Richmond Heights Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Richmond Heights Middle School

15015 SW 103RD AVE, Miami, FL 33176

http://rhms.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.

Richmond Heights Middle School's mission is to provide an enriching learning environment which fosters the core skills of communication, collaboration, creativity, and critical thinking through innovative instructional strategies, accountability, and high expectations in the pursuit of excellence.

Provide the school's vision statement.

Richmond Heights Middle School's vision is to create an environment of academic excellence which improves the skills of today's generation of learners allowing them to adapt to the ever-changing world of technological advancements while meeting their diverse needs.

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
Sauri, Francisco	Principal	Direct and manage the instructional program and supervise operations and personnel at the campus level. Ensures that the school's vision and mission align with the district's initiatives.
	Assistant Principal	Assist the principal with operational systems, curricula decisions, and personnel at the campus level. Ensures that the school's vision and mission align with the district's initiatives.
Hunter, Gayle	Math Coach	Ensures that the school's vision and mission are aligned with the district's initiatives and supports the students' needs. Uses mathematics and diagnostic assessments to support math teachers to drive instruction by optimizing best learning practices.
Ellis, Danielle	ELL Compliance Specialist	Ensures the school's vision and mission are aligned with the district's initiatives and supports the students' needs; Ensures compliance with federal and state regulations related to English Language Learner (ELL) programs and services. Collects and analyzes data related to ELL student demographics, performance, and progress. Conducts regular assessments and evaluations to identify areas of improvement and make recommendations for program enhancements.
Chin-Wong, Brittney	Reading Coach	Ensures that the school's vision and mission are aligned with the district's initiatives and supports the students' needs. Uses literacy and diagnostic assessments to support ELA teachers to drive instruction by optimizing best learning practices.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders and how their input was used in the SIP development process was creating multiple modalities of messaging communication to stakeholders regarding the SIP; and ensured there was a common understanding with stakeholders and obtained their feedback through meetings and school events.

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

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students with the greatest achievement gap by establishing checkpoints to analyze the results of all data points and determine the impact of teaching and learning towards the goal; the school will revise the plan, as necessary, to ensure continuous improvement by creating new action steps if the steps in place are not reaching the goal; continue identifying evidence of growth; consistently use qualitative and quantitative data as a means for monitoring students' outcomes.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 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	14	28	42	84
One or more suspensions	0	0	0	0	0	0	14	33	27	74
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	4	4	16
Course failure in Math	0	0	0	0	0	0	7	17	6	30
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	64	62	173
Level 1 on statewide Math assessment	0	0	0	0	0	0	30	43	52	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	68	108	98	274

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	40	56	61	157

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	2	1	0	3
Students retained two or more times	0	0	0	0	0	0	4	4	2	10

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	15	48	35	98
One or more suspensions	0	0	0	0	0	0	2	18	4	24
Course failure in ELA	0	0	0	0	0	0	7	18	4	29
Course failure in Math	0	0	0	0	0	0	23	15	4	42
Level 1 on statewide ELA assessment	0	0	0	0	0	0	21	55	66	142
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	59	74	169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	42	77	94	213

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	29	55	67	151

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	3	3
Students retained two or more times	0	0	0	0	0	0	4	8	2	14

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	15	48	35	98
One or more suspensions	0	0	0	0	0	0	2	18	4	24
Course failure in ELA	0	0	0	0	0	0	7	18	4	29
Course failure in Math	0	0	0	0	0	0	23	15	4	42
Level 1 on statewide ELA assessment	0	0	0	0	0	0	21	55	66	142
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	59	74	169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	42	77	94	213

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	29	55	67	151

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	3	3
Students retained two or more times	0	0	0	0	0	0	4	8	2	14

