

Miami-Dade County Public Schools

Rockway Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Rockway Middle School

9393 SW 29TH TER, Miami, FL 33165

<http://rockway.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.

Rockway Middle School's mission is to provide an innovative, nurturing, and mutually respectful academic, and social environment.

Provide the school's vision statement.

Our vision is to prepare our community of learners for high school and beyond by providing them with a challenging curriculum that enables them to experience measurable growth in all areas.

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
Otero, Josephine	Principal	Instructional leader supervising student services and the over all curriculum/ effective functioning of the school.
Fuentes, Mayte	Assistant Principal	Instructional leader supervising language arts, reading, SPED, and electives.
Rodriguez, Maria	Instructional Media	Media Specialist in charge of collecting, organizing, and issuing library resources. She is also the Lead Mentor on our Professional Learning Support Team (PLST) and the Educational Excellence School Advisory Committee (EESAC).
Gant, Eugenio	Assistant Principal	Instructional leader supervising math, ESOL, science, and social studies.

Stakeholder Involvement and SIP Development

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

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

At Rockway Middle School, the stakeholders and involved in developing and implementing the School Improvement Plan. The EESAC committee is a group of stakeholders (school leadership team, teachers, UTD, parents, students, community partners), who develop clear and concise bylaws that must support state laws, school board rules, and contract while they enumerate the procedure that are unique to our school. During monthly meetings, the EESAC discusses the implementation and the accountability of the SIP, annual budget, and any waivers or changes to Florida Statues. As a result, the meeting will be

advertised at least 5 days in advance, an agenda will be provided, and minutes will be taken. This will ensure that all stakeholders have input in the development and implementation of the School Improvement Plan.

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))

At Rockway Middle School, we will be regularly monitoring the effective implementation and impact of the SIP during the year. In order to ensure ongoing monitoring of student achievement, the school will schedule and conduct meetings on a regular basis. Review all applicable student performance data and prioritize student needs. The school leadership team will provide the teachers with quarterly data chats for an opportunity to review student progress and provide classroom walkthroughs. They will review all AP1 and AP2 data and share with all stakeholders during monthly EESAC meetings. Teachers will be given opportunities during team meetings during the year to provide feedback about the current plan and make adjustments as needed. Aside from the teachers, the EESAC will recommend strategies to improve area of needs, measure results, and assist in making changes as needed to School Improvement Plan. Along with the schools process in developing the SIP, we will also provide continuous improvement during the Mid Year Review and the End-Of Year Review.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) 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: A 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	35	36	48	119
One or more suspensions	0	0	0	0	0	0	5	5	5	15
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	18	5	0	23
Course failure in Math	0	0	0	0	0	0	18	11	3	32
Level 1 on statewide ELA assessment	0	0	0	0	0	0	107	92	99	298
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	69	50	211
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	172	168	170	510

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	80	58	50	188

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	3	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	5	2	8

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	19	29	40	88
One or more suspensions	0	0	0	0	0	0	0	28	26	54
Course failure in ELA	0	0	0	0	0	0	18	26	5	49
Course failure in Math	0	0	0	0	0	0	26	9	19	54
Level 1 on statewide ELA assessment	0	0	0	0	0	0	44	69	64	177
Level 1 on statewide Math assessment	0	0	0	0	0	0	60	89	59	208
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	84	106	102	292

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	43	78	65	186

The number of students identified retained:

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

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	19	29	40	88
One or more suspensions	0	0	0	0	0	0	0	28	26	54
Course failure in ELA	0	0	0	0	0	0	18	26	5	49
Course failure in Math	0	0	0	0	0	0	26	9	19	54
Level 1 on statewide ELA assessment	0	0	0	0	0	0	44	69	64	177
Level 1 on statewide Math assessment	0	0	0	0	0	0	60	89	59	208
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	84	106	102	292

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	43	78	65	186

The number of students identified retained:

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

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*	61	56	49	66	55	50	62		
ELA Learning Gains				59			52		
ELA Lowest 25th Percentile				51			43		
Math Achievement*	57	60	56	64	43	36	51		
Math Learning Gains				70			30		
Math Lowest 25th Percentile				64			20		
Science Achievement*	65	55	49	64	54	53	49		
Social Studies Achievement*	74	72	68	80	64	58	66		
Middle School Acceleration	74	74	73	85	56	49	72		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	67	50	40	53	77	76	54		

* 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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	656
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	33	Yes	1	
ELL	49			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT	57			

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	63			

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	43			
ELL	55			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT	73			
FRL	64			

