Ponce De Leon Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Ponce De Leon Middle School

5801 AUGUSTO ST, Coral Gables, FL 33146

http://ponce.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.

It is the mission of Ponce de Leon Middle School to provide its students with a safe, academically challenging, and culturally diverse learning environment which fosters the development of a strong character and intellect. Furthermore, we aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We strive to impress in our students the principles which will enable them to positively and actively contribute to an ever-changing global society. As such, Ponce de Leon Middle School students are expected to be inquisitive, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective in their pursuit of life-long learning.

Provide the school's vision statement.

Ponce de Leon Middle IB World School is committed to producing global students who are responsible members of society.

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
Balboa, Anthony	Principal	Instructional leader supervising implementation of the SIP, curriculum areas , and school wide budget to ensure effective functioning of the school.
Anderson, Kimberly	Assistant Principal	Instructional leader supervising implementation of the SIP, curriculum areas , and school wide intervention programs to ensure effective functioning of the school.
Foderick, Christiane	Teacher, K-12	ESE Department Chair responsible for overseeing the ESE department , IEP compliance and PLST member.
Campos, Stephanie	Teacher, K-12	Teacher Leader responsible for overseeing the 7th grade team , PLST Team Member, and Professional Development Liaison.
Joseph, Giovannah	Teacher, K-12	Teacher Leader responsible for overseeing a grade level, PLST member and Fairchild Challenge Liaison.
Ramos, Marlene	Magnet Coordinator	Magnet Lead Teacher responsible for overseeing the Magnet application process, recruitment, schoolwide Activities, and IB Discipline.

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.

Our School Advisory Council is used to fulfill the requirements. Aside from the School Advisory Council, we meet with stakeholders regularly through out the year to ensure input is provided and reviewed through PTSA, ESSAC and Curriculum Council.

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))

Our SIP will be regularly monitored and discussed at School Advisory Council meetings. If necessary revisions or changes are identified due to improvement or data changes, the plan will be revised to ensure continues improvement is occurring.

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	94%
2022-23 Economically Disadvantaged (FRL) Rate	92%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B

	2017-18: A
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	31	58	73	162
One or more suspensions	0	0	0	0	0	0	20	25	26	71
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	6	6	13
Course failure in Math	0	0	0	0	0	0	4	14	5	23
Level 1 on statewide ELA assessment	0	0	0	0	0	0	88	101	113	302
Level 1 on statewide Math assessment	0	0	0	0	0	0	72	89	98	259
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	137	146	179	462

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	67	88	92	247

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	5	2	5	12

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	65	124	96	285
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	10	28	21	59
Course failure in Math	0	0	0	0	0	0	4	51	9	64
Level 1 on statewide ELA assessment	0	0	0	0	0	0	70	139	119	328
Level 1 on statewide Math assessment	0	0	0	0	0	0	114	141	160	415
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	87	127	109	323

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	99	163	144	406

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	2	9	1	12
Students retained two or more times	0	0	0	0	0	0	3	9	7	19

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	65	124	96	285
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	10	28	21	59
Course failure in Math	0	0	0	0	0	0	4	51	9	64
Level 1 on statewide ELA assessment	0	0	0	0	0	0	70	139	119	328
Level 1 on statewide Math assessment	0	0	0	0	0	0	114	141	160	415
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	87	127	109	323

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	99	163	144	406

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	2	9	1	12
Students retained two or more times	0	0	0	0	0	0	3	9	7	19

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*	56	56	49	57	55	50	56		
ELA Learning Gains				61			47		
ELA Lowest 25th Percentile				46			35		
Math Achievement*	54	60	56	52	43	36	37		
Math Learning Gains				64			20		
Math Lowest 25th Percentile				61			21		
Science Achievement*	50	55	49	47	54	53	44		
Social Studies Achievement*	55	72	68	67	64	58	55		
Middle School Acceleration	75	74	73	83	56	49	51		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	51	50	40	64	77	76	41		