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*	45	56	49	38	55	50	36		
ELA Learning Gains				53			37		
ELA Lowest 25th Percentile				53			34		
Math Achievement*	47	60	56	37	43	36	23		
Math Learning Gains				62			17		
Math Lowest 25th Percentile				64			18		
Science Achievement*	39	55	49	48	54	53	37		
Social Studies Achievement*	60	72	68	50	64	58	44		
Middle School Acceleration	76	74	73	69	56	49	50		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	55	50	40	71	77	76	43		

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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	10
Percent Tested	97
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	31	Yes	4	1
ELL	52			
AMI				
ASN				
BLK	42			
HSP	60			
MUL				
PAC				
WHT	58			
FRL	52			

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	36	Yes	3	
ELL	49			
AMI				
ASN				
BLK	48			
HSP	57			

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%
2021-22 ESSA SUBGROUP DATA SUMMARY				
MUL				
PAC				
WHT	62			
FRL	53			

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)

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	45			47			39	60	76			55
SWD	20			30			33	40			4	
ELL	36			51			33	61	73		6	55
AMI												
ASN												
BLK	36			39			23	46	65		5	
HSP	53			53			53	69	79		6	54
MUL												
PAC												
WHT	55			60							2	
FRL	40			42			33	57	76		6	62

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
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	38	53	53	37	62	64	48	50	69			71
SWD	15	46	52	18	49	54	32	23				
ELL	28	57	55	38	64	59	25	46				71
AMI												
ASN												

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
BLK	29	49	52	27	63	63	40	39	71			
HSP	44	54	55	43	64	66	53	55	68			71
MUL												
PAC												
WHT	61	71		61	53							
FRL	36	52	55	35	61	63	45	49	67			67

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	36	37	34	23	17	18	37	44	50			43
SWD	15	27	26	11	14	16	15	23				
ELL	24	35	37	20	16	16	31	30	56			43
AMI												
ASN												
BLK	27	35	33	13	14	17	24	32	33			
HSP	43	39	36	30	19	16	50	51	57			43
MUL												
PAC												
WHT	60	40		57	14							
FRL	34	36	37	21	16	19	34	39	45			41

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	38%	50%	-12%	47%	-9%
08	2023 - Spring	34%	51%	-17%	47%	-13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	31%	50%	-19%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	58%	-5%	54%	-1%
07	2023 - Spring	39%	48%	-9%	48%	-9%
08	2023 - Spring	35%	59%	-24%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	40%	-8%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	56%	41%	50%	47%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	52%	25%	48%	29%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	68%	-19%	66%	-17%

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.

8th Grade Science showed the lowest performance with 33% proficiency. The contributing factors to last year's low performance were students not having adequate opportunities to work independently towards reflecting on essential labs as well as the opportunity to revise work based on corrective feedback. A trend related to low performance in science is student engagement. Many students lacked motivation and interest in science, leading to reduced effort and ultimately, lower performance.

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 Science with a decrease of 12% decrease 45% to 33% from the previous year. The factors that contributed to this decline was staff turnover and staff schedule changes. Each staff member brings unique skills, knowledge, and expertise to their role. When our experienced science teacher left, they took their valuable instructional knowledge with them; and the science teachers left had to maintain continuity in the science department. There was also a schedule change by the request of a teacher feeling inadequate to teach 8th grade science.

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 greatest gap when compared to the state's average was Civics. The state's average for Civics was 67%, compared to Richmond Heights Middle School's average of 49%. The factors that contributed to this gap were poor attendance by teachers due to unforeseen circumstances and lack of consistent instruction.

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 mathematics. Each year for the past three years, mathematics has consistently improved. In 2021, 14% of students were proficient; in 2022, 26% of students were proficient; and in 2023, 44% of students were proficient. The new actions that were taken were seizing every opportunity to reach students through multiple avenues. We revamped the instructional framework, adjusting time for whole group instruction vs small group instruction, math coach acted as the interventionist for targeted group of students, and consistent with data chats with teacher and students. Moreover, we implemented more targeted small group instruction, monitored student data to remediate as needed, and utilized IXL with fidelity during math intervention classes.

