

Miami-Dade County Public Schools

North Dade Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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North Dade Middle School

1840 NW 157TH ST, Miami Gardens, FL 33054

<http://ndms.dadeschools.net/main.htm>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North Dade Middle School is to inspire and empower students to excel academically and socially, while preparing them to be productive citizens and future leaders. A key component of the educational program at North Dade Middle School is also building a strong and rigorous academic foundation, while infusing standards of the school's magnet program. The school seeks to guide our students into being productive members of society and contributors to the global economy.

Provide the school's vision statement.

The vision of North Dade Middle School is for all stakeholders to be committed to developing the whole child. North Dade Middle seeks to provide a nurturing and safe environment which fosters a rigorous academic, challenging, and stimulating learning environment. North Dade Middle School is committed to producing results where all students achieve their highest academic potential and are prepared to become productive citizens and future leaders.

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
Armand, Kharim	Principal	Ms. Armand oversees the day-to-day building operations to ensure a safe learning environment where faculty and staff can perform at their best. She effectively communicates with faculty and staff, and facilitates the implementation of school initiatives that will support an increase in student achievement. Principal Armand also promotes a positive school culture by encouraging staff, involving parents, and engaging the community.
Lawhorne, Kenan	Assistant Principal	Mr. Lawhorne assists with the management of all the major systems (personnel, academic, culture) of the schoolhouse. He assists with the development of school-wide initiatives and works with all stakeholders towards achieving those overarching goals. He oversees curriculum planning to ensure that State Standards and District Pacing Guides are being followed. He assists with the collection of progress monitoring data in order to analyze the effectiveness of grade level instruction and/or intervention programs. In addition, he is a member of the MTSS team to ensure that early interventions are in place to assist all students who need additional learning opportunities.
Antoine, Diana	Magnet Coordinator	Ms. Antoine oversees implementation of the school's magnet program. She supports teachers in planning, delivering, and assessing quality magnet instruction through the planning of effective lessons with magnet teachers, while implementing key standards within the program. She also assists the magnet teachers with classroom organization, providing various materials, and learning activities which support the school's magnet theme.
Hall, Rosezetta	Instructional Coach	Ms. Hall is the Instructional coach over Literacy and Social Studies departments. Ms. Hall supports teachers in planning, delivering, and assessing quality instruction by planning, modeling, and co-teaching effective lessons with teachers. She also assists teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Jones, Lorette	Assistant Principal	Ms. Jones assists with the management of all the major systems (personnel, academic, culture) of the schoolhouse. She assists with the development of school-wide initiatives and works with all stakeholders towards achieving those overarching goals. She oversees curriculum planning to ensure that State Standards and District Pacing Guides are being followed. She assists with the collection of progress monitoring data in order to analyze the effectiveness of grade level instruction and/or intervention programs. In addition, she is a member of the MTSS team to ensure that early interventions are in place to assist all students who need additional learning opportunities.
Mathurin, Markelita	Instructional Coach	Ms. Mathurin is the Instructional Coach who provides direct support for teachers in the Literacy and Bilingual departments. Ms. Mathurin supports teachers in planning, delivering, and assessing quality instruction. She plans,

Name	Position Title	Job Duties and Responsibilities
		models, and co-teaches effective lessons with teachers and assists them with classroom organization, materials, and learning activities that support learning targets and 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.

At North Dade Middle School, the process for involving stakeholders in the School Improvement Plan (SIP) begins with inviting the leadership team to collaborate in the analysis of the 2022-2023 state assessment data. During this analysis session, stakeholders can share their concerns and perspectives as to what factors contributed to the data. We involve district stakeholders by eliciting their feedback and making the necessary adjustments in the plan to maximize student achievement. After the plan has been developed, we host an ESSAC meeting to ensure that we are capturing feedback from parents, students, staff, and business representatives. During the meeting, they are given the opportunity to review the SIP and provide feedback. After the plan has been approved by the ESSAC committee the administrative team shares the SIP with the staff to solicit feedback. The plan is presented to the staff during a faculty meeting. This feedback is used to craft the action steps during the upcoming phases of the SIP. Administrators facilitate activities to ensure that each staff member understands the role they plan in the implementation of the SIP. The involvement of these stakeholders is crucial as it ensures that the SIP reflects the needs of the student population at North Dade Middle School.

