Miami-Dade County Public Schools

West Miami Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

West Miami Middle School

7525 SW 24TH ST, Miami, FL 33155

http://wmms.dade.k12.fl.us/

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.

Our Mission at West Miami Middle School is to educate all our students in a safe, respectful, disciplined, and culturally diverse environment. Clear and direct communication, as well as a challenging curriculum, will empower our students to become life-long learners and productive citizens in a world of work and technology contributing to assure their success.

Provide the school's vision statement.

The Vision of West Miami Middle School is to provide educational excellence for all students so that they are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

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
Osorio, Roniel	Principal	Assures instruction is aligned to State academic content and standards, maintaining continuous improvement in the building designing instruction for student success, developing partnerships with parents and the community, and nurturing a culture where each individual feels valued.
Conover, Debra	Instructional Media	Media Specialist, EESAC Chairperson, Professional Development Liaison, Gradebook Manager, Department Chairperson for Electives, Curriculum Council Leader, 7th Grade Team Leader, DSP (Technology), 6th Grade Teacher
Garcia, Karen	Assistant Principal	Supports the principal in assuring instruction is aligned to State academic content and standards, maintaining continuous improvement in the building designing instruction for student success, developing partnerships with parents and the community, and nurturing a culture where each individual feels valued.

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

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

The process of involving all stakeholders in our SIP development process involves all stakeholders. Our School's Educational Excellence School Advisory Council, includes the school's leadership team, teachers, school staff, parents and students who work together to ensure improved student achievement.

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 EESAC committee, leadership team and department chairpersons, will have a shared responsibility for monitoring, evaluating and revising the vision, mission and implementation plans of the school.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	97%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Absent 10% or more days	0	0	0	0	0	0	17	10	28	55
One or more suspensions	0	0	0	0	0	0	1	8	6	15
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	9	5	1	15
Course failure in Math	0	0	0	0	0	0	17	6	8	31
Level 1 on statewide ELA assessment	0	0	0	0	0	0	80	100	103	283
Level 1 on statewide Math assessment	0	0	0	0	0	0	63	71	89	223
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	103	128	164	395

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	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Students with two or more indicators	0	0	0	0	0	0	58	62	72	192

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Absent 10% or more days	0	0	0	0	0	0	16	42	38	96
One or more suspensions	0	0	0	0	0	0	6	36	24	66
Course failure in ELA	0	0	0	0	0	0	8	19	2	29
Course failure in Math	0	0	0	0	0	0	11	33	14	58
Level 1 on statewide ELA assessment	0	0	0	0	0	0	43	98	93	234
Level 1 on statewide Math assessment	0	0	0	0	0	0	51	123	92	266
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	61	107	114	282

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	95	86	135	316

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	10	1	1	12

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	10	27	41	78
One or more suspensions	0	0	0	0	0	0	7	6	3	16
Course failure in ELA	0	0	0	0	0	0	2	1	0	3
Course failure in Math	0	0	0	0	0	0	5	9	2	16
Level 1 on statewide ELA assessment	0	0	0	0	0	0	106	115	117	338
Level 1 on statewide Math assessment	0	0	0	0	0	0	73	93	101	267
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	138	181	170	489

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	64	76	78	218

The number of students identified retained:

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

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*	43	56	49	41	55	50	43		
ELA Learning Gains				49			40		
ELA Lowest 25th Percentile				36			44		
Math Achievement*	37	60	56	25	43	36	24		
Math Learning Gains				40			16		
Math Lowest 25th Percentile				47			23		
Science Achievement*	47	55	49	37	54	53	38		
Social Studies Achievement*	63	72	68	60	64	58	41		
Middle School Acceleration	51	74	73	53	56	49	53		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	49	50	40	76	77	76	45		

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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	290
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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	464
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	27	Yes	4	2
ELL	37	Yes	2	
AMI				
ASN				
BLK				
HSP	48			
MUL				
PAC				
WHT				
FRL	44			

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	27	Yes	3	1
ELL	40	Yes	1	
AMI				
ASN				
BLK				
HSP	46			
MUL				
PAC				
WHT	51			
FRL	45			

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	43			37			47	63	51			49
SWD	16			25			17	34			5	42
ELL	30			30			27	54	34		6	49
AMI												
ASN												
BLK												
HSP	43			37			48	61	51		6	49
MUL												
PAC												
WHT												
FRL	39			34			42	57	47		6	42

