meetings for teachers to discuss best practices and data-informed lesson planning. Agendas for each meeting will be created that includes time for sharing best practices and discussing data-informed lesson planning. Open and constructive conversations will be facilitated where teachers can share their experiences, successes, and challenges. Resources and professional development opportunities will be provided to support teachers in utilizing data effectively for lesson planning.

Person Responsible: Alex Rodriguez (302388@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).

The process to review school improvement funding allocations and ensure resources are allocated based on the analysis of Demographic Subgroup Performance Data begins with an examination of the data on Math and ELA proficiency levels for students with disabilities (SWD). The findings indicate that both subject areas fall below the district's minimum requirement of 41% proficiency. Specifically, the 2023 FAST PM3 data reveals that only 28% of SWD achieved proficiency in ELA and 36% in Math.

Acknowledging the significance of this data and identifying the contributing factors, such as the absence of differentiation and scaffolding, the school will implement the Targeted Element of Differentiated Instruction. This approach aims to address the specific needs of SWD by providing tailored instructional strategies and supports.

To ensure appropriate resource allocation, the school's improvement funding will be directed towards initiatives that support the implementation of Differentiated Instruction. This may involve investing in professional development for teachers to enhance their ability to differentiate instruction effectively, acquiring specialized instructional materials, or hiring additional support staff to facilitate individualized learning.

Regular monitoring and evaluation will be conducted to assess the impact of the allocated resources and the effectiveness of the implemented Targeted Element. Adjustments and refinements can then be made based on ongoing analysis of data and feedback from teachers, students, and parents to ensure the continued improvement of Math and ELA proficiency levels among SWD.

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.

To effectively disseminate the School Improvement Plan (SIP), and School-wide Progress (SWP) to various stakeholders, the following plan or protocol will be implemented:

EESAC & Faculty Meetings: Conduct regular meetings with school staff, leadership, and teachers to share updates on the SIP, and SWP. These meetings can provide an opportunity for clarification and discussion, ensuring that staff members are well-informed and actively engaged in the improvement process.

Parent Communication: Send out regular email updates to parents, summarizing the key points of the SIP, and SWP in clear and concise language. Translate these materials, when necessary, into languages commonly spoken by parents in the school community. Hold informational sessions or

workshops specifically for parents to provide in-depth explanations of the improvement initiatives and progress made.

School Website and Online Platforms: Post the SIP, and SWP on the school's website, making them easily accessible for stakeholders. Create a dedicated section on the website that provides comprehensive information on the improvement efforts. Utilize online platforms, such as social media channels, to share regular updates and engage in conversations with stakeholders. Our school's SIP can be accessed at: https://osi.dadeschools.net/19-20_SIP/6161_Lawton%20Chiles%20Middle%20School/6161_Phase%20I.pdf

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))

The school recognizes the vital role that parents, families, and community stakeholders play in fulfilling its mission and supporting students' needs. To build positive relationships, the school plans to implement several strategies. Firstly, regular parent-teacher conferences will be held to facilitate open communication and discuss each child's progress. Secondly, the school will organize workshops and seminars to provide parents with resources and information on topics related to their child's education. Additionally, the school will actively engage in community outreach programs, collaborating with local organizations and inviting stakeholders to participate in school events. Social media platforms and newsletters will be utilized to keep parents informed of upcoming events and important announcements. Lastly, the school will encourage and welcome parents and community members to participate in school committees and volunteer opportunities, fostering a sense of ownership and shared responsibility for the students' success.

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)

In order to strengthen the academic program and improve the learning outcomes of students at our school, we have developed a comprehensive plan focusing on several key areas. The analysis of Demographic Subgroup Performance Data has highlighted the need for targeted interventions for students with disabilities (SWD), particularly in the areas of Math and ELA.

Targeted Intervention: To address the low proficiency levels in Math and ELA among SWD, we will implement the Targeted Element of Differentiated Instruction. This approach recognizes the diverse learning needs of students and provides tailored support and resources to help them succeed.