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))

To ensure effective implementation of the School Improvement Plan (SIP) the school will utilize a range of monitoring processes to assess the implementation and impact. These will include classroom walkthroughs, student progress monitoring, collaborative planning minutes/input, staff feedback, and parental and community input. Informal weekly walkthroughs will be conducted by the administrative team to ensure implementation of strategies and initiatives. FAST progress monitoring and i-Ready progress monitoring data will be used to make instructional decisions and ensure that differentiated instruction is taking place as needed with the students showing the greatest achievement gap. Collaborative planning will be conducted at least once a week for content area teachers to review informal and formal data points, develop action plans to address deficiencies, and review the impact of plans developed on student learning. These will be aligned to the Action Steps identified in the School's Improvement Plan. Additionally, during faculty meetings and surveys throughout the year, implementation and impact of the action steps will be examined to provide relevant and important feedback. Parents, students, and community members will be provided opportunities to provide feedback formally on the end-of-the-year Climate Survey and throughout the year at ESSAC, PTSA, Title I, and other meetings and open forums. The leadership team will make necessary adjustments based on ongoing progress monitoring results and goals designated in the SIP. These criteria may include the analysis of student achievement data, feedback from teachers and staff, input from parents and

community members, and alignment with the State's academic standards. Adjustments will be made when the data indicates a need for change or when feedback suggests that certain strategies are not yielding the desired outcomes. The revised plan will be developed collaboratively, ensuring that all stakeholders have an opportunity to provide input.

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	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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: 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	34	34	35	103	
One or more suspensions	0	0	0	0	0	0	0	38	40	78	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	25	12	3	40	
Course failure in Math	0	0	0	0	0	0	27	9	11	47	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	42	76	55	173	
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	58	44	161	
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	57	70	55	182

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	9	5	3	17

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	27	29	32	88	
One or more suspensions	0	0	0	0	0	0	18	32	35	85	
Course failure in ELA	0	0	0	0	0	0	1	6	0	7	
Course failure in Math	0	0	0	0	0	0	5	2	0	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	51	46	58	155	
Level 1 on statewide Math assessment	0	0	0	0	0	0	76	69	69	214	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	108	86	88	282	
	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	94	90	112	296

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	1	1
Students retained two or more times	0	0	0	0	0	0	14	11	22	47

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	27	29	32	88	
One or more suspensions	0	0	0	0	0	0	18	32	35	85	
Course failure in ELA	0	0	0	0	0	0	1	6	0	7	
Course failure in Math	0	0	0	0	0	0	5	2	0	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	51	46	58	155	
Level 1 on statewide Math assessment	0	0	0	0	0	0	76	69	69	214	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	108	86	88	282	
	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	94	90	112	296	

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	14	11	22	47

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*	31	56	49	25	55	50	24		
ELA Learning Gains				41			36		
ELA Lowest 25th Percentile				41			57		
Math Achievement*	38	60	56	25	43	36	18		
Math Learning Gains				53			19		
Math Lowest 25th Percentile				58			24		
Science Achievement*	40	55	49	39	54	53	34		
Social Studies Achievement*	59	72	68	58	64	58	46		
Middle School Acceleration	88	74	73	77	56	49	72		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	56	50	40	60	77	76	29		

** 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	477
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	16	Yes	4	4
ELL	41			
AMI				
ASN				
BLK	55			
HSP	38	Yes	1	
MUL				
PAC				
WHT				
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	3
ELL	42			
AMI				
ASN				
BLK	49			
HSP	41			
MUL				
PAC				
WHT				
FRL	48			