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	41	49	36	25	40	47	37	60	53			76
SWD	12	31	27	11	37	49	16	32				
ELL	32	43	35	22	38	40	28	51	38			76
AMI												
ASN												
BLK												
HSP	41	49	38	25	40	46	36	61	50			76
MUL												
PAC												
WHT	60	53		27	62							
FRL	39	47	34	24	40	46	34	58	49			79

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	43	40	44	24	16	23	38	41	53			45
SWD	18	20	18	6	12	19	26	14				19
ELL	34	40	45	21	15	24	21	37	52			45
AMI												
ASN												
BLK												
HSP	42	40	44	24	16	23	37	40	54			45
MUL												
PAC												
WHT	64	30		18	10							
FRL	41	39	44	21	15	22	34	39	47			44

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	30%	50%	-20%	47%	-17%
08	2023 - Spring	34%	51%	-17%	47%	-13%
06	2023 - Spring	29%	50%	-21%	47%	-18%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	58%	-26%	54%	-22%
07	2023 - Spring	26%	48%	-22%	48%	-22%
08	2023 - Spring	43%	59%	-16%	55%	-12%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	40%	-13%	44%	-17%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	56%	-9%	50%	-3%

GEOMETRY

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

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	65%	7%	63%	9%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	68%	-16%	66%	-14%

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.

A data component based on F.A.S.T. progress monitoring and 2023 state assessments demonstrate that the greatest need for improvement is in ELA, which was at a 31% proficiency rate. This demonstrates a 10% decrease from the 2022 proficiency of 41%. In addition, our SWD subgroup demonstrated a 12% proficiency in ELA.

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

A data component based off progress monitoring and 2023 state assessments showing the greatest decline from the previous year was ELA at a 31% proficiency rate. This demonstrates a 10% decrease from a 2022 proficiency of 41%. The factor(s) that contributed to this gap were an influx of ELL students, and we had three new ELA teachers this school year.

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 component based on progress monitoring and 2023 state assessments demonstrating the greatest need for improvement was ELA at a 31% proficiency rate compared to the state's average of 47%. The factor(s) that contributed to this gap were an influx of ELL students, and we had three new ELA teachers this school year.

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

The component based on progress monitoring and 2023 state assessments demonstrating the greatest improvement was Math at a 31% proficiency rate. In the area of Math, an instructional math coach worked strategically with groups of students, remediating the lowest performing standards.

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

Upon reviewing EWS data, our SWD subgroup is an area of concern. There is a trend for this subgroup for performing below the state average for the previous 3 years of accountability.

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

Our highest priorities for school improvement for this upcoming school year are our SWD and ELL subgroups, in addition, improving overall reading proficiency.

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 Differentiation

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.

We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup has been consistently decreasing over the last three years. In ELA the learning gains of our (L25) subgroup decreased from (47% in 2019 to 44% in 2021 to 36% in 2022). It is evident that differentiated instruction is a critical framework for effective instruction to meet the needs of all learners. Therefore, we plan on improving our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to assess grade level content in order to make learning gains and move towards proficiency.

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

With the implementation of differentiated instruction, an additional 10% of our L25 population will be proficient by the F.A.S.T. PM3 administration.

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

The Administrative Team, Principal Roniel Osorio and Assistant Principal Karen Garcia, will conduct data chats quarterly, adjust groups based on current data in real-time, and follow-up with weekly walkthroughs to ensure quality instruction is taking place. Administration will review lesson plans for indication of differentiated instruction for our L25 students, in particular. Data analysis of formative assessments of L25 students will be reviewed quarterly to observe progress. This data will be analyzed during department meetings and common planning sessions to ensure students are demonstrating growth.

Person responsible for monitoring outcome:

Roniel Osorio (rosorio@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 Differentiation, our school will focus on the evidence based strategy of data-driven instruction to ensure the differentiation of students is guided by the data of their progress monitoring assessment results. Data driven instruction will assist in accelerating the learning gains of our L25 subgroup as it is a systematic approach of instruction to meet students' needs.

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

Differentiated Instruction is a framework for effective teaching that helps students acquire content, process, construct or make sense of ideas. This framework also assists teachers in developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. This framework will provide students with different avenues to learning.

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.