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

Reflecting on the EWS data from Part I, potential areas of concern are the number of students that had two or more early warning indicators (151) vs the number of students with a course failure in ELA (29) and in Math (42). With 151 students having two or more early warning indicators, and only 71 students failing grade level course work is a concern. There should be a direct correlation between the two.

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

Based on the data points, science and the ESSA subgroup (ESE) are our greatest area of concern.

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

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

According to the 2023 F.A.S.T. Assessments and End of Course Data, Students with Disabilities performed below 41% for ELA (16%), Math (35%), and Social Studies (49%). Based on the data and the identified contributing factors of teachers are not afforded ample planning time to address students' accommodations and modifications to the curriculum. In order to address this ESSA subgroup, we will implement differentiated instruction to ensure learning gaps are adequately addressed and receive strategic pull-out intervention.

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

With the implementation of differentiated instruction, an additional 30% (for a total of 46%) of the Students with Disabilities will score at grade level or above in the area of ELA, an additional 10% in the area of mathematics (for a total of 45%), an additional 10% in the area of science (for a total of 45%), and an additional 10% in the area of social studies will increase the percent proficient by the 2024 spring state assessment.

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

The Administrative Team of Richmond Heights Middle School will conduct quarterly data chats, adjust groups based on current and relevant data, and follow-up with classroom visitations to ensure that differentiation is aligned to the most recent and current data. Administrators will examine lesson plans for differentiation instruction. Data Analysis of assessments, such as: teacher made exit tickets, district topic assessments, i-Ready progress monitoring, and the F.A.S.T. Assessments, will be reviewed monthly to determine if progress was achieved. Data trackers will be created to monitor students' progress. This data will be analyzed during Leadership Team meetings to ensure Students with Disabilities are demonstrating growth on identified benchmarks. Extended learning opportunities will be provided to those students who are not showing adequate.

Person responsible for monitoring outcome:

Francisco Sauri (pr6781@dadeschools.net)

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

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

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

Differentiated instruction will allow teachers to understand how students learn and find methods to tailor content to meet students' individual needs coupled with students' identified accommodations and modifications. This process will require teachers to constantly use, recent, and relevant data as well as make necessary grouping adjustments and ensure activities are aligned with students' instructional needs.

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.

August 14, teachers will attend collaborative planning with their instructional coach and assess and analyze students' most recent assessment data to create flexible small groups. By creating groups based on students' needs, classroom teachers will be able to meet the needs of diverse learners.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

August 14, teachers will identify appropriate instructional materials as well as strategies for differentiated instruction during departmental collaborative planning sessions. By utilizing appropriate instructional materials for targeted students, classroom teachers will be able to meet the needs of diverse learners.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

Administrative team will monitor the implementation of the evidence-based strategy, differentiated instruction through classroom visitations and collaborative planning sessions. Administrative team will provide individualized specific corrective feedback in a timely manner.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

No description entered

Person Responsible: [no one identified]

By When:

#2. 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.

According to the 2022-2023 Science Assessment, 33% of 8th grade students were proficient in science as compared to the state average of 44%. Based on the data and the identified contributing factors of staff turnover and teaching assignments altered. Teacher readiness levels limit the ability for students to master grade level tasks, we will implement the target element of effective science instruction.

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

With the implementation of effective science instruction, an additional 12% (for total of 45%) of the 8th grade students will master the Next Generation Sunshine State Standards for science by the 2024 Spring State 8th Grade Science Assessment.

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

The Administrative Team of Richmond Heights Middle School will conduct quarterly data chats, monitor and assess the science baseline data as well as the science unit tests, and follow-up with classroom visitations to ensure benchmarks are being remediated during rotations. Administrators will review lesson plans for evidence of essential labs being implemented. Data Analysis of science unit tests and mid-year assessment as well as the completion of essential labs will be reviewed monthly. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating progress. Extended learning opportunities will be provided to those students who are not showing adequate progress.