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	31			38			40	59	88			56
SWD	7			22			6	27			4	
ELL	21			35			32	52	50		6	56
AMI												
ASN												
BLK	33			39			41	59	91		6	65
HSP	22			32			35	54			5	48
MUL												
PAC												
WHT												
FRL	30			37			37	59	93		6	52

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	25	41	41	25	53	58	39	58	77			60
SWD	9	25	30	9	40	42	6	38				
ELL	16	44	42	23	54	52	30	56				60
AMI												
ASN												
BLK	26	39	39	24	53	62	40	60	77			74
HSP	20	46	43	26	54	50	35	47				50
MUL												
PAC												
WHT												
FRL	25	41	41	25	53	57	39	58	79			60

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	24	36	57	18	19	24	34	46	72			29
SWD	5	25	40	4	13	23	19	25				
ELL	21	45	58	14	22	37	8	37				29
AMI												
ASN												
BLK	21	34	58	18	19	21	33	45	74			24
HSP	39	51	57	18	16		39	53				35
MUL												
PAC												
WHT												
FRL	24	36	58	18	19	23	33	46	73			24

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	27%	50%	-23%	47%	-20%
08	2023 - Spring	31%	51%	-20%	47%	-16%
06	2023 - Spring	22%	50%	-28%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	34%	58%	-24%	54%	-20%
07	2023 - Spring	41%	48%	-7%	48%	-7%
08	2023 - Spring	39%	59%	-20%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	40%	-17%	44%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	56%	44%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	52%	43%	48%	47%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	65%	32%	63%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	68%	-15%	66%	-13%

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.

After analysis of the 2022-2023 FAST PM/EOC/SSA data, it was determined that the content area that showed the lowest performance and greatest need for improvement is ELA. This is evident as only 27% of students achieved proficiency in ELA as compared to 37% in Math, 30% in Science, 52% in Social Studies, and 97% in acceleration. Factors that led to lower performance in ELA include gaps in students' foundational knowledge and reading skills, gaps in teacher knowledge as it relates to the new BEST standards, and inconsistency in the implementation of instructional strategies.

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

The data component that showed the greatest decline from the prior year was Social Studies. During the 2021-2022 academic year, 58% of 7th-grade students were proficient on the Statewide EOC Assessment while 53% were proficient during the 2022-2023 academic year. This indicates a 5 percentage point difference. The factors that contributed to this data were a lack of student investment, a teacher who struggled with effectively managing the classroom, and an ineffective use of the small group remediation opportunities to address deficient performance areas of the benchmarks. While this area demonstrated a 5 percentage point difference, our school has chosen to focus on Science as an area of concern due to this data point falling below the 50% performance level. During the 2021-2022 academic year, 39% of 8th-grade students were proficient on the Statewide Science Assessment and Biology while 38% were proficient during the 2022-2023 academic year. The factors that contributed to this data were a lack of student investment, a novice teacher in the accountable grade level who struggled to effectively implement systems and routines, maintaining pacing within the unit as identified by the instructional focus calendar, and openly receive feedback provided by administrators and instructional support.

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 showed the greatest gap when compared to the state was Reading. 73% of the school population performed at a Level 1 and 2 based on FAST Reading PM 3 with only 27% achieving a Level 3 and above. Florida's stage average in this area was 47%. The contributing factors that led to this significant difference include the teachers navigating the challenges of learning the new standards during the same period that they are providing instruction to our students. Student attendance also played a vital role in this data.

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

The data component that showed the most improvement was Math with more than a 20% increase when comparing the 2023 FAST PM1 to FAST PM 3. The actions that led to this increase was the implementation of an intervention plan targeting proficient and high Level 2 students. This intervention plan included a consistent push-in and pull-out model that began in December and lasted until the testing dates for FAST PM 3. Our acceleration also showed a significant increase of 17 percentage points.

