

Miami-Dade County Public Schools

Jose De Diego Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Jose De Diego Middle School

3100 NW 5TH AVE, Miami, FL 33127

<http://jdiego.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.

Jose de Diego Middle School serves to develop and nurture the whole student; intellectually, socially, and emotionally in a safe and positive learning environment. Faculty and staff provide standard-based instruction to ensure all students are supported with excellent educational opportunities that actively engages students in their own learning.

Provide the school's vision statement.

Jose de Diego Middle School (JDD) fosters a culture of achievement and social awareness among its students, faculty, staff, and community members. Through high expectations, student centered instruction, rigorous curricula, and a positive learning environment; JDD Jaguars will be equipped with a stronger foundation to become college and career ready.

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
Calixte, Teandra	Principal	The role of a principal is to provide strategic direction to the school. Develops standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.
Deroscar, Anna	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services. Serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs related to the administration of the school.
Weaver, Lynette	Instructional Coach	Will provide direct instructional services related to improving and supporting classroom instruction at schools. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Aguilar, Julio	Assistant Principal	As an Assistant Principal, Mr. Aguilar assists in all academic policies and curriculum. He develops systems to track standards and measures the success of his departments. His goal is to create an atmosphere that is free of bias and is student centered. His goals are also to increase student potential by encouraging students to become leaders both in school and in their communities. Mr. Aguilar provides the vision and leadership to develop, administer, and monitor Math and Social Science. He is skilled in optimizing the resources in those programs and to develop safe programs for all stakeholders.
Neilly, Azima	Teacher, K-12	As an English Language Arts teacher, Ms. Neilly will collaboratively plan with the English Language Arts Department to assist with the development of standard aligned lessons. Likewise, she will assist teachers with research-based strategies that will provide additional support to struggling readers.

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.

We discussed and developed our SIP through our leadership team meetings, department meetings and it will also be shared through our Educational Excellence School Advisory Council (EESAC). As our goals are reached, we will continue to provide updated information through our EESAC and department chairs.

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) for Jose De Diego Middle School will focus on strategies to address student achievement through the basic elements of teaching and learning. To effectively implement the SIP, the school stakeholders will use quantitative and qualitative data to monitor student achievement and evaluate the process of the instructional process and the effective impact of SIP strategies. The school leadership team discussed the elements necessary to improve teaching and learning, which will come through the regular progress monitoring of practices and protocols in place for instructional improvement and organizational culture, through the schoolwide adoption of data analysis within the academic programs and school culture, and finally the team will ensure adjustments and alignments are embedded in the day to day operation of the decision making for the organization.

Data Analysis – Data Chats will be held with administration, teachers, students, and parents through quantitative and qualitative data. Students will have data tracking sheets in all core-subject areas to address their individual progress assessments to include but are not limited to baseline assessments, iReady progress monitoring, topic assessment, and FAST progress monitoring assessments. All stakeholders will receive training in data disaggregation and how this data will help everyone set goals and create academic plans to address those goals. Quarterly data chat sessions will be implemented to disseminate information and next steps to parents on the progress of their individual child

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	55	81	86	222	
One or more suspensions	0	0	0	0	0	0	5	23	24	52	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	2	8	15	
Course failure in Math	0	0	0	0	0	0	64	16	6	86	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	118	144	144	406	
Level 1 on statewide Math assessment	0	0	0	0	0	0	129	118	137	384	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	160	197	216	573	
	0	0	0	0	0	0	0	0	0		
	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	127	128	138	393	

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	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	3	7	8	18

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	53	51	50	154	
Course failure in Math	0	0	0	0	0	0	83	61	31	175	
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		

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	0	0	

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) 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	89	100	97	286	
One or more suspensions	0	0	0	0	0	0	33	33	34	100	
Course failure in ELA	0	0	0	0	0	0	53	51	50	154	
Course failure in Math	0	0	0	0	0	0	83	61	31	175	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	166	179	192	537	
Level 1 on statewide Math assessment	0	0	0	0	0	0	138	165	191	494	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	236	269	251	756	

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	152	166	192	510

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	11	11	3	25

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*	26	56	49	23	55	50	25		
ELA Learning Gains				36			32		
ELA Lowest 25th Percentile				37			31		
Math Achievement*	26	60	56	24	43	36	21		
Math Learning Gains				47			25		
Math Lowest 25th Percentile				51			32		
Science Achievement*	34	55	49	24	54	53	25		
Social Studies Achievement*	44	72	68	35	64	58	36		
Middle School Acceleration	86	74	73	90	56	49	54		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	45	50	40	52	77	76	31		

