

Miami-Dade County Public Schools

Arthur And Polly Mays Conservatory Of The Arts



2023-24

Schoolwide Improvement Plan (SIP)

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Arthur And Polly Mays Conservatory Of The Arts

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<http://apmays.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.

Arthur & Polly Mays Conservatory of the Arts provides a seamless fine arts college preparatory curriculum for students from 6th to 12th grade, preparing them for both college and careers in the visual, performing, and communicative arts.

Provide the school's vision statement.

Arthur & Polly Mays Conservatory of the Arts will ensure that students receive a top notch education both academically and artistically, through a rigorous technologically-based curriculum that provides students the ability to earn up to two years of college credits while receiving award winning instruction from our Arts magnet programs.

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
Jones-Carey, Carmen	Principal	Dr. Carmen Jones-Carey oversees all higher-level operations in our school. She to creates a safe learning environment and sets performance goals both for students and teachers, and oversees the process so that those goals are attained. She oversees the development and evaluation of educational programs. She encourages and supports development of innovative instructional programs, helping teachers pilot such efforts when appropriate. She promotes the use of technology in teaching/learning process. She promotes a positive, caring climate for learning. She deals sensitively and fairly with persons from diverse cultural backgrounds. Additionally, she communicates effectively with students, staff, parents, and the community.
Farrell, Janice	Assistant Principal	Assists the Principal with the following: The development and evaluation of educational programs. Encouraging and supporting the development of innovative instructional programs, helping teachers pilot such efforts when appropriate. Promoting the use of technology in teaching/learning process. Promoting a positive, caring climate for learning. Dealing sensitively and fairly with persons from diverse cultural backgrounds. Communicating effectively with students, staff, parents and, the community.
Cargill, Carlene	Teacher, K-12	Language Arts Department Chair
Green-David, Khyanne	Teacher, K-12	Science Department Chair
Whitaker, Tina	Administrative Support	Activities Director and Test Chair
Ceschin, Mary	ELL Compliance Specialist	ELA/ESOL teacher and ELL compliance
Cobb, Ronda	Teacher, K-12	SCSI Instructor

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.

Stakeholder feedback is solicited via EESAC meetings, PTSA meetings, School Climate Surveys, In-House needs assessments and Advisory Board meetings. Input from these areas were used when creating the SIP.

SIP Monitoring

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

The SIP will be revisited regularly. It is a standing item of discussion for faculty meetings and EESAC meetings. Department chairs are encouraged to discuss implementation during department meetings as well. Data chats will include discussion of SIP action steps as applicable.

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)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 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	8	12	17	37	
One or more suspensions	0	0	0	0	0	0	1	4	2	7	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	2	0	4	
Course failure in Math	0	0	0	0	0	0	6	13	19	38	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	14	17	21	52	
Level 1 on statewide Math assessment	0	0	0	0	0	0	21	16	18	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	27	28	40	95	
	0	0	0	0	0	0	0	0	0		

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	13	15	23	51

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	4	2	9	15
Students retained two or more times	0	0	0	0	0	0	0	2	4	6

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	6	12	13	71	
One or more suspensions	0	0	0	0	0	0	0	4	14	38	
Course failure in ELA	0	0	0	0	0	0	2	3	7	24	
Course failure in Math	0	0	0	0	0	0	1	4	16	67	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	15	31	90	
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	17	29	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	11	32	41	135	

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	4	17	29	97

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	1	8	10
Students retained two or more times	0	0	0	0	0	0	1	1	2	7

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	6	12	13	31
One or more suspensions	0	0	0	0	0	0	0	0	4	14	18
Course failure in ELA	0	0	0	0	0	0	0	2	3	7	12
Course failure in Math	0	0	0	0	0	0	0	1	4	16	21
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	4	15	31	50
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	4	17	29	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	11	32	41	84

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	4	17	29	50

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	1	8	9
Students retained two or more times	0	0	0	0	0	0	1	1	2	4

