Robert Morgan Educational Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Robert Morgan Educational Center

18180 SW 122ND AVE, Miami, FL 33177

http://rmec.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.

Robert Morgan Educational Center is committed to impart the knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

Provide the school's vision statement.

Robert Morgan Educational Center sets its sails on a voyage toward achieving quality academic instruction, implementation of community leadership, and lifelong learning for all students.

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
Williams, Kenneth	Principal	Mr. Williams oversees all personnel of the school on both technical school and high school. He shares the vision and mission of the school and cultivates a positive school culture throughout the school year.
Brill, Jennifer	Assistant Principal	Ms. Brill assists Mr. Williams in ensuring goals of the SIP are met in a timely manner. As the administrator, she oversees the implementation and effectiveness of the SIP goals and makes changes when necessary.
Burrows, Astra	Teacher, K-12	Mrs. Burrows is the instructional coach who provides curriculum support to the staff and analyzes data to develop all SIP goals.
Gooding, Khristal	Teacher, K-12	Mrs. Gooding is the EESAC chair and new teacher mentor who provides support to the staff and analyzes data to develop all SIP goals.
Pena, Janelle	Teacher, K-12	Mrs. Pena is the new Cambridge exam officer and the digital innovator who provides support to the staff and analyzes data to develop all SIP goals.
Ortiz, Laura	Teacher, K-12	Mrs. Oritz is the Professional Development Liaison who provides support to the staff and analyzes data to develop all SIP goals.

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.

School Climate Surveys were conducted to provide input to the team as a guide for developing this year's SIP goals. The team analyzed the results and focused on the areas of weaknesses.

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))

Once goals are established, the team presents SIP goals monthly to staff and stakeholders to gain feedback on the effectiveness. This process was established as a way to gain insight from all stakeholders and staff. In addition, classroom walkthroughs are a way to ensure teachers are aligning their lessons with our goals. During our EESAC meetings, stakeholders are informed on the progress being made and can provide feedback as appropriate.

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 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	95%
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A

	2019-20: B
	2018-19: B
	2017-18: 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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	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	0	0	0	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	0	243
One or more suspensions	0	0	0	0	0	0	0	0	0	56
Course failure in ELA	0	0	0	0	0	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	0	0	0	131
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	210
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	265
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	0	0	310

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	0	0	0	228

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	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	16

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	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	

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

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

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	0	

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*	60	55	50	57	54	51	54		
ELA Learning Gains				57			45		
ELA Lowest 25th Percentile				54			39		
Math Achievement*	48	43	38	48	42	38	32		
Math Learning Gains				59			24		
Math Lowest 25th Percentile				61			22		
Science Achievement*	59	62	64	60	41	40	68		
Social Studies Achievement*	70	69	66	65	56	48	68		
Middle School Acceleration					56	44			
Graduation Rate	99	89	89	97	56	61	99		
College and Career Acceleration	64	70	65	62	67	67	72		
ELP Progress	64	49	45	61			56		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	99

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	681
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	97

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	54			
ELL	56			
AMI				
ASN	62			
BLK	63			
HSP	67			
MUL				
PAC				
WHT	75			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	65			

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	46			
ELL	53			
AMI				
ASN	64			
BLK	57			
HSP	63			
MUL	50			
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	60			48			59	70		99	64	64
SWD	39			29			44	51		61	6	
ELL	38			32			48	53		61	7	64
AMI												
ASN	60						64				2	
BLK	56			44			56	65		61	6	
HSP	60			49			60	71		65	7	64
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	76			61			67	76		68	6	
FRL	58			46			59	67		64	7	64

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	57	57	54	48	59	61	60	65		97	62	61
SWD	29	44	45	30	46	43	34	43		98	45	
ELL	32	49	50	36	55	48	47	42		100	63	61
AMI												
ASN	64											
BLK	51	54	51	34	52	71	45	61		97	52	
HSP	59	58	53	53	60	53	65	66		97	64	61
MUL	27			42	82							
PAC												
WHT	65	63	70	54	61		53	63		100	72	
FRL	57	59	55	47	58	61	61	64		97	60	64

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	45	39	32	24	22	68	68		99	72	56
SWD	29	38	33	23	28	32	60	72		97	47	
ELL	22	41	37	23	24	27	28	52		98	63	56
AMI												
ASN	55	50		30								
BLK	47	47	36	25	21	19	61	56		100	70	
HSP	55	45	39	34	25	23	70	70		98	72	56
MUL	58	42										
PAC												
WHT	61	48		41	24		73	60		97	74	
FRL	53	45	40	32	24	18	66	68		98	69	49

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	61%	54%	7%	50%	11%
09	2023 - Spring	62%	51%	11%	48%	14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	56%	-13%	50%	-7%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	52%	7%	48%	11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	65%	-6%	63%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	66%	4%	63%	7%

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.