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

Reflecting on the EWS data from part 1, the two areas of concern are student attendance and School Wide Discipline with an emphasis on high student suspensions. The attendance data indicated that 29 students who were 7th graders during the 2022-2023 were absent 10 or more days. The data also shows that 32 students in the 7th grade during the 2022-2023 academic year had one or more suspensions. These students are now a part of our 8th-grade cohort.

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

Our priorities for the 2023-2024 academic year are Reading/ELA, Science, Student and Teacher attendance, and Instructional Coaching and Professional Learning.

Area of Focus

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

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

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

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

According to the 2022-2023 FAST PM 3 data, 27% of students were proficient in ELA as compared to the state average of 47% and district average of 51%. Based on the data and contributing factors of: student readiness levels and lesson plans that do not set high expectations for the state standards, we will implement the Targeted Element of Instructional Coaching/Professional Learning.

Measurable Outcome:

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

With the implementation of Instructional support and Impact Coaching cycles (collaborative planning, one-on-one coaching cycles, and professional development), we expect to achieve a 2-percentage point increase in proficiency levels when comparing the 2022-2023 FAST PM 3 to 2023-2024 FAST PM3 by June 2024.

Monitoring:

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

The leadership Team will conduct weekly walkthroughs to ensure quality aligned instruction that reflects the instructional practices that have been delivered through professional learning sessions. Department chairs in other content areas will be included in the instructional decision-making and in collaborative planning. Administrators will review lesson plans weekly to ensure students are being provided with instructional practice strategies. The leadership team will have quarterly data chats with teachers to discuss on-going progress monitoring (OPM), instructional delivery, and student end products. The Administrative team will provide timely feedback to teachers after conducting targeted walkthroughs and provide feedback to coaches during weekly Leadership Meetings.

Person responsible for monitoring outcome:

Kharim Armand (karmand@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Instructional Coaching/Professional Learning, our school will focus on the evidence-based strategy of Instructional Support/Coaching through Impact Coaching Cycles. Instructional Coaches will deliver continuous professional development and provide instructional support to teachers. This will assist teachers with delivering standard-aligned instruction and implementing reading strategies resulting in an increase in student proficiency in all subjects.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Impact Coaching Cycles focus on the identified goal and increase the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve instructional decisions.

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.

9/11/2023 The team will collaborate to create a professional development timeline that will be implemented throughout the 2023-2024 academic year. This timeline will be shared with all stakeholders during faculty meetings and collaborative planning and include instructional practices such as 100% compliance, engagement strategies, differentiated instruction, and content knowledge of standards.

Person Responsible: Kharim Armand (karmand@dadeschools.net)

By When: 9/15/2023

8/14/2023 - 9/29/2023 During collaborative planning, teachers will develop daily lesson plans implementing strategies learned from professional development and instructional support.

Person Responsible: Lorette Jones (222283@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023 Instructional coaches will implement coaching cycles to support the implementation of targeted strategies and practices.

Person Responsible: Kharim Armand (karmand@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023 Administration will conduct classroom walkthroughs to monitor the implementation of strategies and review student work products for evidence of implementation. Administrators will then provide feedback to teachers and instructional coaches. Based on the feedback and overall reflection of the team, adjustments will be made to meet the needs of teachers and students.

Person Responsible: Kharim Armand (karmand@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023 Instructional Coaches will facilitate Learning Walks and Peer Lesson Plan/Student Product reviews to support shared learning across the department and cultivate a collaborative culture.

Person Responsible: Lorette Jones (222283@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

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

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

Based on the data review of our ESSA subgroups, the subgroup that did not meet the federal index of 41% is our students with disabilities subgroup. The federal index for this group was 25%. According to the 2022-2023 FAST PM3 data, this subgroup scored 8% proficient in ELA and 22% in Math. This data indicates that we are not meeting the needs of our Students with Disabilities. Factors that contributed to this are limited instructional delivery practices which do not address the differentiated needs of the learner, ineffective use of accommodation strategies identified in the student's Individualized Learning Plan, and student readiness levels. We will implement the Targeted Element of Differentiation to address these needs.