Each department will create an instructional focus calendar with a weekly primary standard identified for whole group and a secondary standard identified for data-driven small group instruction. As a result, our school will demonstrate an increase in progress monitoring data results.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

Department chairpersons will conduct monthly mini professional development sessions at collaborative planning meetings to provide teachers with standards-aligned resources and strategies. Inevitably, this team effort will create a school-wide environment of increased achievement.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

The administrative team will sit in on weekly collaborative planning sessions to ensure alignment to standards. Thus, resulting in an improvement of student achievement in progress monitoring assessment data.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

According to the 2023 FAST PM3 data, 12% of the SWD subgroup showed proficiency in ELA, as compared to the state average of 47% and district average of 50%. According to the 2023 FAST PM3 data, 40% of the ELL subgroup showed proficiency in ELA. The identified contributing factor was the limited participation of the SWD and ELL students in the tutoring sessions offered throughout the 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 differentiated instruction, using iReady data, an additional 10% of students in the ELL and SWD subgroups of the school population will show an improvement in proficiency in the area of ELA as show by F.A.S.T. PM3 assessment administered in May of 2024. As a result. 50% of the ELL subgroup and 22% of the SWD subgroup will be proficient.

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

The Leadership Team, Roniel Osorio, Karen Garcia, Debra Conover, Tania Hernandez-Pardo will conduct regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation. Data Analysis of formative assessments will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on ongoing progress monitoring reports.

Person responsible for monitoring outcome:

Karen Garcia (karengarcia@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 Multiple Subgroups, our school will focus on the Evidence-based Strategy of Differentiated Instruction. Differentiated instruction based on data is a critical framework for effective instruction to meet the needs of all learners. Therefore, we plan on improving our ability to differentiate instruction based on the levels of the students we serve. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include ongoing progress monitoring.

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

Differentiated instruction (DI) is a data-driven method of instruction that targets students' specific weaknesses according to assessment data including iReady and F.A.S.T. scores. The DI framework will allow for students to be able to show improvement on progress monitoring assessments. DI will assist in targeting weakness in the ELL and SWD subgroups as well.

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>

The Administrative Team, Principal Roniel Osorio and Assistant Principal Karen Garcia, will conduct data chats quarterly, adjust groups based on current data in real time, and will follow-up with weekly walkthroughs to ensure differentiation, as well quality instruction is taking place with a focus on the ELL and SWD subgroups.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

The Administrative Team, Principal Roniel Osorio and Assistant Principal Karen Garcia, will be actively involved in department chair meetings, will also review agendas and conduct data chats with teachers. As a result, teachers will gain an understanding of how to best group their students, with a focus on the ELL and SWD subgroups.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

All content area departments will create an instructional focus calendar with a weekly primary standard for whole group and a secondary standard identified for data drive small group instruction, with a focus on the ELL and SWD subgroups.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

This Area of Focus will be monitored by the Student Services department through weekly Restorative Justice Practices aligned school wide by the Trust Counselor. At the end of the first semester, we will conduct an in-house survey to gauge where students are at that time. Based on the 2022-2023 School Climate Survey, 75% of students agreed or strongly agreed that students feel safe at school.

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

Our school will focus on the evidence-based strategy of Restorative Justice Practices. As a result, monthly round table meetings will take place to ensure the students are given an opportunity to express themselves and ensure that all students will feel safe at school. With Restorative Justice Practices, there will be a 10% increase of reported feelings of safety at school, resulting in 85% of students that feel safe at school.

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

Restorative Justice Practices, monitored by Student Services, involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Person responsible for monitoring outcome:

Lillian Helbig-Perez (helbig5@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 Early Warning Systems, our school will focus on the Evidence-based Strategy of Restorative Justice Practices. Our school utilizes Restorative Justice Practices as an evidence-based intervention to ensure all students make the correct choices. One of the programs we intend to use within Restorative Justice Programs is Student Center for School Instruction (SCSI).

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

Restorative Justice Practices will help students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The evidence-based practice will allow for increased positive feelings related to school safety. As a result, students will make better choices at school.

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 Student Services team will generate and identify behavioral "At Risk" factors and will counsel identified students on a quarterly basis. As a result, students will develop a more positive mindset about their education and mental health.