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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	4	
ELL	46			
AMI				
ASN				
BLK	28	Yes	4	1
HSP	57			
MUL				
PAC				
WHT	76			

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	54			

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	33	Yes	3	
ELL	53			
AMI				
ASN				
BLK	39	Yes	3	
HSP	61			
MUL				
PAC				
WHT	75			
FRL	57			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			54			50	55	75			51
SWD	28			30			22	38	58		5	
ELL	42			44			26	42	72		6	51
AMI												
ASN												
BLK	30			29			22	29			4	
HSP	58			55			51	55	73		6	51
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	74			81			57	82	85		5	
FRL	53			48			47	45	70		6	63

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	57	61	46	52	64	61	47	67	83			64
SWD	25	46	43	19	39	34	15	44				
ELL	41	54	50	38	60	60	27	53	83			64
AMI												
ASN												
BLK	32	47	32	27	53	55	25	39				
HSP	59	61	49	53	64	62	47	68	81			64
MUL												
PAC												
WHT	69	68		67	73		71	79	100			
FRL	54	59	46	46	61	60	43	64	80			58

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	56	47	35	37	20	21	44	55	51			41
SWD	23	30	27	13	15	14	14	26	38			
ELL	48	47	40	37	23	26	18	53	36			41
AMI												
ASN												
BLK	28	20	11	11	7	8	18	31	47			
HSP	59	50	40	38	20	23	47	56	48			38
MUL												
PAC												
WHT	65	53		63	34		38	81	89			
FRL	54	46	33	33	18	19	40	53	45			33

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	43%	50%	-7%	47%	-4%
08	2023 - Spring	51%	51%	0%	47%	4%
06	2023 - Spring	45%	50%	-5%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	51%	58%	-7%	54%	-3%
07	2023 - Spring	26%	48%	-22%	48%	-22%
08	2023 - Spring	44%	59%	-15%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	31%	40%	-9%	44%	-13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	56%	23%	50%	29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	52%	31%	48%	35%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	65%	27%	63%	29%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	68%	-23%	66%	-21%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components with the lowest performance were: Math with 53%, and Civics 55% and Science with 49%. The contributing factors for the low performance were the following:
* New 4 by 4 schedule, which reduced teacher contact by 35 minutes. Teachers needed to adjust their lesson plans with the new 80 minutes per class.
* New BEST Standards for ELA and Math
* New test assessments (From FSA to FAST)
* Students complained of test fatigue (I ready and FAST 3 times, baseline, and mid year)
* New teacher in Civics and Science
We should continue to trend up in science as we went up 1 point due to a new STEM Science elective that all 8th grade students were enrolled in.

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

The data component that shows the greatest decline from the prior year is Civics with a 12% decrease from 67% to 55% . This was due to two Social Science teachers teaching Civics for the first time with the new 4 by 4 bell schedule.

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 had the largest gap was the 7th grade Civics by 13 % from state scale score and 7th grade math 14% from state mean scale score of 405 scale. This was due to two social Science teachers teaching
civics for the first time, a new 4 by 4 bell schedule and new standards.

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 science from 47% to 49% which is a increase of by 2% . This increase is due to the newly created STEM class for all 8th grade students. Additionally, the science teachers had a school wide goal to receive the STEM gold designation and they worked on interdisciplinary plans with math and elective teachers.

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

Based on the EWS data the two student groups that are a potential area of concern are; students scoring level 1
in ELA and Math FAST Assessments.

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

The highest priorities are: ELA, Math and Civics.
ELA proficiency was 57%, this years goal is to increase by 3 % points and have significant learning gains. All students who needed a school issued laptop have been assigned one and will be required to complete their iReady reading weekly goal of 40 minutes. Teachers will monitor testing data and conduct data chats with students to review their PM1 testing and make goals for PM2.
Math proficiency 53%, this years goal is to increase by 2% and have significant learning gains. All students who needed a school issued laptop have been assigned one and will be required to complete their iReady math weekly goal of 40 minutes. Teachers will monitor testing data and conduct data chats with students to review their PM1 testing and make goals for PM2.
Civics proficiency goal will be to increase by 5% point to 60%, teachers will participate in Civics Academy and ensure all Mini Assessment and MYA are completed during the testing window, review and monitor test data with students through teacher lead data chats.