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	61			57			65	74	74			67
SWD	23			25			26	41	50		5	
ELL	40			40			31	61	54		6	67
AMI												
ASN												
BLK												
HSP	61			57			64	74	74		6	67
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	50			56			64				3	
FRL	56			52			58	69	72		6	69

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	66	59	51	64	70	64	64	80	85			53
SWD	33	48	47	32	52	51	28	36	64			
ELL	48	55	47	43	64	62	38	65	74			53
AMI												
ASN												
BLK												
HSP	66	59	51	64	70	64	64	81	85			52
MUL												
PAC												
WHT	62	78		65	68		90					
FRL	63	59	50	61	70	63	59	78	83			55

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	62	52	43	51	30	20	49	66	72			54
SWD	31	34	30	30	27	19	31	40	45			40
ELL	51	51	46	42	27	19	30	57	72			54
AMI												
ASN												
BLK												
HSP	63	53	43	51	30	21	49	67	73			55
MUL												
PAC												
WHT	46	44		48	23	10						
FRL	59	52	43	47	28	19	46	62	70			54

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	53%	50%	3%	47%	6%
08	2023 - Spring	58%	51%	7%	47%	11%
06	2023 - Spring	44%	50%	-6%	47%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	58%	-13%	54%	-9%
07	2023 - Spring	32%	48%	-16%	48%	-16%
08	2023 - Spring	62%	59%	3%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	51%	40%	11%	44%	7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	56%	31%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	52%	46%	48%	50%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	65%	33%	63%	35%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	68%	-1%	66%	1%

III. Planning for Improvement

Data Analysis/Reflection

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

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

According to FAST state testing in 2022-2023, the lowest performance for the 2022-2023 school year was ELA which scored at 52% proficiency. The three year trends indicate a 65% proficiency in 2022 and 61% proficiency in 2021. The contributing factors to last year's low performance in ELA was the implementation of the new BEST standards. As a result, teachers needed more support in the classroom using the new standards that demand rigor and are clear and measurable. Professional Development opportunities will be critical this school year. To address low performance in ELA, we will need to implement targeted interventions, professional development for teachers, and differentiated instructional approaches to meet individual student needs. It's essential to analyze specific data and context to determine the root causes and develop appropriate strategies for improvement.

For the last 3 years, we have focused on standards based instruction, data-driven instructions and providing optimal learning environment in all classrooms. We have struggled with alignment across standards and the consistent implementation of standards-based learning across content areas in a coherent way. After the recent learning loss that we have all experienced, we need to continue to implement constant interventions to meet student needs. New actions that are needed is to increase collaboration between teachers and departments. There is also a need to incorporate stakeholders in meaningful conversations. Increasing collaboration will reengage parents and energize students to take a more active role in their educational journey.

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

According to FAST state testing in 2022-2023, the greatest decline from the previous year was in ELA which scored at 52% proficiency. This is a 13% decrease in percentage points in ELA as compared to 65% in 2022. Factors that contributed to the decline in scores include a decrease in demographic subgroup performance such as the SWD students. Only 18% of the SWD showed proficiency in ELA as compared to 20% in 2022.

Students with disabilities may face specific learning challenges that make it more difficult for them to

grasp and apply ELA concepts. These challenges could be related to reading, writing, comprehension, or language processing, among others. Differentiated instruction schedules will need to be revisited and adjusted to best meet the needs of the students. If students with disabilities do not receive sufficient support tailored to their individual needs, they may struggle to keep up with the ELA curriculum. Individualized Education Plans (IEPs) and appropriate accommodations are crucial for these students to thrive academically.

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

The data component that has the greatest gap when compared to the state average is 6th grade math. According to FAST state testing in 2022-2023, the 6th grade math scores indicate that 45% of the students met proficiency as compared to 55% in the state and 59% in the district.

Students' prior knowledge and the new BEST standards contributed to this gap. Students may enter 6th grade with varying levels of math knowledge based on their previous education. If there are gaps in foundational skills, it can affect their performance at this grade level. Students might not be receiving adequate support at home, may not be attending tutoring opportunities or have enough BEST resources to excel in math. New actions our school will take include implementing monthly Impact Wednesday data review sessions and continuing to strengthen collaborations across content areas. Professional development needs to also be offered to our teachers with the goal of improving our instructional practices. Teachers need to conduct frequent checks for understanding, provide specific feedback, and improve staff-student connections.

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 8th grade math. According to FAST state testing in 2022-2023, the 8th grade math scores indicate that 62% of the students met proficiency as compared to 55% in the state and 59% in the district.