Person responsible for monitoring outcome:

Francisco Sauri (pr6781@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 effective science instruction, our school will focus on the Evidence-based Intervention of: Reciprocal Teaching/Peer Learning. Reciprocal Teaching/Peer Learning will assist and help to develop students' critical thinking skills through students leading peer discussions and practice using four critical thinking strategies: Predicting, Clarifying, Question Generating, Summarizing.

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

The purpose of Reciprocal Teaching/Peer Learning is to encourage students to draw conclusions, to allow students to collaborate with each other to gain a better understanding of labs and scientific topics, to teach students to be actively involved in the 5E model of science instruction (consisting of engage, explore, explain, elaborate, and evaluate).

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.

August 14, provide science instructional framework to the science instructional staff. As a result, teachers will be able to understand and implement the evidence-based intervention of Reciprocal Teaching/Peer Learning.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

Provide professional development on the 5E Model of Science Instruction where science teachers will be able to embed the 5E strategies within their develop lessons.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

Administrative team will monitor the implementation of the evidence-based strategy, Reciprocal Teaching/Peer Learning through classroom visitations and collaborative planning sessions. Administrative team will provide individualized specific corrective feedback in a timely manner.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

No description entered

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When:

#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 Climate Survey, 36% of the students feel fellow peers follow school rules. Based on the data, the identified contributing factors of inconsistently implementing discipline plans and in theory, a tiered approach was utilized to address grade level behavioral issues; however, teachers who instructed multiple grade levels encountered challenges with implementing grade level varying specific discipline plans. We will implement the Targeted Element of Positive Behavioral Interventions and Supports (PBIS) Project.

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

With the implementation of PBIS, an additional 25% (for a total of 51%) of the students will strongly agree with the statement, "Students in my school usually follow school rules" by the 2023-2024 School Climate Survey Reflections.

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

The Leadership Team of Richmond Heights Middle School will review the school's disciplinary data by grade level and daily classroom unforeseen issues. The data will be analyzed during Leadership Team meetings and Grade Level Team Leader meetings.

Person responsible for monitoring outcome:

Francisco Sauri (pr6781@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 school wide discipline plan, our school will focus on the Evidence-based intervention of Positive Behavioral Interventions and Supports (PBIS) Project. PBIS will assist with schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

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

PBIS is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

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.

August 14, establish a Positive Behavioral Interventions and Supports (PBIS) Team to include administration, grade level team leaders, and support staff. As a result, the team will plan, coordinate, and monitor PBIS initiatives.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

August 14, conducted a needs assessment, assessed the state of behavior based on surveys, observations, and data analysis. As a result, areas of concerns are identified and specific behavioral expectations and goals will be addressed by the PBIS Team.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

August 14, grade level team leaders were informed of creating a schoolwide discipline plan to establish a common language for disciplinary actions. As a result, teachers, students and support staff will adhere to one created discipline plan.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

No description entered

Person Responsible: [no one identified]

By When:

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

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

According to the 2023 FAST PM3 data, 34% of students were proficient in ELA as compared to the state average of 47% and district average of 51%; 44% of students were proficient in Mathematics as compared to the state average of 52% and district average of 54%; and 49% of students were proficient in Social Studies as compared to the state average 67% and district average of 67%. Based on the data and the identified contributing factors of staffing vacancies, we will implement the Targeted Element of benchmark-aligned instruction.

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

With the implementation of benchmark-aligned instruction, an additional 5% (for a total of 39%) of students will score at grade level or above in area of ELA, an additional 10% in the area of mathematics (for a total of 54%), an additional 5% in the area of social studies (for a total of 54%) by the 2024 spring state assessments.

