W. R. Thomas Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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W. R. Thomas Middle School

13001 SW 26TH ST, Miami, FL 33175

http://wrthomas.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.

The mission at W.R. Thomas Middle School is to encourage each student to achieve the highest standards in academics, health, fitness, and the arts by creating an atmosphere of excellence that will instill the importance of lifelong learning within the school, home, and community.

Provide the school's vision statement.

We are committed to provide educational excellence for all and to encourage the pursuit of the highest standards in academic and organizational performance following integral core values.

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
Tennant, Laura	Principal	The principal's primary responsibility is to coordinate the collective efforts of all adults across grade levels, departments, and subjects to build and support the school's mission and vision. Ms. Tennant will ensure that the instructional/ academic program, school culture and climate, community engagement, and partnerships at W.R. Thomas Middle School are highly effective and strategically aligned to the school's mission and goals.
Argilagos, Janet	Assistant Principal	The assistant principal is responsible for supporting the school's vision and mission by providing assistance to students and teachers.

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 school leadership team begins the Opening of Schools Professional Learning with all faculty and staff to review data and systems, set goals, and develop strategies and priority actions to be purposefully implemented for the new school year. During our Annual Title I Meeting and EESAC (School Advisory Council), these actions are conducted with parent stakeholders to garner feedback and begin the development of the plan. We purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at improving school culture and academic programs.

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 is regularly monitored for effective implementation and impact by meeting with the EESAC to review and approve the process. We monitor the execution of implementation steps to ensure a high degree of fidelity and conduct quarterly impact reviews to gather qualitative data that inform our review and reflection.

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	99%
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
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	9	20	32	61
One or more suspensions	0	0	0	0	0	0	0	12	15	27
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	1	11	18
Course failure in Math	0	0	0	0	0	0	11	7	37	55
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	72	103	225
Level 1 on statewide Math assessment	0	0	0	0	0	0	43	55	66	164
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	62	106	144	312

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	41	53	81	175

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	7	2	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	2	2

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	41	71	131
One or more suspensions	0	0	0	0	0	0	4	34	62	100
Course failure in ELA	0	0	0	0	0	0	22	7	24	53
Course failure in Math	0	0	0	0	0	0	24	15	18	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	81	89	216
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	96	81	221
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	60	94	101	255
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	46	87	105	238

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	8	6	0	14
Students retained two or more times	0	0	0	0	0	0	1	2	12	15

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	41	71	131
One or more suspensions	0	0	0	0	0	0	4	34	62	100
Course failure in ELA	0	0	0	0	0	0	22	7	24	53
Course failure in Math	0	0	0	0	0	0	24	15	18	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	81	89	216
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	96	81	221
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	60	94	101	255
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	46	87	105	238

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	8	6	0	14
Students retained two or more times	0	0	0	0	0	0	1	2	12	15

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*	50	56	49	55	55	50	59		
ELA Learning Gains				49			53		
ELA Lowest 25th Percentile				29			34		
Math Achievement*	57	60	56	52	43	36	52		
Math Learning Gains				52			31		
Math Lowest 25th Percentile				51			22		
Science Achievement*	55	55	49	50	54	53	50		
Social Studies Achievement*	79	72	68	74	64	58	65		
Middle School Acceleration	80	74	73	80	56	49	74		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	48	50	40	53	77	76	46		

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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
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	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	40	Yes	4	
ELL	45			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT	60			
FRL	62			

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	41			
AMI				
ASN				
BLK				
HSP	55			
MUL				
PAC				
WHT				
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)

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	50			57			55	79	80			48
SWD	23			29			30	58	62		5	
ELL	25			41			30	63	62		6	48
AMI												
ASN												
BLK												
HSP	50			57			55	79	80		6	48
MUL												
PAC												
WHT	60			60							2	
FRL	48			53			51	78	86		6	57

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	55	49	29	52	52	51	50	74	80			53
SWD	22	31	22	25	45	48	23	38	73			
ELL	34	40	26	35	46	43	19	59	58			53
AMI												
ASN												
BLK												
HSP	55	48	29	52	52	52	50	74	80			53
MUL												
PAC												
WHT												
FRL	54	47	27	50	52	54	49	71	79			49

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	59	53	34	52	31	22	50	65	74			46
SWD	21	31	28	18	18	18	25	25	58			26
ELL	45	48	35	41	28	23	29	55	63			46
AMI												
ASN												
BLK												
HSP	59	53	34	52	31	22	49	64	73			46
MUL												
PAC												
WHT	73	60		73	50							
FRL	55	52	34	49	29	22	46	61	73			47

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	36%	50%	-14%	47%	-11%
08	2023 - Spring	44%	51%	-7%	47%	-3%
06	2023 - Spring	32%	50%	-18%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	58%	-10%	54%	-6%
07	2023 - Spring	47%	48%	-1%	48%	-1%
08	2023 - Spring	27%	59%	-32%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	42%	40%	2%	44%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	56%	35%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	68%	-2%	66%	0%

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.