The major contributing factor for the low performance in Biology EOC was the 11th grade cohort (this cohort took Biology the previous school year) that tested at 48% proficient coupled with the number of students (129) in that cohort that brought the overall performance down one percentage point from 60% to 59% compared to prior testing year of 2021-22. The school's 48% proficiency is on par with the District at 48% and 13 points above the state's average of 35%

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

Biology EOC declined one percentage point from 60% to 59% proficiency. The major contributing factor for the low performance in Biology was the 11th grade cohort (same cohort as above) that tested at 48% proficient coupled with the number of students (129) in that cohort that brought the overall performance down one percentage point from 60% to 59%.

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 greatest positive gap to the state was graduation at 12 percentage points with 99% for Robert Morgan versus 87% for the state. The greatest negative gap to the state was Biology at minus two percentage points with 59% for Robert Morgan versus 61% for the state.

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

Geometry for both 9th & 10th grade showed the most improvement from 73% to 80% and 39% to 45% respectively. Utilization of a math coach, common planning, push-in and pull-out interventions, and greater use of the topic assessments resulted in an increase of test scores.

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

Two areas of concern are the number of course failures in math and the number of students with substantial reading deficiency.

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

Our highest priority for school improvement is the implementation of new Advanced Academic programs, staff morale, acceleration, attendance and the Biology EOC.

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

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

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

The 2022-2023 School Climate Survey determined that subject area teachers wanted to plan (vertical) instruction that was aligned with established state standards. As a result, and to ensure that the students are taught methodically and employing established scaffolding, it was determined that benchmark-aligned instruction will be utilized while planning.

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

For the 2022-2023 school year, 62% of the student population in the 9th and 10th grade showed proficiency on the FAST Reading Assessment. In order to ensure continual academic growth (across the curriculum) for the 2023-2024 school year, benchmark-aligned instruction will be infused. Continuity of this practice (within all content areas), will help ensure that 65% (3 percent increase) of students in the 9th and 10th grade demonstrate proficiency on the FAST Reading assessment - as aligned with the state curriculum benchmarks.

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

To ensure that teaching practices are effectively aligned with benchmarks and that planning is taking place with fidelity, consistent monitoring of student progress must occur. With the assistance of the Leadership Team and the Professional Learning Support Team (PLST), teachers will identify trends and gauge mastery through assessments, classroom observations, performance data, and Progress Monitoring assessments.

Person responsible for monitoring outcome:

Jennifer Brill (jbrill@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.)

Research suggests that vertical planning when combined with benchmark-aligned instruction, can lead to improved student achievement and more effective teaching practices. Therefore, through the use of PLC's the teachers will work together to plan their instruction using Benchmark-alignment. The use of this intervention practice will increase student learning outcomes, promote continuous improvement, and enhance data-driven decision-making (for the students) within the class.

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

This particular strategy (Benchmark-aligned instruction) will allow for a student-centered approach that promotes the creation of aligned lessons that directly assess the desired learning outcomes for the students and teachers alike.

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.

1. Review and Analyze Data from Progress Monitoring I (PM1)

Person Responsible: Jennifer Brill (jbrill@dadeschools.net)

By When: September 29th

Create/Design a PLC for Instructional Planning (Vertical)

Person Responsible: Laura Ortiz (laort3@dadeschools.net)

By When: September 29th

Monitor/Observe Classroom Instruction

Person Responsible: Jennifer Brill (jbrill@dadeschools.net)

By When: September 29th

Design Unit Plans (during the PLC) for Benchmark-aligned Instruction

Person Responsible: Astra Burrows (aburrows@dadeschools.net)

By When: September 29th

#2. Instructional Practice specifically relating to Career & Technical Education

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 most recent Florida Report Card data, Robert Morgan Educational Center (RMEC) had a 64.3% of the student population in 2021-2022 school year earn College & Career Acceleration points. Based on the data and the identified contributing factors of: teachers needing support on using data to impact student learning and achievement on industry certifications, we will implement the Targeted Element of Career & Technical Education.

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

With the implementations of Data-Driven Decision making, an additional 8% (for a total of 72%) of students will successfully pass industry certificate examinations earning acceleration points for RMEC by May 2024.

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

The leadership team will ensure that CTE teachers are knowledgeable in analyzing data and use data to make instructional decisions that will help students succeed by providing professional development. To ensure the use of data, the leadership team will conduct data chats with CTE teachers and conduct regular walkthroughs to ensure data is driving the instructional decision making process such as the inclusion of differentiated instruction.