Person Responsible: Lillian Helbig-Perez (helbig5@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

Counselors will conduct small group sessions for students needing additional emotional support on a weekly basis. In addition, Social Emotional Learning activities embedded in the District pacing guides will also be presented to students. As a result, students will be able to gauge their own social development and wellbeing to feel more comfortable and safe within the school environment.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

The school will include a monthly focus on one of the nine core values that are part of the 2021-2022 Values Matter Miami program. Subsequently, this program will enhance the social emotional capacity of students and develop long-lasting implications for their educational and mental well being.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

#4. Instructional Practice specifically relating to Small Group Instruction

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

According to the 2023 FAST PM3 data, 12% of the SWD subgroup showed proficiency in ELA as compared to the state average of 47% and district average of 50%. According to the 2023 FAST PM3 data, 40% of the ELL subgroup showed proficiency in ELA. The identified contributing factor was the limited participation of the SWD and ELL students in the tutoring sessions offered throughout the 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 Ongoing Progress Monitoring (OPM), the proficiency in all core content areas will increase by at least 10% evidenced by the 2023-2024 state assessment by the 2023-2024 F.A.S.T. PM3 assessment scores, for a total of 60% proficiency. The percent of proficient students in the SWD subgroups will increase to 22% and in the ELL subgroup will increase to 50% by the PM3 F.A.S.T administration in May of 2024.

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

Administration, Principal Roniel Osorio and Assistant Principal Karen Garcia, will review Ongoing Progress Monitoring (OPM) data to assess students' academic performance, and quantify student's rate of improvement and responsiveness to instruction.

Person responsible for monitoring outcome:

Roniel Osorio (rosorio@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 Small Group Instruction, we will focus on the evidence-based strategy of Ongoing Progress Monitoring (OPM), using a consistent developmental feedback model. Consistent, developmental feedback will provide a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback will be provided regularly as a means of professional growth.

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

Ongoing Progress Monitoring will allow for consistent feedback that will in turn allow for improved professional growth. This strategy will allow for school professionals to improve their practice and in turn support students, specifically SWD and ELL students, and contribute to a positive culture at the school.

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.

Each department will create an Ongoing Progress Monitoring (OPM) calendar that will track and monitor student's progress towards proficiency of benchmark and/or standards. As a result, each department will have new data to drive their instruction continuously and make changes to best help SWD and ELL students.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

Teachers will utilize the Data-Driven Decision Making process embedded in the culture of the school where data is used at every level to make informed decisions on small-group instruction. As a result, teachers will be expected to and accustomed to analyzing and utilizing data as a part of their decision-making at the instructional level with a focus on SWD and ELL students.

Person Responsible: Roniel Osorio (rosorio@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

Teachers will informally group and regroup students throughout the school day, that supports the learning of all students. Flexible grouping strategies will be used to meet curricular goals, engage students, and respond to individual needs. As a result, teachers will be more selective of their grouping arrangements and students will be more focused and engaged in class. Teachers will be able to better support SWD and ELL students through grouping.

Person Responsible: Karen Garcia (karengarcia@dadeschools.net)

By When: Implementation will begin August 14, 2023 through September 29, 2023.

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).

Our school has been identified as an ATSI school. The process that is currently in place for funding is to utilize resources that address learning losses and instructional time that occurred during the 2023-2024 school year. These resources will strategically be used to provide tutoring and intervention opportunities for SWD and ELL students.

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.

Our SIP data will be shared with all stakeholders at EESAC meetings, Title 1 parent meetings and faculty meetings. We will welcome feedback from all stakeholders (leaders, teachers, families and students) and respond to any questions or concerns that arise.

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))

Our plan to help build positive relationships with parents, families and other community stakeholders will implement the "joining process." This systemic effort will engage all stakeholders in a process characterized by common understandings and shared decision-making.

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 administration will take the lead for change. Administration will empower teachers to use data to close learning gaps and support a student centered approach to learning. The school will also offer a rigorous curriculum in which all students will be challenged.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

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

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

The Student Services team will generate and identify behavioral "At Risk" factors and will counsel identified students on a weekly and quarterly basis. As a result, students will develop a more positive mindset about their education, safety and mental health.

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))

N/A

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).

Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Restorative Justice Practices. As a result, monthly round table meetings will take place to ensure the students are given an opportunity to express themselves and ensure that they feel safe at school.

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))

Our school will conduct weekly PLC's (Professional Learning Communities) in which teachers will engage in an ongoing process in which they will work collaboratively in collective inquiry of data and develop action plans to achieve better results for the students they serve.

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: Differentiation	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$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.

Yes