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*	59	55	50	56	54	51	54		
ELA Learning Gains				55			50		
ELA Lowest 25th Percentile				39			38		
Math Achievement*	55	43	38	49	42	38	37		
Math Learning Gains				65			27		
Math Lowest 25th Percentile				63			19		
Science Achievement*	65	62	64	62	41	40	63		
Social Studies Achievement*	73	69	66	66	56	48	56		
Middle School Acceleration	63			57	56	44	73		
Graduation Rate	94	89	89	99	56	61	98		
College and Career Acceleration	77	70	65	87	67	67	86		
ELP Progress	50	49	45	62			63		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	8

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	94

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	760
Total Components for the Federal Index	12
Percent Tested	100
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	46			
AMI				
ASN				
BLK	62			
HSP	70			
MUL				
PAC				
WHT	77			
FRL	63			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL	48			
AMI				
ASN				
BLK	56			
HSP	66			
MUL				
PAC				
WHT	67			
FRL	62			

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	59			55			65	73	63	94	77	50
SWD	29			30			44	38			4	
ELL	38			43			43	58			5	50
AMI												
ASN												
BLK	52			45			46	61	64	68	7	
HSP	60			59			68	80	63	89	8	50
MUL												
PAC												
WHT	76			77							2	
FRL	54			51			55	70	55	78	8	50

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	56	55	39	49	65	63	62	66	57	99	87	62
SWD	33	38	25	30	62	57	42	43		100	73	
ELL	38	34	28	39	64	67	41	59				62
AMI												
ASN												
BLK	49	50	38	38	57	59	46	61	42	95	86	
HSP	60	58	42	53	69	68	68	67	59	100	88	62
MUL												
PAC												
WHT	74	65		71	57							
FRL	54	52	38	46	65	64	59	63	53	98	89	62

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	54	50	38	37	27	19	63	56	73	98	86	63
SWD	27	40	35	14	18	13	28	32		100	75	
ELL	45	48	45	36	23	17		50				63
AMI												
ASN												
BLK	44	42	29	27	22	18	53	42	72	100	85	
HSP	57	53	41	43	30	19	71	62	74	97	84	62
MUL												
PAC												
WHT	91	67		53	44		100					
FRL	51	49	36	34	24	17	61	50	71	100	85	64

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
10	2023 - Spring	72%	54%	18%	50%	22%
07	2023 - Spring	50%	50%	0%	47%	3%
08	2023 - Spring	53%	51%	2%	47%	6%
09	2023 - Spring	55%	51%	4%	48%	7%
06	2023 - Spring	54%	50%	4%	47%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	58%	-10%	54%	-6%
07	2023 - Spring	50%	48%	2%	48%	2%
08	2023 - Spring	78%	59%	19%	55%	23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	52%	40%	12%	44%	8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	56%	-7%	50%	-1%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	52%	14%	48%	18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	65%	19%	63%	21%

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

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	66%	14%	63%	17%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Sixth (6th) grade Math students at only 47% proficiency showed the lowest performance component. 6th grade students have traditionally struggled with the transition to middle school. They are considerably lower than the other cohorts.

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

The greatest decline was in 7th grade ELA. In 6th grade they were at 56%. This year they were at 51% proficient. The same cohort scored lower is Civics as well compared to the previous year's cohort (69% vs. 66%)

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 subject area with the greatest gap when compared to the State was Algebra with the school at 51% and the State at 54%. We need to provide more personalized, targeted intervention.

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

8th grade Math students were at 77% proficient. Last year they were at 47% in 7th grade. Students participated in targeted interventions.

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

Students with disabilities has always been an area of concern. We need to ensure that all student IEPs are followed with fidelity and that strategies are implemented to address their needs.

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

Middle School ELA (6-8), Algebra and 6th Grade Math, and 8th grade in all areas are the highest priorities.