Person responsible for monitoring outcome:

Jennifer Brill (jbrill@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 Career & Technology Education, our school will focus on the Evidenced-based intervention of: Data-Driven Decision making. Data-Driven decision making will assist teachers and administration to make informed decisions that will benefit the student learning. Data-Driven decision making will be monitored through data chats and progress monitoring to drive instructional planning.

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

Data-Driven decision making is an instructional planning method that enables teachers to analyze students needs by analyzing student data to then make decisions on how best to support student instructional needs.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The leadership team and the PLST team will provide professional learning for teachers on effective implementation of data-driven decision making that is aligned to relevant student data. As a result teachers will be able to identify strategies, differentiated instruction groups, etc., that will best support student needs.

Person Responsible: Laura Ortiz (laort3@dadeschools.net)

By When: 8/15 - 9/29/2023

Teachers will develop lesson plans that address student needs based on data. Data will be used to determine differentiated instruction grouping, whole group instruction and will be reflected in lesson plans.

Person Responsible: Jennifer Brill (jbrill@dadeschools.net)

By When: 8/17-9/29/2023

Teachers will use department meetings to collaborate and share best practices on analyzing data and identifying best support for students based on data analysis.

Person Responsible: Jennifer Brill (jbrill@dadeschools.net)

By When: 8/17-9/29/2023

The leadership team will conduct data chats with teachers to analyze student data and discuss supports appropriate for students based on the data.

Person Responsible: Jennifer Brill (jbrill@dadeschools.net)

By When: 9/29/2023

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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

Based on the 2022-2023 Teacher Climate Survey, 36% of teachers did not feel that staff morale was high (Q34), thus became an area of concern under Leadership and Relationships. To address this, our school will focus on Teacher Retention and Recruitment by conducting Teacher Feedback/Walkthroughs. We recognize the need to build and cultivate teacher relationships with leadership to improve the school climate so that current teachers will remain, and new teachers can be recruited into a thriving, positive environment. We selected to focus on building morale through Teacher Feedback/Walkthroughs, by continuing to improve upon our "Teach Like a Pirate" Initiative.

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

With the implementation of the Teach Like a Pirate Initiative that focuses on Teacher Feedback/ Walkthroughs, with rewards/incentives, along with PTSA support, Teacher Appreciation Week and consistent faculty recognition, there will be at least a 15% increase of faculty and staff reporting favorably on morale in the 2023-2024 School Climate Survey by June 2024.

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

The school will continue to recognize outstanding teachers with the monthly "Navigator of the Month" award. In addition, a new communication system will be implemented to provide teachers with immediate positive feedback from weekly administrative walkthroughs and celebrate great teaching with rewards/ recognition. Teachers will receive written feedback in the form of a categorized checklist that communicates which instructional practices were observed and an incentive for their placement on the "Hierarchy of Instructional Practices".

Person responsible for monitoring outcome:

Kenneth Williams (pr7371@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 Teacher Feedback/ Walkthroughs, the leadership team will focus on celebrating success, leadership visibility and rewards/incentives. By providing immediate positive feedback to teachers with the "Teach Like a Pirate" Initiative reward/recognition program, we hope to show teachers appreciation for their hard work and promote positive feedback to impact the team's performance.

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

Based on the School Climate Survey results, the PLST team decided to focus on Teacher Retention and Recruitment to impact school morale to motivate current teachers and welcome new teachers into a positive environment. As a result, open conversations about expectations between administration and teachers will occur in anticipation of the first walkthrough experience.

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.

During Synergy, the PLST discussed the continuation of using administrative walkthroughs as a means of increasing their communication and interaction with teachers. As a result, the Teach Like a Pirate initiative was updated to provide an opportunity for immediate positive feedback.

Person Responsible: Khristal Gooding (kgooding@dadeschools.net)

By When: 7/30/2023

The Walkthrough Checklist postcard will be designed as a tangible piece of evidence to provide the teacher with immediate positive feedback at the conclusion of an administrative walkthrough. The checklist of look-fors will be categorized into a hierarchy where a certain amount of coins will be awarded to incentivize various instructional practices within the classroom.

Person Responsible: Khristal Gooding (kgooding@dadeschools.net)

By When: 8/11/2023

The PLST Team will re-introduce the "Teach like a Pirate" Initiative reward/recognition system at the first faculty meeting. This conversation will include the purpose of administrative walkthroughs, the goal of the initiative, an explanation of the checklist/ coin system and the redeeming of coins at the end of each nine weeks. As a result, open conversations about expectations between administration and teachers will occur in anticipation of the first walkthrough experience.