The 8th grade team was able to implement more effective and engaging teaching methods. Students were more motivated to learn and perform better in math. They provided students with regular updates and improvements to the math curriculum that helped ensure that it aligned with tiered support like tutoring programs, assisted struggling students and improved overall performance. The integration of technology, such as interactive tools and educational software such as I-Ready, made math learning more interactive and engaging for students. These students and teachers created supported learning environments that increased student achievements.

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

According to EWS data in 2022-2023, the potential area of concern is the increase of absences from students who exhibit over 30 days of absences in a school year. As a result, 16% of the students have missed over 30 days of absences as compared to 15% in 2021-2022 and 11% in the 2020-2021 school year.

Addressing high levels of absenteeism requires a multi-faceted approach involving schools, families, and communities. Early identification of at-risk students, counseling services, academic support, family involvement, and creating a positive school environment are essential steps to reduce chronic absenteeism and support students in their education.

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

The highest 5 priorities for the 2023-2024 school year include but are:

1. Data driven instruction: Teachers gather various types of data related to student performance and progress. This data can come from standardized tests, formative assessments, classroom observations, student work samples, attendance records, and other relevant sources. Once the data is collected, it is analyzed to identify patterns, trends, and areas of strength and weakness. The goal is to gain insights into student learning and the effectiveness of instructional strategies.
2. Standards based collaborative planning: Standards provide a clear framework and common language for planning. When collaborators work with standardized guidelines, they have a shared understanding of the goals and objectives. This clarity helps avoid misunderstandings and ensures consistency in decision-making. Collaborative planning based on standards encourages the use of best practices and evidence-based approaches. As a result, the quality of the plans is often higher, leading to better outcomes and results.
3. Extended learning opportunities (PD): Professional development helps teachers stay current with the latest educational research, methodologies, and best practices. It allows them to enhance their teaching techniques, strategies, and knowledge, leading to improved teaching and learning outcomes. Effective professional development can directly impact student achievement. When teachers learn new approaches to engage students, differentiate instruction, and address diverse learning needs, it can positively influence student performance and academic growth.
4. Quarterly data chats: Data chats enable informed decision-making processes. When teams or individuals discuss data, they can draw insights, identify patterns, and make evidence-based decisions. This reduces the reliance on intuition or gut feelings and increases the likelihood of making better choices. Regular data chats facilitate progress monitoring. Teams can track their success over time, celebrate achievements, and identify areas where they need to put in more effort.
5. Evaluate extended learning opportunities (tutoring and afterschool care). Extended learning opportunities can help reduce achievement gaps among students of diverse backgrounds. These programs can provide additional support to students who may be struggling academically or facing other challenges, ensuring they have equal access to educational resources and opportunities for growth.

Area of Focus

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

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

Area of Focus Description and Rationale:

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

According to the 2022-2023 FAST proficiency data, 49% of the students made proficiency in math as compared to 51% in the 2021-2022 school year. Based on the data and the factors of insufficient content knowledge, teachers need to address grade level tasks and lesson plans that do not set high expectations. As a result we will implement the targeted element of Instructional Coaching.

Measurable Outcome:

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

Based on the data, our school has chosen to concentrate on the BEST standards as a crucial need in our instructional practice. To heighten our understanding of the BEST standards, we will continue working intentionally to deepen instruction across disciplines and work towards bringing every student to proficiency. Standards as a reference point for planning, teaching, and learning experiences is imperative as is periodically assessing students progress.

By assisting teachers in aligning the lessons with benchmarks, teachers can focus on improving the performance of instructions that are crucial for real-world applications. If we successfully implement the BEST standards into our instruction, then we should see an increase of 3% points will score at or above grade level as evidenced by 2024 FAST state assessments.

Monitoring:

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

The Professional Learning Support Team (PLST) will provide professional development focused on the BEST standards and based on the needs of teachers. The PLST will periodically survey teachers during the year to determine specific professional growth needs and adjust offerings accordingly. Administration will conduct lesson plan reviews during classroom walkthroughs for alignment to the BEST standards to ensure the specified curriculum and lessons are consistent with enabling students to reach the milestones outlined in the standards. Particular attention will center around the alignment of the goals, objectives, and standards of the lesson plan (differentiated instruction, using technology, and varied instructional techniques). Extended learning opportunities will be provided to these students who are not showing growth on Ongoing Progress Monitoring.

Person responsible for monitoring outcome:

Mayte Fuentes (289033@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 area of Instructional Practice, our school will focus on the evidence-based strategy of benchmark-aligned instruction. Benchmark-aligned instruction ensures that teachers and students are aware of specific learning objectives and goals. These benchmarks are based on state standards, which outline what students are expected to know and be able to do at different grade levels. Clear objectives help students and teachers stay focused and track progress effectively.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We want to empower our teachers to be confident in using and implementing the BEST standards. With benchmark-aligned instruction, it becomes easier to design assessments that accurately measure students' progress and understanding of the material. This allows teachers and school administrators to identify areas of strength and weakness and make data-driven decisions. Benchmark-aligned instruction

sets higher expectations for both teachers and students. It challenges our teachers to create engaging and effective lessons that meet the established standards. Simultaneously, it encourages students to strive for mastery of specific skills and knowledge, which can lead to increased academic achievement.