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 aligned to strategic ESE modifications in the classrooms, the goal for the 2023-2024 academic year will be to increase our federal index above 41% as well as increase by 2 percentage points in ELA and Math for this specific subgroup in the state assessment by June 2024.

Monitoring:

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

This desired outcome will be monitored by the school administration with assistance from the ESE-certified teachers along with transformational coaches, and ESE Department Chair. Administrators will monitor collaborative planning for the utilization of ESE strategies and the IEP's to develop daily lesson plans. Administrators will review lesson plans for indication of differentiated instruction based on the needs of the learner. Administrators will conduct regular walkthroughs to ensure differentiated instruction planned for, is implemented during instructional delivery. Formal and informal data will be utilized to monitor the impact progress.

Person responsible for monitoring outcome:

Kenan Lawhorne (klawhorne@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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction will specifically address the individual needs of our Students with Disabilities. This implementation will also support small group instruction, one on one instruction, extended time, and promote a conducive learning environment. Differentiated Instruction will help to ensure that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14/2023 - 9/29/2023 During a faculty meeting, Administrators and the ESE department chair will facilitate professional development aligned to effectively using the Individualized Educational Plans to support the needs of our students with disabilities. This training will provide teachers with the development they will need to accurately analyze an IEP and determine the accommodations students will need. The PD will also review how to integrate the most common accommodations into daily lessons.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023 The ESE department chair will provide all teachers with an Individualized Educational Plan at a Glance for their Students with Disabilities. Teachers will then identify teaching strategies and accommodations, previously presented in professional development, that will meet the needs of the learners in their classrooms.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023 During collaborative planning, Instructional Coaches, Administrators, and ESE certified teachers will support teachers in planning for the inclusion of teaching strategies and accommodations identified to meet the needs of Students with Disabilities as outlined by their IEPs. Instructional coaches will also provide instructional delivery support to ensure the integration of student accommodations.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023 ESE department chair and administrators will conduct weekly walkthroughs and identify teachers who need additional support in executing teaching strategies and accommodations for their students with disabilities. The coaches will provide assistance to address the instructional support needs identified.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023 The ESE Department Chair, alongside Instructional Coaches will review data for ESSA subgroup after FAST PM 1 to brainstorm best practices and develop data trackers to monitor student progress in order to adjust accommodations and strategies as needed.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023 The ESE department chair will provide teachers with updated copies of the IEPs at a glance throughout the year. This will ensure that teachers are aware of the changes to the student's accommodations.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

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

Area of Focus Description and Rationale:

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

According to the 2022-2023 Early Warning System data, 42% of the teachers had 10.5 plus absences as compared to 17% of teachers during the 2021-2022 academic year. This indicates a 25% increase in the number of teachers that accrued 10.5 absences across the two years. As evident by the school climate survey, the contributing factors that led to this increase are low staff morale and teachers feeling overwhelmed. Other factors include teachers taking maternity or Family and Medical Leave. We will implement the Targeted Element of Attendance Initiatives to address these needs. Teacher attendance is vital to consistent student learning and thus increasing student achievement.

Measurable Outcome:

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

With the implementation of Attendance Initiatives and Team Building, 20% of teachers will have 10.5 plus absences as indicated by the 2023-2024 School Climate Survey. Attendance initiatives will increase teacher investment.

Monitoring:

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

Our leadership team will form an attendance initiative committee that will comprise of staff members from various departments and grade levels. This committee will collaborate with administrators to implement school-wide initiatives that facilitate team building. Administrators will monitor the impact of these initiatives via teacher surveys and the daily teacher attendance report. Administrators will also monitor teacher attendance to determine which teacher needs to be placed on an attendance directive. Once a teacher is placed on attendance directive administrators will continue to follow district attendance protocols and maintain a log of teacher attendance. Administrators will create a plan if a teacher requests Family and Medical Leave.