Person Responsible: Khristal Gooding (kgooding@dadeschools.net)

By When: 8/16/2023

The Leadership Team will begin weekly Walkthroughs. As a result, teachers will receive immediate feedback from the leadership team and open the door to greater communication and the building of trusting relationships.

Person Responsible: Kenneth Williams (pr7371@dadeschools.net)

By When: 8/29/2023-9/29/2023

#4. Graduation specifically relating to Graduation

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 state data, 100% of seniors graduated in the 2022-2023 school year. Based on the data and the identified contributing factors of: counselors providing individual meetings, tutoring, teacher support, we will implement the Targeted Element of Graduation.

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

Within the Targeted Element of Graduation, our school will focus on the Evidence-based Intervention of Effective Use of School and District Support Personnel. With the implementation of Effective Use of School and District Support Personnel, above 90% percent of the senior class of 2024 will graduate as evidenced by state data by June 2024.

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

The Leadership Team (led by Ms. Jennifer Brill) and the Student Services Department (led by Ms. Michaelynn Radcliff) will conduct quarterly reviews of student graduation factors, adjust schedules and interventions based on current data in real time, and follow-up with individual meetings with students, school, and district stakeholders to observe progress and monitor tracking. Student data regarding attendance, grades, and testing will be shared during Leadership and Department meetings to ensure seniors are on track to graduate.

Person responsible for monitoring outcome:

Jennifer Brill (jbrill@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.)

With the Targeted Element of Graduation, our school will focus on the Evidence-based Intervention of: Effective Use of School and District Support Personnel. Effective Use of School and District Support Personnel will assist with monitoring student progress, meet with students and parents to plan for success, and identify the necessary support, programs, tutoring, and classes seniors will need to graduate on time.

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

Effective Use of School and District Support Personnel ensures that support personnel are available and accessible for students and families including a clearly defined process for enlisting their help in meeting graduation requirements. Guidance Counselors, CAP Advisors, Community Involvement Specialists, School Psychologists, Staffing Specialist, etc. have a clear understanding of the role they play in the school's 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.

Provide relevant student data for student services and the leadership team at back to school meetings. As a result, personnel will identify resources and interventions that are appropriate for student success.

Person Responsible: Jennifer Brill (jbrill@dadeschools.net)

By When: August 16, 2023

Administration will provide a senior orientation to the Class of 2024 that will review graduation requirements. As a result, seniors will sign attendance and academic contracts ensuring they were made aware of all the necessary components of graduation.

Person Responsible: Kenneth Williams (pr7371@dadeschools.net)

By When: August 29, 2023

Administration will provide a senior orientation to the seniors of the Class of 2024 that will review graduation requirements. As a result, families will sign attendance and academic contracts ensuring they were made aware of all the necessary components of graduation, and request additional meetings to obtain support and resources to guide seniors at home.

Person Responsible: Kenneth Williams (pr7371@dadeschools.net)

By When: September 13, 2023

Administration will provide a senior orientation to the families of Class of 2024 during family night that will review graduation requirements. As a result, families will sign attendance and academic contracts ensuring they were made aware of all the necessary components of graduation, and request additional meetings to obtain support and resources to guide seniors at home.

Person Responsible: Kenneth Williams (pr7371@dadeschools.net)

By When: September 13, 2023

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 faculty/staff of Robert Morgan Educational Center will hold monthly EESAC meetings as well as monthly parental involvement activities to engage parents and families. The parent involvement meetings will provide information in multiple languages. We will also post the link to the SIP on our school website, https://robertmorganeducenter.com/.

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

The process in which the school uses to build and sustain partnerships with the local community is through our EESAC committee and through our Parent Academy supported by Ms. Pardo the (CIS), Community Involvement Specialist. Our Community Involvement Specialist is the liaison between the school, parents and the community. Our parent resource center holds supplies and helps our families with various resources, and is located on our campus in the media center. Our monthly EESAC meetings are held every third Thursday of the month to discuss school business, school improvement plan, student achievement, data, and resources to assist our teachers with enhancing the level and quality of instruction with the overall goal of student achievement. The school also builds and sustains partnerships with the local community through EESAC to support our families. Our Parent Academy actively recruits parents and community members to provide information, support, and provide opportunities for engagement.