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.

The school leadership team will conduct a review of Ongoing Progress Monitoring (OPM's) data to ensure students needing additional support are identified for extended learning opportunities (before-after school tutoring opportunities). Recruit teachers to work these extended learning opportunities and develop a schedule for implantation of planned tutoring programs.

Person Responsible: Eugenio Gant (296337@dadeschools.net)

By When: 9/29/23

From 8/22/23-9/29/23, the teachers will be provided with resources for the BEST standards and opportunities for collaborative conversations biweekly by grade level teams, and monthly Impact Wednesday Data Disaggregation meetings. These meetings will include collaborative time where teachers can discuss the standards and share best practices. As a result, teachers will implement strategies discussed in the meetings and it will be evident in their lesson plans and curricular activities as evidence through classroom walkthroughs, teacher lesson plans, and portfolios of student work.

Person Responsible: Mayte Fuentes (289033@dadeschools.net)

By When: /29/23

From 8/22/23-9/29/23, grade level teams will review best practices for the use of differentiated instruction in the classroom. Teachers recognize that students have different learning styles and paces. They must provide various instructional methods and resources, such as visual aids, interactive activities, and supplementary materials, to cater to diverse needs.

Person Responsible: Josephine Otero (pr6821@dadeschools.net)

By When: 9/29/23

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

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

According to the 2022-2023 FAST proficiency data, 52% of the students made proficiency in ELA as compared to 65% in the 2021-2022 school year. Based on the data and the identified contributing factor of collaborative planning, we will implement schedules that allow for teacher collaboration. This will be necessary to positively impact student achievement at Rockway Middle School. Teacher collaboration and planning should also contribute to identifying and sharing effective academic, behavior, an social emotional instructional practices across all disciplines and ensuring that the students benefit and make learning gains this school year.

Measurable Outcome:

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

With the implementation of collaborative planning, an additional 3% of the middle school population will score at grade level proficiency in the ELA as evidenced by the 2023-2024 state assessments, bringing us to 55% on the FAST ELA assessment. Collaborative planning empowers teachers with a support network, diverse perspectives, and collective knowledge to deliver effective and engaging lessons, ultimately benefiting students' learning experiences and overall academic success. By collaborating and reflecting on their teaching practices together, teachers can continuously improve their instruction and adapt to changing curriculum trends.

Monitoring:

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

The Leadership Team will create a monthly calendar with specific dates designed for departmental collaborative planning on a monthly bases. This will include various planning sessions and data disaggregation. Administrators will conduct data chats and use district and state assessments during various points in the school year to monitor student progression as a result of collaborative planning. Administrators will engage with teachers on reviewing the planning process and the meeting notes to ensure correct classroom implementation of resources following the meeting.

Person responsible for monitoring outcome:

Eugenio Gant (296337@dadeschools.net)

Evidence-based Intervention:

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

Within the targeted element of Collaborative Planning, our school will focus on the evidenced-based strategy of data-driven instruction. Collaborative planning sessions will focus on the teacher's use of student learning needs and allows teachers to analyze student data collectively, identify trends, and make data-driven decisions. This helps in adjusting teaching strategies to address specific learning needs effectively. Collaborative planning fosters accountability among teachers. They can hold each other responsible for following through on agreed-upon lesson plans and monitoring student progress. They learn from each other, gain new insights, and improve their own teaching skills while increasing student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative planning will ensure that teachers understand their own data making instructional decisions aligned to the needs of their students. When teachers come together to collaborate on lesson planning, they bring with them a diverse range of perspectives, experiences, and expertise. This diversity can lead

to richer and more comprehensive lesson plans that address the needs of a broader range of students. Collaboration allows teachers to share their successful teaching strategies and techniques. This sharing of best practices can lead to improved instructional methods and more engaging learning experiences for students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

From 8/22/23-9/29/23, teachers will be provided with cross-curricular instructional strategies and opportunities for discussions through biweekly department and grade level teams during the Impact Wednesday Data Disaggregation meetings. As a result, teachers will implement strategies and discussions during lesson planning meetings.