Person responsible for monitoring outcome:

Lorette Jones (222283@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 that will be implemented is attendance initiatives and Team Building. Implementation of attendance initiatives will facilitate team building, build trust, and create a sense of community across teachers. This sense of community will improve teacher morale and reduce teachers feeling overwhelmed thus teachers will be less inclined to take off days.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance. Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

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.

8/15/23 - 9/29/23 The school leadership team will create a school-wide attendance committee. Staff members will complete a survey that indicates their interest in serving on the committee.

Person Responsible: Lorette Jones (222283@dadeschools.net)

By When: 8/15/23 - 9/29/23

8/15 - 9/29/23 During a faculty meeting, Administrators and the school-wide attendance committee will share the 2022-2023 attendance data as reflected by the Early Warnings System data. This will be used to invest staff members in the goal of reducing the percentage from 42% to 10% of teachers having 10.5 absences. During this meeting, administrators will also review the district's attendance protocol and procedures is there are consistent absences.

Person Responsible: Lorette Jones (222283@dadeschools.net)

By When: 8/15 - 9/29/23

By 8/15/23 - 9/29/23 The attendance committee will create an attendance initiatives plan that indicates the activities that will be implemented to support consistent attendance and team building. This plan will include competitions across grade levels and/or departments, highlighting teachers with perfect attendance, and team-building activities during faculty meetings. The attendance committee will share this plan with staff during a faculty meeting.

Person Responsible: Lorette Jones (222283@dadeschools.net)

By When: 8/15/23 - 9/29/23

8/15/23 - 9/29/23 Administrators will continue to monitor daily teacher attendance, recognize teachers with perfect attendance, facilitate one-on-one meetings with teachers who are consistently absent, and follow district protocol to track teachers on attendance directives.

Person Responsible: Kharim Armand (karmand@dadeschools.net)

By When: 8/15/23 - 9/29/23

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

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

Reflecting on our state assessment data, the academic component that showed the least improvement was 8th Grade Science. During the 2022-2023 academic year 38% of students scored proficient on the Statewide Science Assessment compared to 39% in the 2021-2022 academic year. This is a 1 percentage point decrease. The factors that contributed to this were teacher attendance, novice teachers in the accountable grade level who struggled with systems and routines, content knowledge, and willingness to be receptive to feedback. Based on the data and these contributing factors, we will implement the Targeted Element of Job-Embedded Professional Development.

Measurable Outcome:

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

With the implementation of Job-Embedded Professional Development, an additional 5% of the 8th grade population will score proficiency for the 2023-2024 Spring NGSSS Assessment.

Monitoring:

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

During the 2023-2024 academic year, our science team will have two novice teachers in the accountable grade levels. Therefore, they will need strategic support in the planning and lesson delivery. Administrators will monitor the integration of labs, and engagement strategies, and monitor pacing as outlined by the instructional focus calendar. Administrators will conduct walkthroughs to monitor the implementation of strategies during lesson delivery. Administrators will also monitor student mastery by conducting random student work product reviews and facilitating data chats with teachers have each unit assessment. Throughout the year, administrators will monitor the progress of specific target students and support teachers in making the necessary adjustments in instructional delivery.

Person responsible for monitoring outcome:

Kharim Armand (karmand@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.)

Job Embedded Professional Development will allow stakeholders to provide intentional support for our novice teachers aligned to identifying student misconceptions and how to address them, classroom management, engagement strategies, how to effectively execute hands-on learning, and student-centered directions. The facilitation of this professional development will ensure that we are building the capacity of our novice teachers in an efficient time.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Job-Embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous 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.