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 Student Engagement

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

According to the 2022-2023 FAST PM3 data, 55% of 7th grade students were proficient in Civics as compared to the state average of 67% and district average of 68%. 47% of 6th-8th students are proficient in ELA. 51% of 6th-8th of Math students are proficient. Based on the data and the identified contributing factors of: lowest performing grade-level, new 4-by-4 class schedule, new testing schedule, and new B.E.S.T Standards. We will implement the targeted element of student engagement.

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

Our students demonstrated a need for support in Civics, ELA, and Math. Through our creative writing ELA elective and foundations of mathematics elective, students will be exposed to reinforcement in their core classes to promote further understanding. School-wide proficiency will increase in Civics 12% points from 55% to 67% evidenced by the 2024 EOC. In ELA, school-wide proficiency will increase 5% points from 47% to 52% evidenced by the 2024 BEST state assessment. In Math, school-wide proficiency will increase 5% points from 51% to 56% evidenced by the 2024 BEST state assessment.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walk-throughs to ensure quality instruction is taking place. Data Analysis of formative
assessments of L25 students proficiency will be reviewed monthly to observe progress. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome:

Anthony Balboa (pr6741@dadeschools.net)

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

Within the Targeted Element of Student Engagement, our school will focus on the evidenced based strategy of Student Engagement. Teachers are utilizing the Creative Writing elective classes and Foundations of Mathematics classes to effectively ensure that all students are actively engaged with reinforcement. Teachers are using resources, and ensuring the students' individual needs are being met by assessing student readiness, adjusting the amount of content, remediating for mastery , increasing student participation for hands on experiences and scaffolding questions so students have a structured path showing their deeper understanding of class content.

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

The implementation of the evidence-based strategy Student Engagement will provide lessons based on the standards and actively engage students through planned lessons/activities. This strategy will provide a variety of learning strategies to engage students and promote student learning. This will assist in accelerating all students to their full potential. This strategy was chosen to increase Civics, ELA, and Math proficiency. Civics 12% points from 55% to 67%. In ELA 5% points from 47% to 52%. In Math 5% points from 51% to 56%.

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.

08/22-09/29- Civics, ELA, and Math will participate in professional development to further their knowledge with the Power BI platform and reports via their department meetings. Teachers will analyze and disaggregate the Power BI reports to develop strategies, plan lessons, and differentiate instruction to improve students' achievement and engagement.

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

08/22-09/29- Civics, ELA, and Math teachers will meet to discuss assessment scores and data through Power BI, curriculum resources, examine current procedures, standards, and participate in professional development sessions to implement strategies to engage learners through Civics, ELA, and Math core classes and the correlating electives. Teachers will be using both formative (journals, exit tickets, and anecdotal notes) and summative assessments (EOC, FAST, Mid-Year Assessments, Topic Assessments and iReady) to drive instruction and student engagement.

Person Responsible: Kimberly Anderson (kimanderson@dadeschools.net)

By When: 09/29

08/22-09/29- Administrators and Department Chairs will engage in Quarterly Data Chats and will analyze and disaggregate data to measure the impact of strategies in place.

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

#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 2023 FAST subgroup data, two subgroups did not meet the 41% threshold for the federal index. Students with disabilities and Black/African American students. Students with disabilities earned a 33% federal index. Black/African American students earned a 39 % federal index. Based on this data, we want to continue to provide scaffolded rigorous instruction to all subgroups by utilizing Student Engagement.