English Language Arts proficiency showed the greatest need for improvement with a double-digit decline of 17 points (From 55 to 38). Some of the contributing factors and challenges continue to be student attendance, lack of parental support, and lack of academic student engagement. Concerns continue with the difficulty of daily implementation of a rigorous instructional framework to support English language acquisition.

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

English Language Arts showed a significant decline from the prior year (55 to 38). Some of the contributing factors and challenges continue to be student attendance, lack of parental support, and lack of academic student engagement. Instructional practices require re-alignment to new BEST standards to ensure targeted instruction and daily intervention/remediation.

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.

ELA continues to show significant gaps when compared to the state average. Instructional practices require re-alignment to new BEST standards. New ideas for how to engage students academically and strategies for improving attendance would benefit all academic programs at W.R. Thomas Middle School.

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

Data that reflected the greatest improvement were in the end-of-course exams for Biology and Geometry. Data showed improvement in Biology (84% to 93%) and in Geometry (90% to 100%) proficiency. New actions included instructional improvements made in the content area by the teachers.

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

Two potential areas of concern when reviewing Early Warning System indicators are the increase of level 1 students in ELA and Math according to FAST PM 3. (ELA Grade 6-81/56, Grade 7 - 106/66, Grade 8 - 100/75).

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

English Language Arts, Science, and Civics instructional practices. Highest priorities for school improvement is in the area of English Language Arts from 55% to 38%, Mathematics showed a decline of 2 points from 52% down to 50% proficient, Science showed a decline from 50% down to 30%, Civics from 74% down to 60%.

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.

Based on our data review of 22-23, we experienced a decline in ELA proficiency. Therefore we will focus on providing benchmark-aligned instruction to address this critical need. English Language Arts proficiency showed the greatest need for improvement with a double-digit decline of 17 points (From 55 to 38). Some of the contributing factors and challenges continue to be student attendance, lack of parental support, and lack of academic student engagement. Concerns continue with the difficulty of daily implementation of a rigorous instructional framework to support English language acquisition.

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

If teachers are supported in their professional learning on how to provide benchmark-aligned instruction, then they will design lessons that address the needs of all learners and this will result in improved performance. Therefore, the percentage of students achieving on or above grade–level performance on state assessments in English Language Arts and Mathematics will increase by at least 3 percentage points per content area, by July 2024.

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

The SLT will monitor by conducting data reviews and frequent progress monitoring results with teachers and students. Student artifacts will be reviewed during classroom visitation to ensure alignment with teaching and learning.

Person responsible for monitoring outcome:

Laura Tennant (pr6901@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 will be data-driven instruction. This intervention will be monitored through the use of data chat reflections, success-tracking student charts, and increased classroom walkthroughs.

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

This type of instruction will assist in closing achievement gaps and meet students on their current abilities. Data-driven instruction relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. This may include but is not limited to the use of instructional focus calendars to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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.

Provide Professional Learning Opportunities to all departments that focus on the use of high-yield strategies such as beginning the lesson with a short review of previous learning (DO NOW, BELL RINGER), presenting new material in small steps with student practice after each step (CHUNKING), asking many questions and incorporating multiple opportunities for student response, thinking aloud and providing models, providing scaffolds for difficult tasks, and teaching skills and strategies that increase self-determination so that students can achieve their goals with greater independence.

Person Responsible: Cristina Figueroa (cfigueroa1@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

All teachers will provide focus bellringers (DO NOW) that spiral review benchmark/standards. Whole group instruction will include the gradual release model and align to the primary benchmark while small group instruction will align with student deficiencies/secondary benchmark. Additional reteach and practice opportunities will be provided in all content areas based on student current data available. Student performance data will drive instruction in whole group and small group.

Person Responsible: Maria Artime (mariatartime@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Facilitate the sharing of best practices within departments that model and guide students through the learning process with a clear purpose, explanations, demonstrations of the target, and support with practice and feedback until mastery is achieved.

Person Responsible: Sandra Rodriguez (sandyrodriguez1@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

Our students with disabilities subgroup performed below the 41% target for the 2023 school year with 34% proficiency. Therefore, we will address the specific strategies needed to improve the achievement and performance of students in special programs.

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

If teachers provide high-quality instruction to ensure the achievement of ambitious IEP goals, strengthen instruction with specialized supports and related services, and deliver standards-aligned instruction then the SWD subgroup (students with disabilities) academic needs will be met as evidenced by an 8% increase in the ESSA Federal Index. (34% to 42%).