8/15/23 - 9/29/23 During collaborative planning, introduce the Middle School Science ETO PD timeline to science teachers. This will allow teachers to gain a deeper understanding of the current vision for their development. Teachers can also use this time to provide feedback.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/15/23 - 9/29/23

08/15/23 - 9/29/23 Collaborate with teachers to identify individual proficiency goals that each teacher will strive towards to ensure that the school will reach the school's goal of 43% proficiency in 8th Grade Science.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/15/23 and 9/29/23

8/24/23 - 9/29/23 During collaborative planning, teachers will receive a mini-PD on student-centered directions. Administrators and exemplar teachers will support teachers in crafting student-centered directions for each lesson component. Exemplar teachers will model and co-teach the Student-Centered Directions that have been developed. This will support teachers in the implementation process.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/24/23 - 9/29/23

8/24/23 - 9/29/23 During collaborative planning, exemplar teachers will support peers in identifying student misconceptions and pre-planning how these misconceptions will be addressed. Teachers will also receive support in integrating engagement strategies, labs, interactive notebooks, and ongoing progress monitoring.

Person Responsible: Kenan Lawhorne (klawhorne@dadeschools.net)

By When: 8/24/23 - 9/29/23

8/24/23 - 9/29/23 Administrators will conduct classroom walkthroughs to monitor implementation and provide teachers with timely feedback.

Person Responsible: Kharim Armand (karmand@dadeschools.net)

By When: 8/24/23 - 9/29/23

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 of reviewing school improvement funding allocations and ensuring resources are allocated based on needs involves several key steps and components. The first step is to conduct a comprehensive data analysis of student performance in reading, math, and science. This analysis identifies areas of strength and areas that require improvement. The assessment might include standardized test scores, classroom assessments, and other relevant data. This process aims to align resources with educational standards, address specific subject areas like reading, math, and science according to the B.E.S.T. standards, and provide interventions and extended learning opportunities to students. Based on this discovery, our Title 1

funding will be used to fund our Interventions for our assessed content areas. Interventionists will focus on the standards for that content area and foundational skills needed to reach proficiency. The ESSAC (Education Standards and School Accountability Commission) committee will then be presented our plan for feedback and approval, which includes provisions for interventions and extended learning opportunities for students who are struggling or need additional challenges.

After resources are allocated and interventions are put into place, it's important to continually monitor and assess their effectiveness. This involves tracking student progress, evaluating the impact of interventions, and making adjustments as needed to ensure that students are making the desired academic gains. By following this comprehensive process, schools can effectively allocate resources to meet the unique needs of their students in the areas of reading, math, and science while adhering to the B.E.S.T. standards and fostering student success.

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

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 (SIP) will be disseminated to stakeholders, including students, families, school staff, and local businesses and organizations during EESAC (Educational Excellence School Advisory Council) meetings. During these meetings the school administration or a member of the leadership team, will explain the goals, strategies, and initiatives outlined in the plan. In addition during faculty meetings, the SIP will be shared so that teachers and other staff members can discuss the plan, ask questions, and provide feedback. This will help create a shared understanding and commitment to the goals and strategies outlined in the plan.

During Parent-Teacher Conferences the teachers will be able to discuss the goals and strategies outlined in the plan, as well as the progress made by their students. This will help parents understand how they can support their child's learning and contribute to the overall improvement efforts of the school. Our local community stakeholders such as local businesses and organizations will be engaged by disseminating the SIP during Open Houses or community meetings. The plan will be shared through presentations, handouts, display boards, and our North Dade Middle School website at <https://northdadems.net/>. This will help create awareness and involvement from the broader community, fostering partnerships and garner support for the school's improvement initiatives.

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))