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 Professional Learning Communities**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM 3 data, 54% of the 6th grade students were proficient in ELA as compared to the state average of 47% and the District average at 50%; 51% of the 7th grade students were proficient in ELA as compared to the State average of 47% and the District average of 49% and 53% of the 8th grade students were proficient in ELA as compared to the state average of 47% and the District average of 52%. Additionally the school-wide proficiency goal of 60% was not met by any middle grade level. Based on the data, the contributing factors of the introduction of new standards and a need for targeted DI, we will implement the targeted element of a professional learning community.

Measurable Outcome:

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

By implementing collaborative learning structures, students scoring proficiency will increase by 5 percent from PM1 to PM3 on the 2023-2024 FAST ELA for the 6th, 7th, and 8th grade students.

Monitoring:

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

Informal assessments, topic assessments, observations, and surveys will be utilized to monitor the focus area. This will be monitored by teachers and administrators after each assessment and survey results analysis.

Person responsible for monitoring outcome:

Carmen Jones-Carey (pr7351@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.)

Collaborative learning structures offer teachers effective ways to engage students and create a more interactive and participatory learning experience.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Fostering collaboration among educators, enabling knowledge sharing, problem-solving, and identification of effective practices for continuous improvement will result in improved academic achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers who volunteer to participate are likely to be intrinsically motivated to improve their teaching skills. They may be more enthusiastic about the process, making it a positive experience. As a result of introducing and presenting to the instructional staff the Teachers Observe Teachers initiative (T.O.T.),

teachers will be more willing to volunteer to participate.

Person Responsible: Carmen Jones-Carey (pr7351@dadeschools.net)

By When: By 8/15/23 the Faculty sign-in sheet will provide evidence that all instructional staff have participated in the T.O.T presentation.

After the T.O.T. presentation, an instructional staff survey will be sent to all instructional staff members. As a result, the survey will then be used to create the T.O.T. instructional staff list of participants.

Person Responsible: Carmen Jones-Carey (pr7351@dadeschools.net)

By When: By 9/1/2023- The staff participant list will be created.

An instructional staff survey for the T.O.T program will be sent to to all instructional staff members. As a result of the survey's administration, the collected data will be used to create a list of exemplar classrooms for teachers to select from when requesting to observe other teachers.

Person Responsible: Carmen Jones-Carey (pr7351@dadeschools.net)

By When: By 9/25/2023- The list of exemplar teachers and the highlighted best practices will be created and categorized by the administration.

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

#2. 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.

Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally. While overall our students in each grade scored above the district in ELA, the 7th grade cohort scored 5% points less than the previous year. Additionally, the same cohort scored 3% points lower than the previous year's cohort and were two percentage points below the district in civics. Focusing on student engagement strategies will result in increased proficiency for the new 8th grade cohort.

Measurable Outcome:

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

By prioritizing student engagement activities, there is an expected improvement in students' proficiency scores from PM1 to PM3 on the 2023-24 8th grade FAST ELA by 5 percent.

Monitoring:

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

Informal assessments, observations, and progress monitoring data will be utilized to monitor area of focus. The implementation of student engagement strategies will be monitored by administration.

Person responsible for monitoring outcome:

Janice Farrell (jfarrell@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.)

Student engagement refers to the level of interest, enthusiasm, and involvement students have in their learning and educational experiences. It goes beyond merely attending classes and completing assignments; it encompasses active participation, emotional connection, and a genuine desire to learn and excel. Engaged students are motivated, curious, and eager to explore the subject matter and make the most of their educational opportunities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The data suggests that the 7th-grade cohort showed a decline in ELA proficiency and scored below the district average in Civics. This indicates the importance of closely monitoring their progress as they transition to 8th grade. To enhance their proficiency in ELA and positively influence their performance in other subjects, it is crucial to focus on student engagement. By increasing student engagement, we can improve learning and retention, promote higher academic achievement, and enhance critical thinking skills.

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.