* 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	261
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	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	10
Percent Tested	98
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	29	Yes	4	2
ELL	38	Yes	4	
AMI				
ASN				
BLK	48			
HSP	41			
MUL				
PAC				
WHT	5	Yes	1	1

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	45			

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	31	Yes	3	1
ELL	32	Yes	3	
AMI				
ASN				
BLK	43			
HSP	42			
MUL				
PAC				
WHT				
FRL	41			

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	26			26			34	44	86			45
SWD	29			23			20	39			5	36
ELL	18			18			26	33	88		6	45
AMI												
ASN												
BLK	30			28			42	50	93		6	47
HSP	23			24			27	40	85		6	45
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	0			10							2	
FRL	27			26			34	44	86		6	51

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	23	36	37	24	47	51	24	35	90			52
SWD	20	29	38	22	42	48	20	27				
ELL	16	37	38	17	43	45	13	24				52
AMI												
ASN												
BLK	24	31	27	25	46	43	23	41	94			80
HSP	23	40	41	23	48	55	24	31	86			49
MUL												
PAC												
WHT												
FRL	23	35	38	24	46	51	23	36	89			48

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	25	32	31	21	25	32	25	36	54			31
SWD	25	33	28	20	26	27	27	30				17
ELL	18	32	31	14	24	30	17	33	45			31
AMI												
ASN												
BLK	22	29	29	20	21	26	22	36	45			20
HSP	26	35	33	20	28	38	26	35	58			32
MUL												
PAC												
WHT												
FRL	24	31	30	20	25	32	24	34	52			29

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	17%	50%	-33%	47%	-30%
08	2023 - Spring	20%	51%	-31%	47%	-27%
06	2023 - Spring	18%	50%	-32%	47%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	18%	58%	-40%	54%	-36%
07	2023 - Spring	22%	48%	-26%	48%	-26%
08	2023 - Spring	11%	59%	-48%	55%	-44%

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	87%	56%	31%	50%	37%

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

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	68%	-33%	66%	-31%

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.

Our data component that showed the lowest performance was our English Language Arts. Our students earned a 18% proficiency rate. Specifically, our 6th grade scored a 18%. 7th grade scored a 17% and our 8th grade earned a 20%. The contributing factors of this data was that we had a first year teacher, inconsistent student engagement, and the need for additional professional development.

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

The data component showing the greatest decline from the prior year is our 8th grade math. Specifically, our 8th grade earned an 11% proficiency rate, which resulted in a 5% decrease from the prior years proficiency rate, in comparison to the districts average. The contributing factors of this data was no intensive teacher the entire school year and our 8th grade teacher resigning before the end of the year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that has the greatest gap when compared to the state average is the English Language Arts component. There are several factors that contributed to this gap such as novice teachers, lack of engagement, and student attendance.

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

Our data component that showed the most improvement was our Biology students. Our Biology students showed a 23% increase earning them a 100% proficiency rate. We hired a new Biology teacher who consistently provides explicit instruction, student engagement, and effective implementation of labs.

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

Student attendance is another area of concern. On average, we have 89% to 90% attendance on a daily basis. Our goal is to increase this daily rate by implementing our Attendance Review Committee to identify our truant and tardy students.

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

Our highest priorities for school improvement, ranked in order of importance, for the 2023-2024 school year are:

1. Increasing our student proficiency in our English Language Arts, Math, Science, and Civics classes
2. Teacher retention

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 ELA**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 2023 FAST PM3 data, 18% of grade level students were proficient in ELA as compared to the district average of 51% and Tier 3 school's average of 32% proficiency. Based on the data, the identified contributing factors were the new implementation of BEST standards, effective utilization of resources, low student engagement, standards-based collaborative planning and strategic interventions/RTI to address student deficiencies.

Measurable Outcome:

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

We will ensure standards-based, explicit instruction, collaborative planning and interventions/RTI are being implemented with fidelity. The goal is to have a 3 percentage point increase in student academic proficiency on the Spring 2023-2024 FAST ELA assessment.

Monitoring:

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

Teacher collaborative planning practices (e.g., lesson plans, exit tickets, and student end products) will be monitored during collaborative planning sessions and through bi-weekly classroom observations. Evidence of effective strategies should be present in student notes, work, assessments and instruction.

Person responsible for monitoring outcome:

Anna Deroscar (aderoscar@dadeschools.net)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will assist with meeting the goal of the Language Arts component. The explicit instruction will help with proficiency and learning gains, while the differentiated instruction will assist us with our learning gains.

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.

8/17 Teacher will have opportunities to collaboratively plan using Florida B.E.S.T. Standards for ELA. As a result of this action step, teachers will gain the necessary knowledge to create lesson plans that address all components of the standards.