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

With the implementation of Student Engagement, an additional 3% from 33% to 36% of Students with Disabilities and from 39% to 41% Black/African American students will score at grade level or above as evidenced by the ELA and Math 2023-2024 state assessment.

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

This area of Focus will be monitored by consistent administrative walk throughs, participation in the two administrative events (SWD Curriculum Night and Reading Under the Stars). Additionally, student grades will be monitored by curriculum council, counselors and administration through the electronic grade book. We will meet with students with D's or below to remediate their deficiencies and provide academic assistance through Homework help.

Person responsible for monitoring outcome:

Anthony Balboa (pr6741@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.)

As an evidence-based strategy Student Engagement is designed to gets the students involved, interested and motivated. Shared leadership (Administration, Curriculum Council, Counselors and Community Partners) will ensure that the two subgroups (SWD & Black) are progressing in their education. The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

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

The rationale for selecting the evidence-based strategy of student - centered learning is to increase motivation through activities, access to technology (laptop) , recognition and monitoring of students and creating a desire to learn through our creative writing ELA elective and foundations of mathematics elective, which will help with reinforcement in core language arts and math classes.

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.

08/22-09/29 Administrative team will work with SPED department Chair & Core teachers to promote the following activities to promote SWD & BLK student engagement:
1. Reading Under the Stars
2. Math & Science STEM Learning Activities (Cross Curricular Activities)
3. Family Dinner (Curriculum/ Resource Fair)
4. Data Chats w/ Community Partners

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

08/22-09/29 We will conduct a Club Rush day where all school related clubs will recruit SWD and BLK students interested in participating in and joining School related service clubs. Student and parent participation and
engagement in school related clubs will increase as evidenced by sign-in sheets.

Person Responsible: Marlene Ramos (mramos2@dadeschools.net)

By When: 09/29

08/22-09/29 SWD and Black students will be recognized monthly with the IB learner profiles for small achievements (grades, attendance and behaviors). Qualifying SWD and BLK students will participate in an honor roll ceremony quarterly. Students meeting grading criteria will be honored and recognized in the main office and through social media.

Person Responsible: Kimberly Anderson (kimanderson@dadeschools.net)

By When: 09/29

#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.

According to the 2023-2024 School Climate Survey Results Q 14, 38% of students feel that they are not given enough resources to meet their needs in relation to their future career goals. If students do not feel a connection to what they are learning and their future goals, they will not feel motivated to continue learning. In turn, attendance, behavior, and academic progress will be impacted. .

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

If the leadership team provides resources to support and promote future goal planning, then there will be a 2% decrease in students who respond that they do not feel that their teachers are interested in their future on the 2023-2024 Student Climate Survey from 38% to 36%

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

We will conduct Curriculum Council meetings that include team leaders and help ensure that students are exposed to activities that promote postsecondary options. There will be quarterly check-ins with team leaders and student services staff.

Person responsible for monitoring outcome:

Anthony Balboa (pr6741@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 strategy Staff-Student Connections - counselors, team leaders, PTSA, community stakeholders will create opportunities and activities to recognize students and their future goals. Building Staff-Student Connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Staff-Student Connections can occur through various means such as, but not limited to, visibility of staff during arrivals/lunch/dismissal, quick check in/out activities at the start and/or end of each class or activities during an homeroom/advisory period.

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

The Evidence based strategy Staff-Student Connections- counselors, team leaders, PTSA, community stakeholders will create opportunities and activities to recognize students and their future goals.

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.

08/22-09/29 The administrative team will establish a PBS Plan integrating the IB Learner Profiles, present PBS Plan to faculty to communicate expectations, and will review the established plan and data on a quarterly basis.
As a result, students will feel engaged and connected and perform better academically.

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

08/22- 09/29 Counselors, Interdisciplinary Team Leaders, and community stakeholders will meet and communicate on a monthly basis to discuss intervention for targeted students with poor attendance. Students indicating poor attendance will be monitored. As a result, their attendance will improve as evidenced on Power Bi attendance reports. Community stakeholders will assist in organizing a career and magnet fair.