Administer a preliminary questionnaire to educators to assess their comprehension of student engagement. As a result of the survey, we will determine the professional development needs of the faculty.

Person Responsible: Carmen Jones-Carey (pr7351@dadeschools.net)

By When: By 8/17/2023, the results of the survey will be analyzed to assess the professional development needs of the faculty.

Based on the analysis of the survey, an in-house student engagement professional development session will be proposed for implementation via the PDMS. As a result of the creation and proposal of the in-house student engagement professional development session, the faculty will learn new tools to strengthen student engagement within the classroom, thereby increasing student proficiency.

Person Responsible: Carmen Jones-Carey (pr7351@dadeschools.net)

By When: By 9/22/2023, the in-house student engagement professional development session will be submitted for approval on PDMS via the professional development liaison.

The in-house student engagement professional development session will be presented to the PD participants. As a result of the PD, the participants will acquire new resources to enhance student engagement within the classroom, consequently raising student achievement.

Person Responsible: Janice Farrell (jfarrell@dadeschools.net)

By When: By 9/27/2023, the in-house student engagement professional development session will be presented to the PD participants.

#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.

Student attendance is important because it directly influences academic performance, fosters active learning and social interaction, creates a positive learning environment, and instills valuable life skills and values. Regular attendance is essential for the overall growth and development of students, ensuring they have the best opportunities to succeed in their educational journey and beyond. Positive reinforcement strategies, such as grade level competitions, perfect attendance awards incentives, as well as counseling services for early intervention will be implemented. According to the data, 48% of the students were absent more than 10 times. While this is greater than the district, it did not show improvement from last year.

Measurable Outcome:

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

By utilizing student attendance initiatives, we anticipate improving school attendance by 5% by the end of the 2023-2024 school year.

Monitoring:

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

The area of focus will be monitored by the homeroom teachers, counselors, administration and the attendance review committee (ARC).

Person responsible for monitoring outcome:

Janice Farrell (jfarrell@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.)

Attendance initiatives are programs and strategies implemented to improve student attendance rates and reduce absenteeism. These initiatives aim to create a positive and supportive learning environment, encourage student engagement, and address the underlying factors that contribute to chronic absenteeism.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance initiatives are important because they promote academic success, reduce achievement gaps, support holistic student development, create a positive learning environment, and contribute to higher graduation rates. By addressing attendance challenges and fostering a culture of attendance, we can empower students for a brighter future and strengthen their academic success.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The current attendance procedures monitoring plan will be re-evaluated.

As a result, adjustments will be made to the plan and personnel assignments within the attendance review committee will be designated.

Person Responsible: Carmen Jones-Carey (pr7351@dadeschools.net)

By When: 8/17/2023

The attendance review committee will be created. As a result, the efficacy of the attendance procedure monitoring checklist will be consistently examined for its delivery of interventions.

Person Responsible: Janice Farrell (jfarrell@dadeschools.net)

By When: The attendance review committee will create a schedule to meet biweekly. As a result, the attendance will be monitored consistently and ensure interventions will be implemented with fidelity. (8/30/2023, 9/13/2023, 9/27/2023).

A survey will be given to all students to determine desires for incentives. As a result, students will be more likely to participate and improve their attendance.

Person Responsible: Tina Whitaker (tinaywhitaker@dadeschools.net)

By When: By 9/27/2023, the list of attendance award incentives will be created based on the survey's data.

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

The "CASEL" framework, which stands for the Collaborative for Academic, Social, and Emotional Learning, is a widely recognized organization that promotes SEL in schools. Based on the student responses on the school climate survey, only 31% of the students felt that the school "cares about their social and emotional well-being." A supportive and nurturing school environment plays a pivotal role in shaping students' overall development and academic success.

Measurable Outcome:

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

It is expected that after the implementation of various strategies and initiatives targeted at students' social and emotional well-being, there will be a 5% decrease in the percentage of students feeling that their social and emotional needs are not met, as indicated by the end-of-year in-house SEL survey's data.