Person Responsible: Anna Deroscar (aderoscar@dadeschools.net)

By When: August 17, 2023

8/28 An interventionist will be employed for ELA five days a week to support 7th grade reading comprehension. Intervention support will be provided for our lowest performing students weekly to mitigate learning loss and increase learning gains.

Person Responsible: Anna Deroscar (aderoscar@dadeschools.net)

By When: August 28, 2023

9/29-Teachers cohort groups, facilitated by the leadership team will provide training on the use and implementation of instruction resources. Effective use of program materials will support student learning

Person Responsible: Anna Deroscar (aderoscar@dadeschools.net)

By When: September 9, 2023

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

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

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

According to the 2022-2023 Florida Assessment of Student Thinking (FAST), the proficiency rate for the ELL subgroup in ELA was 13%; in Math 17%; in science 18%, and in social science 26%. In comparison, the 2021-2022 FSA proficiency rate for ELL students in ELA was 16%, in Math 17%; in science 13%, and in social science 24% thus yielding a 3 percent decrease in ELA. The proficiency rate for the SWD subgroup in ELA was 9%, in Math 12%; in science 18%, and in social science 26%. In comparison, the 2021-2022 FSA proficiency rate for ELL students in ELA was 20%, in Math 22%; in science 20%, and in social science 27% thus yielding a 11% decrease in ELA, 10% decrease in math, 7% decrease in science and a 1% decrease in social science. The contributing factors to this included implementation of the new BEST Standards in ELA and Math and the utilization of ESOL and reading strategies in all content areas. The implementation of data driven instruction and interventions will assist in the development of ELL and SWD students while addressing this critical need of each subgroup.

Measurable Outcome:

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

With the implementation of data driven instruction and interventions we will achieve a 3% increase in SWD and ELL students' performance on the 2023-2024 Spring FAST assessment for ELA, Math, Science and Social Studies.

Monitoring:

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

The area of focus will be monitored through on-going progress monitoring assessments, data trackers and conducting data chats with teachers and students of summative and formative assessments.

Person responsible for monitoring outcome:

Teandra Calixte (pr6361@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based intervention being implemented is data-driven instruction, which is the use of performance data to inform instructional planning and delivery. Interventions will also be implemented to provide multi-tier support and early identification of students with learning and behavioral needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using data-driven instruction and interventions will inform teachers of student needs and support the tiering of instruction to support student remediation.

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.

9/29-Use baseline assessments to make informed decisions for goal setting, interventions and differentiated groups. Using assessment data supports teachers in making informed decisions for course work and placement.

Person Responsible: Anna Deroscar (aderoscar@dadeschools.net)

By When: September 29, 2023

9//1-Provide all instructional staff with copies of student accommodations as drafted in their IEP's or 504 plans. This will ensure that students with disabilities are provided their accommodations.

Person Responsible: Azima Neilly (aneilly@dadeschools.net)

By When: September 1, 2023

9/29 - Conduct a professional development on the effective use of ELL strategies to support teachers instructional planning and delivery for ELL students. The professional development will ensure that teachers are given the proper training on how to address the needs of students speakers of other languages so that those strategies will improve comprehension.

Person Responsible: Azima Neilly (aneilly@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.

Staff Morale:

On the 2022-2023 School Climate Survey report 23% of school staff reported to strongly disagree with morale being high at the school in comparison to the 2021-2022 School Climate report where 14% staff reported to strongly disagree with morale being high at the school. Contributing factors were the lack of opportunities to operate as a team across content and grade levels, and missed opportunities to provide additional support for teachers. We will implement team building activities and encourage the development of professional learning communities.

Measurable Outcome:

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

With the implementation of team building activities and professional learning communities, there will be an 10% decrease of staff who will disagree with morale being high at the school by the Spring 2024 School Climate Survey.

Monitoring:

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

The area focus will be monitored through monthly staff surveys, faculty and staff attendance for scheduled events, and participation logs for the professional learning communities (cohort groups).

Person responsible for monitoring outcome:

Teandra Calixte (pr6361@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.)

Team building activities allows the team to develop relationships through ongoing collaborative and social activities This will permit the leaders to regularly check in with the team members to reinforce goals.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This specific strategy will increase motivational efforts to to ensure morale remains high. It allows an opportunity to elevate the team's morale during time of challenges and opportunities for improvement.

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.

9/26 - Implement team building activities once a month, such as Painting with a Twist, Bowling, and golfing.

Person Responsible: Teandra Calixte (pr4401@dadeschools.net)

By When: September 26, 2023 (Painting with a twist)

9/11- Implement a culture development binder with event plans, attendance rosters and survey outcomes to monitor the progress of increasing staff morale.