North Dade Middle School recognizes the importance of building positive relationships with parents, families, and other community stakeholders. Firstly, we prioritize open communication with parents and families and ensure that all communication channels are easily accessible and user-friendly. Our school website, <https://northdadems.net/>, serves as a hub for information, where parents can find updates, announcements, and resources related to their child's education. We also utilize email, newsletters, and social media platforms which can be found at North Dade Middle school's webpage. Here we regularly share important information, upcoming events, and student achievements. In addition to this, we actively include the use of Schoology to share information that can be utilized by faculty, staff, parents, and students. Recently, our school has also installed a television monitor in the lobby of our main office that will share information concerning our Magnet program. Informing visitors, students, and parents of what the program offers and how they can be involved. During weekly Parent-teacher conferences we offer opportunities for parents to discuss their child's academic progress, share feedback, and discuss next steps. By keeping parents informed, we empower them to actively participate in their child's education and support their academic journey. We also understand the importance of engaging with other community stakeholders. We actively seek partnerships with local businesses, organizations, colleges/ universities, and community leaders to provide additional resources and opportunities for our students, one example of this is our Talents Afterschool program that we implement in partnership with Florida International University. Students are provided an opportunity to receive homework help, learn new skills, and develop social skills through various collaborative projects. By involving the community in our educational endeavors, we expand the learning environment and broaden the opportunities for our students.

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))

North Dade Middle school has set forth several ideas to strengthen our academic program in the school, increase the amount of quality time, and provide an enriched accelerated curriculum. In order to strengthen the academic programs, we will focus on differentiating instruction and targeted interventions in small group so that all student needs are being met. Differentiated instruction provides, as much as possible, individualized instruction based on the students' progress monitoring, topic assessment, mid-year assessment, and state assessment data. We will build on the success of our Math interventions last year, by sharing these best practices of implementation and systems with our Literacy teachers. By analyzing various data points and triangulating the data, we plan to provide differentiated instruction that is targeted towards a student's deficiencies while building on their strengths. Evidence-based instructional strategies like word walls, interactive vocabulary journals, and teaching context clues will be utilized to strengthen the vocabulary of not only our ESOL students, but those in the Lower performing quartiles who lack vocabulary development. To maximize instructional time, each content area has a framework which identifies how the instructional block will be utilized to provide bell-to-bell instruction. The use of timers are a best practice at North Dade Middle school to assist with following this initiative and ensuring that instructional time is maximized. To address aspects of our accelerated curriculum, we will examine new ways to infuse our Magnet standards, STEM opportunities, and Hands on experiments to allow exposure to the curriculum in a practical, fun, yet challenging way. To address the needs of our Students With Disabilities, we will ensure that our teachers are actively referencing the Individualized Education Plans (IEP). Through Professional Learning opportunities and support during lesson planning, teachers will be shown how to use the IEPs to provide accommodations and improve differentiated instruction.

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))

We provide support for the whole child with the services of our Success Coach, School Counselor, and additional support specialist. Not only is our school counselor available to provide academic support and advice for our students, she also assists in providing support in other areas such as Bully Prevention. This is crucial to providing a safe environment where learning can take place. Our Success Coach and Community Liaison perform services such as Home Visits and Parenting classes to ensure our students have the support needed at home to be successful at the school site. These services provided by our support staff ensure that our Grades 6 to 8 students have the tools needed to focus on their education and feel motivated to accomplish tremendous things.

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))

At North Dade Middle School, we strive to prepare and expose our students to post-secondary opportunities through a focus on college readiness with our community partnerships with local universities and colleges, as well as afterschool activities with community partners. We offer upper level advanced courses in content areas such as Algebra, Biology, and Foreign Languages. In addition students have the opportunity to participate in the school's International Baccalaureate Programme which offers various college courses and access to various levels of curriculum.

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).

To improve negative student behaviors and reward the good, Team leaders have developed incentives throughout the year. Progressive Discipline Plans were presented to share how students will qualify to take part in these team building opportunities to build school pride and culture, while encouraging positive behaviors.

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))

As shared, we will maximize on opportunities to provide school site Professional Development opportunities. This will provide teachers with the best practice strategies and techniques to target the content areas addressed in this year's plan. The Professional Development sessions will address the importance of aligning benchmarks, curriculum standards, and learning progression with meaning instruction. Throughout the year, we will provide job-embedded PDs during department meetings, collaborative planning, and monthly faculty meetings as time and opportunity provide. We will continue to provide opportunities for teachers to gain opportunities to expand on skills and build leadership skills as a means of recruiting and retaining teachers.

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