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

The Leadership Team of Richmond Heights Middle School will attend collaborative planning, conduct classroom visitations to monitor the implementation of benchmark-aligned instruction, and analyze student work folders for evidence of benchmark mastery, Administrators will review lesson plans for indication of benchmark-aligned instruction. Data Analysis of formative assessments will be reviewed to observe progress. This data will be analyzed during Leadership Team meetings to ensure mastery of benchmarks, problem solve challenges that may impede the implementation of benchmark-aligned instruction.

Person responsible for monitoring outcome:

Francisco Sauri (pr6781@dadeschools.net)

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

Within the Targeted Element of benchmark-aligned instruction, our school will focus on the Evidence-based Intervention of: Instructional Support/Coaching. Instructional Support/Coaching will assist with enhancing teacher centered methods to increase the achievement and engagement of every student. Coaching Cycles will focus on how to plan effectively with a focus on benchmark-aligned instruction, followed by implementation of the lesson that are benchmark-aligned instruction. Teachers will have an opportunity to reflect on their practice and support received from the instructional coach.

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

Instructional Support/Coaching is a strategy that will enable students to receive benchmark-aligned instruction in order to master grade level benchmarks and beyond with gradual shedding of outside assistance.

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

<div style="background-color:#d4b483;">

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.

</div>

August 14, teachers will participate in collaborative planning sessions to
utilize tools such as: item specifications, achievement level descriptors, reporting category statements, the Big M, and identified best practices to plan for benchmark-aligned instruction. In addition, the team will focus on the varies learners using current data to scaffold instruction. As a result, development of lesson plans will include benchmark specific skills, the enhancement of curricular materials that is aligned to the focus skill and exit tickets to assess students' mastery of the focus skill.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

August 14, teachers will implement benchmark-aligned instruction developed from the collaborative planning sessions with support from the instructional coaches. As a result, teachers will have student groups; appropriate resources: such as and not limited to benchmark-aligned Instructional Focus Calendars; and lesson plans that reflect benchmark-aligned instruction within the whole group and small group instruction.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

Administrative team will monitor the implementation of the evidence-based strategy, benchmark-aligned instruction, through classroom visitations and collaborative planning sessions. Administrative team will provide individualized specific corrective feedback in a timely manner. As a result, administrators will identify teachers needing additional support to initiate a coaching cycle.

Person Responsible: Francisco Sauri (pr6781@dadeschools.net)

By When: This action step will be implemented from August 14 - September 29, 2023.

No description entered

Person Responsible: [no one identified]

By When:

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 leadership team conducts a needs assessment using all available data points to identify specific needs to prioritize how to spend the available funding. The leadership team meets with the EESAC committee members, and all stakeholders to discuss the process and funding that will be utilize throughout the school year. Thereafter, the leadership team will allocate resources based on the identified priorities and needs. Funding allocations will provide additional resources to support students with disabilities by providing extended learning opportunities before, during and/or after school; organizing parent informational workshops; and purchase instructional materials to address academic needs of the students with disabilities.

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.

Disseminating the school improvement plan to stakeholders is crucial for transparency, engagement, and effective implementation. The methods for which the school improvement plan is disseminated are through written translations of the plan in languages commonly spoken by parents in the school community. Another method is offering interpretation services during meetings and events where the school improvement plan is discussed and presented. We organize regular meetings and workshops specifically designed to share information about the school improvement plan and provide updates and progress with faculty, parents, and stakeholders through our EESAC meetings and faculty meetings. We utilize online platforms and communication tools, such as: the school website and Schoology to share information pertaining to the SIP to provide updates on progress, translation features are incorporated that allow parents to access information in their preferred language. Additionally, we use email and/or text messages communication systems to reach out to parents and keep them informed in a language they understand. We also collaborate with local community organizations, cultural groups, or parent associations representing various language backgrounds. These partnerships help disseminate information about the SIP and progress through their networks, ensuring that parents who may not be engaged through traditional means can still access the information. Finally, we establish feedback mechanisms that allow parents to provide input on the SIP and progress through surveys and by attending EESAC meetings. Our SIP is available online at https://richmondheightsmiddle.com/