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

08/22- 09/29 Administrators will encourage teachers to model and promote a growth mindset. As a result of modeling and promoting a growth mindset, the notion that almost anything is attainable via focus, hard work, and willingness to learn from failure will be achieved. Teachers will notice more positive, confident learners that feel connected to the lessons being taught.

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

08/22-09/29 Administrators will encourage teachers to communicate with students regarding academic, behavior, and social issues. As a result of effective communication between teachers and students, teachers will be aware of how students are progressing academically, behaviorally, and socially and will be able to provide the necessary resources and/support.

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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

According to the 2022-2023 FAST PM3 data, 55% of 7th grade students were proficient in Civics, 47% of 6th-8th students are proficient in ELA, and 51% of 6th-8th of math students are proficient. Based on the data and the identified contributing factors of lowest performing grade-level, new 4-by-4 class schedule, new testing schedule, and new B.E.S.T Standards, we will implement instructional support and professional learning.

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

If instructional support and professional learning is implemented with Civics, ELA, and Mathematics, then 6th-8th grade proficiency will increase:
ELA From 57% to 60%
Math From 53% to 55%
Civics From 55% to 60%
in each of the areas by June 6, 2024.

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

The Leadership Team will provide instructional support and departments will work together to set a measurable goal to improve instructional outcomes. Teachers will focus on the identified goal and will increase the achievement of every student.

Person responsible for monitoring outcome:

Anthony Balboa (pr6741@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 evidenced-based strategy Instructional Support Coaching learning will be conducted weekly at department meetings. We will discuss the progress of our students. Additionally, we will provide support for teachers through professional development days, faculty meetings, and curriculum council meetings. Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

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

We selected Instructional Support Coaching learning to focus on teachers working together to improve instructional outcomes. Teachers will use both student-centered and teacher-centered methods to help improve instructional decisions. Administration will support teachers to ensure a shared vision for success.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

08/22-09/29 Professional development will be provided for teachers on effective tools such as PowerBI, F.A.S.T , and performance Matters to ensure monitoring of student data and strategies , then teachers will be able to provide a focused instruction to meet students' needs.

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

08/22- 09/29 The leadership team will conduct instructional walk throughs, provide teacher support and provide feedback to ensure instructional focus is being met. As a result, instructional support from administration will
lead to school success.

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

08/22-09/29 Leadership team and Curriculum Council will conduct a teacher PD on Data Best Practices, Schoology, AI, Canva, and IB. As a result, it will keep everyone accountable for school/student success.

Person Responsible: Anthony Balboa (pr6741@dadeschools.net)

By When: 09/29

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).

Using Title I funds and Title III, we will allocate funding towards intervention opportunities for our students in need.

Title I Requirements

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

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

The SIP will be discussed with parents at our annual Title I parent meeting and will available upon request. All stakeholders are always invited to attend our monthly SAC meeting and discuss the SIP.

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 will be using Social Media as an outlet to share information of events and successes. We will also house meeting and events in which stakeholders are invited to participate to help assist our school's mission. Some examples include but are not limited to the following: Feild Trips, Community Service Projects, Family Fall Festival, etc.

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))

We have implemented opportunities for students to have before school and after school remediation opportunities.

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))

NA

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 student services department works in collaboration with outside agencies to provide services to students, referrals to outside agencies through the , mental health coordinator as well as a host of extracurricular activities.

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 student services department works with the social studies department to ensure career and postsecondary education activities take place such as the magnet fair, career day and guest speakers.

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).

There is a schoolwide progressive discipline that students are made aware of, schoolwide incentives for positive behavior (activities and fieldtrips), recognition programs, as well as working through the restorative justice practices.

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 are engaged in many professional development activites such as but not limited to : Suicide prevention, mental health, and curriculum best practices.

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))

NA

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: Student Engagement	$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: Instructional Coaching/Professional Learning	$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