Person Responsible: Anna Deroscar (aderoscar@dadeschools.net)

By When: September 11, 2023

8/31- Develop a Sunshine Committee to commemorate teachers and to motivate efforts employed by our teachers and staff.

Person Responsible: Lynette Weaver (316015@dadeschools.net)

By When: August 31, 2023

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

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

According to the 2023 FAST PM3 data, 17% of grade level students were proficient in Math as compared to the district average of 57% and Tier 3 schools' average of 41% proficiency. Based on the data and the identified contributing factors of: faculty shortages, implementation of new BEST standards, and professional development needed for new teachers in the department. We will implement instructional support/coaching, Standards-Based Collaborative Planning as well as Interventions/RTI.

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 coaching, collaborative planning and interventions there will be a 6% increase in student academic proficiency on the Spring 2023-2024 FAST math assessment.

Monitoring:

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

Teacher collaborative planning practices (e.g., preplanning sheets, exit tickets, and use of the B1G M) as well as strategy implementation will be monitored during common planning session and through bimonthly classroom observations and sign in sheets. Evidence of effective strategies should be present in student notes, work, and assessments.

Person responsible for monitoring outcome:

Lynette Weaver (316015@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.)

Standards based collaborative planning allows teachers to work together to learn from one another and collaborate on activities that will lead to improvements in standards-aligned lesson quality, instructional effectiveness and students achievement. Instructional coaching provides coaching cycles that brings out the best performance of every teacher, using both student-centered and teacher centered methods to help teachers improve the decisions they make about instruction. Interventions and ongoing progress monitoring offers early identification of students with learning and behavior needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional coaching was selected as a result of not having a coach last school year to support our new math teachers/department on a daily basis. The implementation of standards based collaborative planning targets strategies such as standards aligned instruction, explicit Instruction and differentiated instruction for intervention to help build student capacity. These strategies have proven to be successful with all populations.

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.

Beginning 8/18 weekly collaborative planning sessions will be conducted focusing on standards aligned planning and instruction. As a result of this action step, teachers will gain the necessary knowledge to deliver lessons that address all components of the standards.

Person Responsible: Lynette Weaver (316015@dadeschools.net)

By When: August 18, 2023

8/31 An interventionist will be employed for mathematics three days a week Tuesday, Thursday and Friday to support 8th grade Foundations math. Intervention support will be provided for our lowest performing students weekly to mitigate learning loss and increase learning gains.

Person Responsible: Anna Deroscar (aderoscar@dadeschools.net)

By When: August 31, 2023

9/29 -We will begin coaching cycles targeting teachers with less than three years of instructional experience and instructing students performing in our lowest twenty five percentile. Providing coaching cycles will increase achievement and engagement of students.

Person Responsible: Anna Deroscar (aderoscar@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 school improvement funding allocations are discussed through budget meetings with our region. In these meetings, the Principal, region, and district personnel discuss and decide budget allocations based on our schools enrollment. Principals participate in a budget conference at the beginning of the fiscal year, mid year and the end of the year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

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

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

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

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

N/A

Rationale:

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

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

N/A

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will be available in the main office, attendance office and shared with the Educational Excellence Student Council. If any stakeholder wants a copy, they will be able to receive it from these offices as well as it will be posted on our school website.

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))

We are building positive relationships with parents, families, and other community stakeholders by hosting parent meetings, orientations, and having conversations with stakeholders about their child's progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school is strengthening the academic program by focusing on teaching and learning. All teachers are aware of the expectations of standards, explicit, and differentiated instruction. Learning time and the quality of learning is being increased by the expectation we expressed to the students of getting to class on time and the consequences of not following through. The enriched and accelerated curriculum is being implemented through the B.E.S.T. standards.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school has a guidance counselor, mental health counselor, and mentoring services through various services. if the students need to see a counselor, they can request at any time and are seen by the

counselor. Our mentoring services are our Gang Alternative, Overtown Youth Center, and Florida International University.

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))

The postsecondary credits that are offered are Biology. The post secondary opportunities are Culinary and Visual Arts.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The tiered model is the schoolwide discipline plan which is implemented daily through reinforcement of the rules according to MDCPS Code of Student Conduct. Our early intervention services are our Restorative Justice Practice, which gives the students an opportunity to discuss their concerns and problem solve.

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

Teachers, paraprofessionals, and other school personnel are provided with professional development on a weekly basis. The focus of the PD depends on the student and teacher needs. In order to recruit teachers, we utilize the Power School platform. In order to retain teachers, we provide them with a positive culture and support their needs.

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: ELA	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No