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 following strategies will need to be implemented to accelerate learning: 1. Progress monitoring strategies to improve student learning and guide instructional next steps for B.E.S.T. Standards and the Next Generation Sunshine State Standards. This will involve walk-throughs and data chats. 2. Data-driven decision making as indicated in our Instructional Practice relating to Career & Technical Education (CTE) with increased support for CTE teachers in their ability to use data to drive instruction. 3. Attendance strategies to ensure that students are present consistently and actively engaged in school. 4. New programs including new academy strands, Cambridge courses, Dual enrollment courses, and partnerships with universities to provide greater access to accelerated curriculum.

Teachers will participate in professional development on B.E.S.T. Standards and NGSSS during mandatory professional development days and in professional learning communities (PLCs). In addition, in collaborative planning, PLST and Curriculum Council will provide further support and collaborate with teachers to ensure that lessons are embedded with high student engagement activities and aligned to the B.E.S.T. Standards and NGSSS.

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

This plan is developed in conjunction with our career and technical programs and includes evidence-based interventions and is based on a school-level needs assessment. Data-driven decision making as indicated in our Instructional Practice relating to Career & Technical Education (CTE) with increased support for CTE teachers in their ability to use data to drive instruction. This will include increased administrative walk-throughs and data chats with CTE teachers to ensure data is driving the instructional decision making process.

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

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

We have taken a comprehensive approach to cater to students' multifaceted development, extending beyond academic pursuits. Adhering to the provisions of ESSA 1114(b)(7)(iii)(I), we have formulated a variety of initiatives aimed at enhancing students' proficiencies beyond traditional subject areas.

Our Student Services team facilitates students' holistic growth. There are a variety of interventions that align with the stipulated regulations. We have a robust counseling and school-based mental health services framework in place. Trained counselors engage with students individually and in groups, providing a platform to navigate personal challenges, cultivate coping mechanisms, and fortify resilience. Faculty, staff, families, and students can request meetings between counselors and students to identify needs and provide guidance.

Supplementary to the academic curriculum, we offer an array of extracurricular activities and clubs. These platforms facilitate skill diversification, leadership incubation, and peer bonding, thereby contributing substantively to students' non-academic proficiencies.

Collaboration forms the cornerstone of our approach. By involving parents, guardians, and the community at large, we create an extensive support web for students. Our Community Service Liaison provides consistent interactions, workshops, and participatory events ensure a unified front in providing comprehensive student assistance.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We provide a multifaceted approach in equipping students with comprehensive postsecondary preparation, aligning with the guidelines set forth in ESSA 1114(b)(7)(iii)(II) encompassing career and technical education (CTE) certifications, dual enrollment credit, advanced placement (AP) credit, and our newly introduced Cambridge program.

Our CTE certifications provide students with practical skills and industry-recognized credentials, fostering direct pathways to the workforce. Through partnerships with local industries, students engage in hands-on training, ensuring they are well-prepared for post-high school careers.

Dual enrollment initiatives enable students to earn college credits while still in high school. Partnering with esteemed colleges, our students access higher-level coursework, accelerating their academic journey and facilitating a seamless transition to higher education.

Our robust AP program offers rigorous college-level courses, coupled with standardized exams that can lead to college credit. This empowers students to challenge themselves academically and potentially reduce the time and cost associated with college education.

Our newly established Cambridge program supplements this approach. With its globally recognized curriculum and assessments, it provides a rigorous academic framework, enhancing students' critical thinking and research skills, thus positioning them strongly for higher education.

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).

For students with disabilities, the implementation of a schoolwide tiered model is used to prevent and address problem behavior and is provided for students through a Social Emotional Behavior Intervention Plan (SE-BIP). The SE-BIP is a tool formulated to identify one problem behavior in order to address it using interventions available on the form (6287). This model operates across three tiers: Firstly, universal interventions ensure that all students benefit from proactive measures such as behavior expectations, positive reinforcement, and social-emotional programs. Secondly, targeted interventions provide more focused assistance to students identified as needing additional support through data analysis and referrals. Lastly, intensive interventions offer personalized plans for students facing persistent challenges, necessitating close collaboration among educators, specialists, parents, and administrators. Upon completion of the form, the Student Support Team (SST) will implement the SE-BIP as necessary.

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 Professional Learning Service Team coordinates different Professional Learning opportunities at school, with district events, and through the Teacher's Choice grant program provided by the district Office of Professional Learning. We create professional learning for the two mandatory professional learning days based on teacher need as identified in the school climate survey, and in conjunction with the Curriculum Team. There are also Professional Learning Communities that form based on school personnel need to improve instruction. We also encourage teachers to participate in district events as needed and as identified in our areas of focus to improve instruction and analyze data. Finally, we also are a part of the Teacher's Choice program that provides funding for professional development, workshops, and tuition payments based on a teacher's self-identified learning needs.

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

Not applicable