Person Responsible: Eugenio Gant (296337@dadeschools.net)

By When: 9/29/23

From 8/22/23-9/29/23, The Leadership Team will support new teachers and those teachers new to our building this school year with collaborative planning and data driven instructional strategies as evidenced through classroom walkthroughs, teacher lesson plans, and portfolios of student work.

Person Responsible: Mayte Fuentes (289033@dadeschools.net)

By When: 9/29/23

From 8/22/23-9/29/23, the Leadership Team will ensure that teacher have books and resources need to increase rigor and achievement. Teachers can pull their resources, lesson plans, materials, and teaching strategies. To make the most of collaborative planning, teachers should establish clear communication, set shared goals, allocate responsibilities, and embrace open-mindedness and flexibility.

Person Responsible: Josephine Otero (pr6821@dadeschools.net)

By When: 9/29/23

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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 School Climate Survey data, 52% of the staff disagree that the staff morale is high at the school. Staff morale plays a critical role in teacher retention by creating a positive and supportive work environment that fosters job satisfaction, reduces burnout, encourages collaboration, supports professional growth, and contributes to overall school success. Schools that prioritize staff morale are more likely to retain experienced and dedicated teachers, leading to improved outcomes for both educators and students.

Measurable Outcome:

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

If we successfully implement the Targeted Element of Teacher Retention and Recruitment, our teachers will work together more effectively and they will feel that their ideas are listened to and welcomed. This will be realized through allocating time for collaboration, creating feedback systems, and providing professional learning support for teachers. When teachers have high morale, they are more likely to engage in professional development and seek opportunities for growth. They believe that their efforts are appreciated and that their career progression is supported. This can lead to a stronger commitment to the profession and a desire to stay in their current roles. This should lead to an decrease of 3 percentage points on the 2023-2024 Climate Survey, to reach 47%.

Monitoring:

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

Both teacher morale and retention are interconnected and will be the area of focus that we will monitor this school year. We will achieve this by creating a positive and supportive work environment. This is key to ensuring that teachers are motivated, engaged, and committed to staying in the school. Regular communication, recognition, professional development, and addressing concerns are all vital components of these efforts.

Person responsible for monitoring outcome:

Eugenio Gant (296337@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based intervention being implemented for this area of focus is to celebrate successes and ensure we implement programs to recognize and appreciate teachers for their hard work and dedication. This can include awards, shout-outs, and appreciation events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If this evidence-based intervention is implemented it will foster a supportive environment where teachers feel valued, respected, and connected to their colleagues. Implementing recognition programs for teachers is a strategic investment. It acknowledges their hard work, boosts motivation, and fosters an environment of excellence, which ultimately benefits both teachers and students.

Celebrating Successes is when staff and student accomplishments are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

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.

From 8/22/23-9/29/23, we will host regular Leadership Team meetings to provide our larger group of leaders in the building with the opportunity to share out progress and provide feedback with the Administration from the teachers in their departments/grade levels. During this monthly meeting we will recognize a staff member who is fostering a supportive learning environment and culture at the school .

Person Responsible: Eugenio Gant (296337@dadeschools.net)

By When: 9/29/23

From 8/22/23-9/29/23, pairing new teachers with a mentor is important for boosting their morale, fostering a positive work environment, and encouraging them to excel in their roles. The goal is to make new teachers feel appreciated, supported, and motivated to continue their valuable work in education.

Person Responsible: Mayte Fuentes (289033@dadeschools.net)

By When: 9/29/23

From 8/22/23-9/29/23, boosting teacher morale is an ongoing effort. Offer resources to support their physical and mental well-being. This could involve wellness programs, access to counseling services, or stress management workshops such as the Miami Dade County Public School Well Way Employee Wellness Program.

Person Responsible: Josephine Otero (pr6821@dadeschools.net)

By When: 9/29/23

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

According to the 2022-2023 School Climate Survey feedback from student, 25% of student strongly agree that "my teachers are friendly and easy to talk to, in comparison to 31% during the 2021-2022 School Climate Survey feedback form. It is a priority at Rockway Middle School that all students feel safe, seen, and heard. This data indicates that their is a critical need to increase staff-student connections.

Measurable Outcome:

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

If we are successfully implementing the Targeted Element of staff-student connections, then our staff and student moral will increase 5 percentage points on the 2023-2024 School Climate Survey. We want our student to have a close, positive, and supportive relationships with their teachers. We believe that teachers who foster positive relationships with their students create a classroom environment more conducive to learning and meet students' developmental, emotional, and academic needs. This is optimal learning and students can learn to attain higher levels of academic achievement.