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))

To build positive relationships with parents, families and other community stakeholders, the school creates a warm and inviting atmosphere within the school by ensuring that staff members greet parents and families warmly, provide clear directions and assistance when needed, and demonstrate a genuine interest in their engagement. The school plans and host regular events, workshops, and meetings that encourage parents and families to actively participate in their child's education. We as a school establish effective communication channels to keep parents informed of their child's progress, school events, and important news. Opportunities are created for parents and families to serve on advisory committees, where they can provide input on school policies, decision-making processes, and curriculum development. These committees demonstrate that the school values their perspectives and actively seeks their involvement in shaping the educational experiences of their children. We also develop partnerships with community organizations, businesses, and local leaders to enhance support for students and families. We implement culturally responsive practices that recognize and appreciate the diverse backgrounds and experiences of students and families. This involves being sensitive to cultural traditions, incorporating diverse literature and resources into the curriculum, valuing and celebrating cultural events and holidays, and providing opportunities for families to share their cultural heritage and expertise with the school community. Our Family Engagement Plan is available online at https://richmondheightsmiddle.com/index.php/title-i/

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))

To strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum for our ESSA group, Students with Disabilities (SWD), our school regularly reviews the existing curriculum to ensure it aligns with current educational standards and best practices. We implement strategies to accommodate the diverse needs of students, such as differentiated instruction. This approach involves tailoring teaching methods, content, and activities to meet the varying academic levels, learning styles, and interests of students. By individualizing instruction, the school can provide an enriched and accelerated curriculum for all learners, specifically for SWD. Learning is expanded beyond traditional school hours by offering extended learning opportunities. We utilize technology as a tool for enhancing the academic program and providing an enriched curriculum. Technology integration helps infuse blended learning, allowing SWD to progress at their own pace and explore advanced topics. Offering accelerated and advanced courses for students who demonstrate high academic potential or mastery of subjects help students reach their full academic potential. Ongoing professional development opportunities for teachers are offered to enhance their instructional practices and stay updated on the latest research-based strategies. By continuously supporting and equipping teachers with the necessary tools and knowledge, the school ensures high-quality instruction and an enriched curriculum. We consistently seek to collaborate with community organizations, businesses, and higher education institutions to provide additional resources and expertise to enrich the curriculum. Leveraging external resources and partnerships with the University of Miami, Zoo Miami and Miami Gear UP, we offer unique learning experiences and expose students to real-world applications of their academic studies.

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))

The development of our school improvement plan in coordination and integration with other federal, state, and local services, resources, and programs is crucial to creating a comprehensive and holistic approach to student success. As a school, we engage in collaborative planning with various stakeholders, including and not limited to district representatives and region staff. This involves attending regular meetings, sharing data, and discussing goals and strategies to align efforts and maximize impact. We also conduct a thorough needs assessment to identify areas where the school can benefit from the services, resources, and programs available under ESSA. Under ESSA, we ensure we explore the various programs and funding streams available, such as Title I, to support school improvement efforts. For example, we use Title I funds to provide targeted academic support for economically disadvantaged students. In collaboration with the district, we partner with the Sandy Hook Promise Organization to implement a violence prevention program to develop strategies that create safe and supportive learning environments. Under the National School Lunch Program and the School Breakfast Program, students are provided with free breakfast and lunch to support their overall health and academic performance. Our school works collaboratively with Project UP-START Program to address the needs of students experiencing homelessness or housing instability. We also establish mechanisms for data sharing and collaboration across these various programs/services to ensure a coordinated and integrated approach. By sharing relevant data and information, the school and partnering agencies can monitor progress, identify areas for improvement, and make data-driven decisions to support student achievement and well-being. This collaborative effort can contribute to improved outcomes and the overall success of the school community.