Monitoring:

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

A Pre and Post survey on social emotional well-being will be used to monitor progress. Additionally, administrative walkthroughs during the implementation of The Brain Power Wellness program will be utilized. The implementation of this area of focus will be monitored by administration.

Person responsible for monitoring outcome:

Carmen Jones-Carey (pr7351@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 Interventions will focus on Social & Emotional Learning so students will 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. Implementing the Brain Power Wellness program has been shown to help to create positive changes in reducing absenteeism, drug abuse, and violence in the school and the community, Improvement in peer relationships and grades for students. In addition, the research has shown that it increased student motivation and self-esteem.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the Spring 2023 Student Climate survey only 31% of the students felt that the school "cares about their social and emotional well-being." Based on this data we will implementing various strategies and initiatives targeted at students' social and emotional well-being.

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.

A survey will be sent to staff to indicate interest in participating in the Brain Power initiative. As a result of the Brain Power survey, select teachers will participate in the Brain Power Program training.

Person Responsible: Carmen Jones-Carey (pr7351@dadeschools.net)

By When: The survey is to be completed by 8/16/2023.

A survey will be created to measure the students' social and emotional needs. As a result, the data from the survey will assist in the implementation of SEL strategies.

Person Responsible: Janice Farrell (jfarrell@dadeschools.net)

By When: By 9/1/2023, the results to the survey will be used to decide the implemented SEL strategies.

The "Say Hello Week" will be used as a kickoff to the implementation of SEL activities that will be occurring throughout the school year. As a result, students will be encouraged to exhibit kindness and respect for peers.

Person Responsible: Janice Farrell (jfarrell@dadeschools.net)

By When: The week of September 19-22, 2023 will be Say Hello Week.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated via EESAC, our school website, and a hard copy will be available for review in the Main Office.

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))

The school plans to build positive relationships with parents, families and other community stakeholders by soliciting their input via orientations, PTSA, EESAC, our Advisory Board, and various family activities. Parents are constantly solicited to get involved and volunteer. A Saturday Parent Academy will be held for parents to be informed of their child's progress as well as suggested tips on how to prepare them for the test.

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

We will provide professional learning opportunities for teachers to strengthen their skills in collaboration and student engagement. A special schedule has been developed to ensure that there is minimal disruption to learning when shows/presentation occur.

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 school affords students access to school counselors, school social worker, mental health professionals, school nurses and provides referrals as needed and as appropriate. Counselors conduct individual and group counseling, as well as presentations relating to pertinent topics. Emotional support delineated in IEPs are met with fidelity. We cooperate with outside agencies providing mental health services when consent from parent/guardian is provided.

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 have two Career and Technical Education (CTE) programs at our school, Entertainment Technology and Fashion Design. Our CTE curricula align with current workforce demands and provide students with industry certification. Additionally, we have a dedicated Career Assistance Program (CAP) Advisor who introduces students to various colleges and technical certificates, navigating them through the college application process, college essays, resume writing, SCOIR (a tracking, communication, and evaluation program that offers students career quizzes and college information), scholarships, and the Free Application for Federal Student Aid (FAFSA). Students and parents are exposed to college fairs, workshops, and guest speakers that bring awareness and outreach to post-secondary opportunities. Furthermore, we offer both Dual Enrollment and Advanced Placement courses, allowing students to take college-level classes for free with the potential to earn credits. Students have the ability to earn their AA degree in high school.

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

The grade-level orientations, homeroom teacher student code of conduct presentations, counselor led discussion on conflict resolution, 2023-2024 alternative to suspension plan and the SST process are all designed to address problem behavior as early intervention services.

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))

The continuous improvement model, alongside surveys and formal assessment data, serves as the basis for identifying professional development requirements and the selection of professional development opportunities within both the school and district offerings.

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: Professional Learning Communities	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No