Monitoring:

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

The Leadership Team will work to equip our teachers with resources and strategies that are needed to build a positive connection with students. Our leadership team, counselors, Agents of Change students, and our Leaders in Training students, will work in collaboration during the school year. They will improve staff and student relationships, build motivation, create safe spaces for learning, improve student behaviors, and create a safe space for learning. The team will also monitor discipline data, review RJP data, and collect feedback from teachers in order to tailor our effort and to address the behavioral and social emotional concerns that are evident from analyzing the data.

Person responsible for monitoring outcome:

Josephine Otero (pr6821@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.)

One of the most effective evidence-based interventions for fostering strong connections between students and staff is the implementation of Positive Behavioral Interventions and Supports such as Agents of Change and Leaders in Training. These programs offer a proactive approach to school-wide behavior management that focuses on creating a positive and supportive school environment to enhance student well-being and academic success. It emphasizes the importance of teaching and reinforcing positive behaviors rather than solely relying on punitive measures.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student and staff connections are important for several reasons, as they contribute to the overall success and well-being of educational institutions. These connections foster a positive and supportive learning environment that benefits both students and staff members. It is important to establish clear and consistent behavior expectations for all students and staff members. These expectations should be explicitly taught and reinforced throughout the school year.

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.

From 8/22/23-9/29/23, families will be informed about the programs that are being offered to increase student-staff connections at parent meetings such as Open House with the help of the Title I CIS. Engaging families and the broader community in the student-staff connection process. Collaborative efforts between schools and families can strengthen the overall impact of the intervention.

Person Responsible: Mayte Fuentes (289033@dadeschools.net)

By When: 9/29/23

From 8/22/23-9/29/23, teachers will be provided with training and professional development to effectively implement student connection strategies. When staff members are well-trained and invested in the process, they can provide better support to students.

Person Responsible: Eugenio Gant (296337@dadeschools.net)

By When: 9/29/23

From 8/22/23-9/29/23, the Leadership Team will discuss restorative practices in conjunction to the school counselor, to review RJP strategies that teachers can use in the classroom. Integrate restorative practices that focus on repairing harm and building relationships when conflicts arise. This approach encourages dialogue and understanding, rather than punitive measures.

Person Responsible: Josephine Otero (pr6821@dadeschools.net)

By When: 9/29/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring

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

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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

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

N/A

Rationale:

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

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

N/A

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 shared with stakeholders in a variety of ways. The plan is to ensure that communication works both ways, not only should the school share the plan, but it should also actively seek feedback, suggestions, and concerns from stakeholders to create a collaborative and successful improvement process. The plan is to be shared as follows:

Parent Meetings: Share the improvement plan during parent-teacher conferences, PTA/PTO meetings,

and other parent engagement events. This provides an opportunity for parents to understand the school's goals and strategies and ask questions.

Staff Meetings: Present the plan during faculty and staff meetings. This ensures that all teachers and staff members are aware of the school's priorities and can actively contribute to its implementation.

Open Houses: During school open houses or orientation events, present the improvement plan to parents and students. This helps set expectations and allows for questions and feedback.

Social Media: Share key points of the improvement plan on the school's social media channels, such as Facebook, Twitter, and Instagram. This can reach a broader audience and encourage engagement.

Sharing the school improvement plan is important to keep all stakeholders informed and engaged in the school's progress.

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))

Building strong relationships takes time, effort, and consistency. A school's commitment to fostering positive relationships with parents and stakeholders should align with its overall mission and values. To build these positive relationships we will regularly communicate with parents and stakeholders through newsletters, emails, and social media platforms to keep them informed about school activities, events, and achievements. The school will also present the Title I School-level PFEP for input, review, and approval by all stakeholders and document the discussion in the EESAC meeting minutes. The PFEP will be made available to all parents and families upon agreement by all stakeholders during EESAC and at the Rockway Middle School website under the Title I section. The school will also keep parents and the community stakeholders informed during the Annual Parent Meeting. Families will be encouraged to provide input in the planning, review, and improvement of the Title I Schoolwide Program, including the Title I School-level PFEP, as evidenced by meeting minutes.

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

The school plans to strengthen the academic programs at the school by using a multifaceted approach that includes effective tutoring, collaborative planning, and standards-based instruction.

Tutoring Programs:

Identify Student Needs: Conduct assessments to identify students who require additional support in specific subjects or skills. This could involve standardized tests, teacher evaluations, and feedback from parents.

Regular Monitoring: Continuously assess students' progress to determine the effectiveness of the tutoring sessions. Adjust the approach as needed to ensure improvements are being made.

Collaborative Planning:

Teacher Collaboration: Facilitate regular meetings among teachers to discuss curriculum, teaching strategies, and student progress. This can lead to the sharing of effective instructional methods and best practices.