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

The SLT will monitor by conducting quarterly data chats with teachers and students. Student artifacts will be reviewed during classroom instruction to ensure benchmark and lesson alignment. Teachers will be encouraged to participate in professional learning communities that share best practices in benchmark-aligned lesson development.

Person responsible for monitoring outcome:

Marleen Gonzalez (190762@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.)

We will focus on the evidence-based intervention of differentiated instruction. DI will assist in closing achievement gaps and meet students on their current abilities. Lesson delivery will be monitored through the use of administrative classroom visits, data chat reflections, and outcome data tracking activities.

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

Students thrive when teachers carefully plan and faithfully uphold a culture of achievement and support. All students have unique learning needs and deserve access to high-quality instruction that is aligned to rigorous standards, incorporates high-quality curriculum, and includes supports that are individualized to meet specific student needs. We have selected Differentiated Instruction to framework effective teaching strategies that involve providing different students with different avenues to learning in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students can learn effectively, without regard to differences in ability.

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.

Utilize differentiated instruction to reach students with Individualized educational plans, 504s, and accommodations. During campus collaborative meetings provide teacher training to maximize cooperative teaching styles and high-impact strategies for all special program students.

Person Responsible: Marleen Gonzalez (190762@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The SLT will actively review IEPs, accommodations, and documentation to target teach to students' strengths. The ESE Department Chair with the IEP team will review multiple sources of data to determine progress and draft ambitious IEP goals.

Person Responsible: Janet Argilagos (jargilagos4@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Administration will provide weekly/bi-weekly common planning time for general and special education teachers to collaborate.

Person Responsible: Janet Argilagos (jargilagos4@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Other

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

Based on our Student Climate Data Review, our school will implement cultivating staff and student connections to highlight and build a sense of belonging in our school. Based on the student climate data review when comparing the 21-22 to the 22-23 school year 50% (+4) of students strongly agree or agree that adults at my school care about them as an individual, and 39% (-5) of students feel there is a positive school climate, and 43% of students agree or strongly agree that our school cares about them. The number of student interactions contributing to staff/student connections and a sense of belonging will positively increase by acknowledging academic, social-emotional supports, and extra-curricular success activities.

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

If successfully implemented, Social Emotional Learning will contribute to students' sense of belonging and the development of positive relationships with adults who support their educational experiences. By June 2024, 56% (from 43% to 56% +13) of students will agree/strongly agree that their school effectively supports students' social-emotional well-being and sense of belonging at W.R. Thomas Middle School.

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

Social-emotional learning will be monitored by student behavioral data, perception surveys, and reflection activities.

Person responsible for monitoring outcome:

Patricia Amaro (pamaro@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.)

Building staff and student connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Some ideas include staff visibility arrivals/lunch/dismissal, quick CICO (check in check out) processes at the start/end of each class, and increased activities during homeroom/advisory/study hall periods.

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

Staff and student connections will involve activities that will build relationships between teachers and students and enrich/cultivate connections between them. Students will develop skills that will assist them on how to manage their emotions, balance their academic goals, and achieve attainable goals. If we are able to increase staff and student connections in a positive manner then this will positively influence student outcomes and 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.

Create and implement an incentive program for every nine week grading period that rewards students with exemplary attendance, great behavior, and and academic grades at average or above.

Person Responsible: Patricia Amaro (pamaro@dadeschools.net)

By When: August 14- September 29, 2023

Develop and implement a school-wide program to raise awareness about anti-bullying, internet safety, and appropriate use of electronic devices/social media. Use a pre-post survey to determine how much students have learned and benefited from program.

Person Responsible: Audrey Hernandez (audreyhernandez@dadeschools.net)

By When: August 14- September 29, 2023

Identify and support students with training that includes cultural sensitivity, social-emotional learning, and classroom/school inclusivity. Facilitate lessons during homeroom/advisory periods. Implement thriving/ surviving resiliency practices.

Person Responsible: Janet Argilagos (jargilagos4@dadeschools.net)

By When: August 14- September 29, 2023

Present past (22-23) school culture data to faculty reviewing staff and student connections and perceived teacher/student relationships. Facilitate Professional development to staff on ideas about how to build CICO (check-in/check-out) practices with students.

Person Responsible: Sandra Rodriguez (sandyrodriguez1@dadeschools.net)

By When: August 14 - September 29, 2023

#4. Instructional Practice specifically relating to Student Engagement

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

Based on our data review of 22-23, we experienced a decline in Science (from 50% down to 30%) and Civics (from 74% down to 60%) proficiency. Therefore, we will focus on providing collaborative learning structures to enable learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material. We will also enhance English Language Learner strategies to support the processes and actions that are consciously deployed to help them learn and use language more effectively. Some of the contributing factors and challenges continue to be student attendance, lack of parental support, and lack of academic student engagement and English Language acquisition.