Differentiation and Scaffolding: We acknowledge the absence of differentiation and scaffolding as contributing factors to the low proficiency levels. To rectify this, our teachers will receive training and support in implementing differentiated instruction strategies, providing personalized learning experiences, and scaffolding content to ensure understanding and mastery.

Extended Learning Time: Recognizing the need for additional learning opportunities, we will increase the amount of learning time for all students. This will include extending the school day by offering before and afterschool tutoring that focus on remediation and enrichment in Math and ELA.

Individualized Education Plans (IEPs): For students with disabilities, we will review and update their Individualized Education Plans to ensure they receive appropriate accommodations and support. Regular progress monitoring and data analysis will be conducted to measure growth and make

necessary adjustments to their educational plans.

Professional Development: Our teachers will engage in ongoing professional development opportunities to enhance their instructional practices and gain expertise in supporting students with disabilities. This will include workshops, seminars, and collaborative learning experiences focused on inclusive teaching strategies.

Data-Driven Decision Making: We will continue to analyze student performance data, including ongoing formative and summative assessments, to monitor progress and identify areas that require improvement. This data-driven approach will help us make informed decisions about instructional strategies and interventions.

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))

By implementing a comprehensive plan that prioritizes strengthening the academic program, we can significantly elevate the learning outcomes of students at our school. The identification of specific areas, such as Math and ELA, through a thorough analysis of Demographic Subgroup Performance Data, underscores the need for targeted interventions, particularly for students with disabilities (SWD). Through this plan, we will provide tailored support and resources to empower SWD and ensure their academic success. Furthermore, our approach will be synergistically integrated with a range of Federal, State, and local services, resources, and programs, including those supported under the Every Student Succeeds Act (ESSA). By actively collaborating with violence prevention initiatives and nutrition programs, we can create an inclusive and comprehensive educational environment that maximizes the potential of all students, fostering their academic growth and achievement.

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))

Lawton Chiles Middle School prioritizes the holistic development of its students by implementing a comprehensive range of non-academic support services. The school ensures counseling and mental health services through a dedicated team of trained professionals who provide individual and group counseling sessions, fostering emotional well-being. Specialized support services are offered to students with diverse learning needs, including individualized education plans (IEPs) and accommodations, promoting inclusivity.

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))

Lawton Chiles Middle School is committed to thoroughly preparing students for postsecondary opportunities and the workforce. This is achieved through a multifaceted approach that includes career and technical education (CTE) programs. These programs provide hands-on experience and practical skills in vocational fields, enabling students to explore potential career paths. The school also emphasizes early access to college-level coursework by offering dual enrollment. This gives students the

chance to earn postsecondary credits while still in middle school, providing a head start on their higher education journey. By integrating CTE programs, and advanced coursework, the school equips students with the skills, knowledge, and opportunities necessary for a successful transition to postsecondary education 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).

Lawton Chiles Middle School uses a tiered approach to prevent and manage behavior issues. Tier 1 involves schoolwide strategies for all students, while Tier 2 offers targeted support for those at risk. Intensive individualized interventions are provided at Tier 3. The school aligns its interventions with the Individuals with Disabilities Education Act (IDEA) for a coordinated approach. This ensures that all students, including those with disabilities, receive appropriate support for academic and behavioral success.

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))

Lawton Chiles Middle School prioritizes the ongoing development of its educational staff through a range of professional learning activities. Teachers, paraprofessionals, and school personnel engage in regular workshops, and professional development to enhance their instructional skills and effectively utilize academic assessment data. These activities enable educators to tailor their teaching approaches to students' needs, fostering improved learning outcomes. To address the recruitment and retention of effective teachers, the school employs targeted strategies, especially in high-need subjects. Collaborations with local universities and teacher preparation programs facilitate the identification and hiring of qualified educators. The school fosters a culture of collaborative learning through peer observations, coaching sessions, and professional learning communities. This environment encourages the sharing of best practices and the collective pursuit of instructional excellence. Through these efforts, Lawton Chiles Middle School ensures that its staff remains well-equipped to deliver high-quality education and support student success.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
4	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$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.

Yes