Data-Driven Discussions: Use student data and assessment results to inform collaborative discussions. Identify areas where students struggle and develop targeted interventions.

Standards-Based Instruction:

Clear Learning Objectives: Define clear and specific learning objectives based on academic standards. Ensure that teachers and students have a shared understanding of what is expected.

Assessment Alignment: Design assessments that directly align with the learning objectives and standards. This helps measure student progress accurately and identifies areas that require additional attention.

Professional Development: Provide opportunities for teachers to engage in professional development workshops and training sessions focused on effective teaching strategies, differentiated instruction, and integrating technology into the classroom.

By implementing these strategies in a coordinated and intentional manner, schools can create a supportive and effective learning environment that strengthens their academic programs and promotes student success.

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))

This plan is developed in coordination with Federal, State and local services such as Project Upstart, Parent Academy, Exception Student Education, and Educational Alternative Outreach Programs.

Project UP-START, under the Department of Title I Administration, is the Education Program for Children and Youth Living in Unstable Housing in Miami-Dade. The program assists schools with the identification, enrollment, and attendance of students in unstable housing to help ensure their successful academic achievement. The core of the program is to prevent children and youth in transition from being stigmatized, separated, segregated, or isolated.

Parent Academy, under the supervision of the Director, the Miami-Dade County Public Schools Parent Academy is a District-wide initiative designed to support community and family involvement across the District. The Parent Academy partners with local and national organizations in order to provide a wide range of free resources in an effort to assist parents in becoming full partners in their child's education.

Exceptional Student Education under the supervision of the Administrative Director of the Office of Educational Services and Support, the Department of Exceptional Student Education serves children and families throughout the District by developing, coordinating, and overseeing programs that support students with disabilities in order to ensure that curriculum, instructional, and behavioral practices are tailored to meet their educational needs.

Educational Alternative Outreach Program, under the supervision of the Administrative Director of the Educational Alternative Outreach Program, Principal, and Assistant Principal, staff provides supplemental instructional, and support services to neglected and delinquent students, and their families. This office also assists with the dissemination of information regarding the availability of parent training, events/activities, workshops, and other information related to post-secondary education.

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))

At Rockway Middle School we improve skills outside of academic areas using resources from our two full time school counselors and our Mental Health Coordinator. To ensure that counseling and mental health services in a school setting effectively improve skills outside academic subject areas, several strategies we will continue to implement.

Morning and Afternoon Announcements:

This school year we have incorporated a Mindfulness Calendar to include Mindful Monday, Mental Health Tuesday, and Restorative Practices Wednesday (RJP). During these days, our school ensures that information is shared to the students and staff during the morning and afternoon announcements.

Integrated Curriculum:

Collaborate with educators to integrate social-emotional learning (SEL) components into the curriculum. Embedding skills like self-awareness, emotional regulation, empathy, and communication into lessons can help students apply these skills in various life contexts.

Peer Support Programs:

Establish peer mentoring or peer counseling programs where older students provide guidance and support to younger peers. This promotes a sense of community, empathy, and allows students to learn from each other's experiences.

Wellness Programs:

Organize wellness campaigns and events that promote a positive school environment. Activities like mindfulness sessions, physical activities, art therapy, and community service can contribute to students' overall well-being.

Professional Development:

Provide ongoing professional development for counselors to stay updated on the latest research, practices, and techniques in counseling and mental health support.

By implementing these strategies, schools can ensure that counseling and mental health services contribute to the development of skills that extend beyond academic subjects, ultimately fostering well-rounded and resilient individuals.

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))

Preparation for postsecondary opportunities and the workforce involves a multifaceted approach aimed at equipping secondary school students with the knowledge, skills, and resources they need to succeed in higher education and their chosen careers. This preparation includes various strategies such as career and technical education (CTE) programs and opportunities to earn postsecondary credit while still in high school. At Rockway Middle School we offer students practical skills and knowledge relevant to specific industries or professions in many ways that include Awareness and Exploration, Postsecondary Credits, and Career Exploration awareness.

Awareness and Exploration:

The school provides students with opportunities to explore various career pathways through workshops, career fairs, and guest speakers from different industries.

Broadening Access to Postsecondary Credit:

Many secondary schools offer avenues for students to earn postsecondary credit while still in middle school (Algebra I and Biology) These opportunities allow students to take higher-level courses that align with college-level curriculum and a high school credit simultaneously.

Awareness and Counseling:

School counselors play a crucial role in guiding students toward postsecondary opportunities. They provide information about various education and career paths, help students identify their strengths and interests, and offer advice on course selection, application processes, and financial aid options.