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

If teachers are supported in their professional learning on how to facilitate collaborative learning structures embedded in effective instruction and use technology to incorporate visuals, video, audio to assist English Language Learners, then they will design lessons that address the needs of all learners, and this will result in improved performance. Therefore, the percentage of students achieving on or above grade–level performance on state assessments in Science and Civics will increase by at least 3 percentage points per content area, by July 2024.

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

The SLT will monitor by conducting data reviews and frequent progress monitoring results with teachers and students. During classroom visitation increase in collaborative learning structures will be evident to ensure alignment with teaching and learning.

Person responsible for monitoring outcome:

Laura Tennant (lauratennant@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 will be collaborative learning structures and English Language Learner Strategies. This intervention will be monitored through the use of student check-out reflections, data-tracking student charts, and increased frequency of classroom walkthroughs.

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

This type of instruction will assist in closing achievement gaps and meet students on their current abilities. Collaborative learning is based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Learning from and with peers increases learning both for the students being helped as well as those giving the help.

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

<table>
<tr><td>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.</td></tr>
</table>

Provide professional development to Science and Civics teachers to increase pedagogical content knowledge. Provide opportunities to observe the modeling of effective science/civics teaching techniques so they can be implemented in all classrooms.

Person Responsible: Sandra Rodriguez (sandyrodriguez1@dadeschools.net)

By When: August 14 - September 29, 2023

Increase peer-to-peer student interactions during classroom instruction and provide opportunities to engage in discourse with one another.

Person Responsible: Ricardo Regueiro (rregueiro1@dadeschools.net)

By When: August 14 - September 29, 2023

Connect content to students' real-life experiences that allow for consensus building, peer review, and communication.

Person Responsible: Ricardo Regueiro (rregueiro1@dadeschools.net)

By When: August 14- September 29, 2023

Title I Requirements

<table>
<tr><td>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.</td></tr>
</table>

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

The School Improvement Process is developed annually, in conjunction with parents. This plan is in alignment with the needs of students at W.R. Thomas Middle School. Additionally, parents along with school staff annually develop our Title I School-Parent compact, outlining how parents, school staff, and students share collective responsibility for improved student achievement. Dissemination of the plan includes during our annual Title I parent meeting, EESAC meetings, and flyers in multiple languages. Our communication approach will take into account the specific needs and preferences of different stakeholder groups, such as parents, students, teachers, and community members. The School Improvement Plan will also be posted online in multiple languages. Stakeholders will keep informed of progress throughout the school year with regular updates via email, meetings, and newsletters.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We plan to build positive relationships with parents, families, and other community stakeholders through various strategies and initiatives including maintaining open and transparent communication channels updating them on their child's progress, our school newsletter, offering parent education meetings, using the parent portal, by celebrating our diverse backgrounds and cultures, and by empowering our stakeholders by involving them on our advisory boards.

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))

By implementing our school improvement plan we will partner with parents and community to strengthen the academic programs in our school. Parents will support instruction that takes place during school hours by providing a learning space at home, communicating with teachers, and keeping informed of their child's progress by checking the portal frequently.

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))

W. R. Thomas Middle School's improvement plan is developed in coordination and integration with state FTE guidelines, M-DCPS supported materials, resources, and assessments in alignment with benchmarks outlined in the BEST standards.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

We implement PBIS (Positive behavior intervention and support) program that creates and supports a positive and inclusive school culture. We clearly define behavioral expectations and reward positive behaviors. We provide targeted interventions for students who require additional support in managing their behaviors. As part of our restorative justice practices, we also facilitate a mediation room where students can discuss and resolve issues peacefully and with adult guidance. We have two full-time counselors and an itinerant mental health counselor who provide safe spaces for students to discuss mental health concerns. We also promote mental health awareness through after-school clubs, the Say Hello campaign, and educational workshops.

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))

We provide access to online career exploration tools and resources, including websites that offer information on colleges, technical schools, and career pathways.

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).

We utilize a Multi-Tiered system of supports (MTSS) that consists of three tiers, each with specific strategies and interventions.

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))

Professional learning activities for teachers to improve instruction and effectively use assessment data are essential for enhancing student learning outcomes. Some of the learning activities we provided through our Professional Learning Support Team include data analysis workshops, literacy training, instructional coaching academies, data chats, professional learning communities, lesson studies, peer observations, feedback loops, and reflection.

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))

NOT APPLICABLE

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: ESSA Subgroup: Students with Disabilities	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Instructional Practice: Student Engagement	$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