Counselors help students research colleges, universities, and vocational programs, as well as provide guidance on scholarships, grants, and financial aid options.

These initiatives aim to ensure that middle school students are well-prepared to pursue higher education and enter the workforce with the skills and knowledge necessary for success.

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

The implementation of a schoolwide tiered model to prevent and address problem behavior, along with early intervening services, coordinated with activities under the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA) involves a systematic approach to identifying, supporting, and addressing the diverse needs of students in a school setting. This model focuses on providing various levels of support and intervention to ensure the success and well-being of all students, particularly those at risk of academic and behavioral challenges. At Rockway Middle School, we incorporate a tiered model consists of multiple tiers, each representing a different level of support intensity and intervention. This framework is often depicted as a pyramid with three main tiers: universal, targeted, and intensive.

Tier 1: Universal Supports (Prevention): At this level, all students in the school receive general, evidence-based interventions and strategies to promote positive behavior and prevent academic difficulties. These may include school-wide positive behavior interventions and supports, social-emotional learning (SEL) curricula, and academic enrichment programs.

Tier 2: Targeted Interventions (Early Intervention): Students who show early signs of struggling behaviorally or academically are provided with targeted interventions. These interventions are more specialized and individualized than the universal supports. Examples include small-group interventions, counseling, and additional academic support during regular classroom instruction.

Tier 3: Intensive Interventions (Individualized Support): For students who require more intensive assistance, individualized plans are developed. This may involve a multi-disciplinary team, including teachers, counselors, special education professionals, and parents. The interventions are highly personalized and designed to address specific challenges the student is facing.

Early Intervening Services (EIS) and EESA:

Under ESSA, schools can use a portion of their federal funds to provide early intervening services for students who are not currently identified as needing special education but require additional academic and behavioral support to succeed in a general education setting. EIS focuses on preventing the need for more intensive special education services down the line. These services can be provided at any tier of the tiered model, depending on the student's needs. ESSA requires schools to address the needs of disadvantaged students and improve overall school performance. The tiered model aligns with ESSA's goals by providing a systematic approach to identifying struggling students and tailoring interventions to

meet their needs. The coordination of early intervening services with ESSA further supports the provision of timely support to prevent academic and behavioral difficulties from escalating.

The implementation of a schoolwide tiered model to prevent and address problem behavior, along with early intervening services, involves a comprehensive approach to supporting all students' academic and behavioral needs. This approach is closely aligned with the mandates of IDEA and ESSA, ensuring that students receive the appropriate services to succeed in their education journey.

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))

At Rockway Middle School, professional learning and development for educators, including teachers, paraprofessionals, and other school personnel, plays a critical role in enhancing instruction, utilizing academic assessment data effectively, and recruiting/retaining effective teachers, especially in high-need subjects. Here's a comprehensive overview of the strategies and activities involved.

Professional Learning for Instruction Improvement: (Miami Learns)

Workshops and Seminars: Regular workshops, seminars, and conferences provide educators with opportunities to learn about innovative teaching strategies, pedagogical advancements, and subject-specific content updates.

Peer Collaboration: Encouraging teachers to collaborate within and across schools fosters the sharing of best practices, lesson plans, and instructional strategies. **Coaching and Mentoring:** Experienced educators or instructional coaches can provide personalized support and feedback to improve classroom practices.

Effective Use of Academic Assessment Data:

Data Analysis Workshops: Teachers are trained to analyze assessment data to identify student strengths and areas of improvement, adapting instruction to address specific needs. **Data-Driven Decision-Making:** Educators learn to use assessment data to inform instructional decisions, adapting teaching methods and interventions based on students' performance. **Formative Assessment Training:** Teachers are trained in designing and using formative assessments to gather real-time data on student progress, enabling timely interventions.

Recruitment and Retention of Effective Teachers:

Mentoring Programs: New teachers are paired with experienced mentors who provide guidance, support, and assistance during their initial years in the profession. **Professional Development Opportunities:** Providing ongoing professional growth opportunities and career advancement pathways encourages teachers to stay engaged and committed.

Strategies for High-Need Subjects:

Subject-Specific Training: Specialized training programs focus on high-need subjects like STEM (Science, Technology, Engineering, Mathematics) and special education, equipping educators with the necessary skills and knowledge. **Collaborative Communities:** Building communities of practice around high-need subjects allows educators to share resources, lesson plans, and teaching strategies.

Overall, a comprehensive professional development plan addresses the diverse needs of educators and school personnel, focusing on instructional improvement, data utilization, and strategies to recruit and retain effective teachers in high-need subjects. Flexibility, ongoing support, and a commitment to continuous learning are key elements in fostering a strong and effective teaching workforce.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$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