

Miami-Dade County Public Schools

Juvenile Justice Center Alt Ed School



2023-24

Schoolwide Improvement Plan (SIP)

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Juvenile Justice Center Alt Ed

3300 NW 27TH AVE, Miami, FL 33142

<http://djjcs.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.

To provide high quality education in a safe, respectful and inclusive environment that builds foundations of learning beyond the detention experience towards building improved self-discipline, positive personal growth, and life-long learning.

Provide the school's vision statement.

At Juvenile Justice Center School, our vision is to immerse our staff and stakeholders into empowering our at-risk youth for embracing and assuming accountability for their learning, positively actualizing their efforts and developing and implementing healthier attitudes regarding their emotional, physical and social-well being.

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
Clark, Theron	Principal	Provides guidance and support to the 8141 Site Administrator, faculty and staff in the mission to provide education to the youth of Juvenile Justice Center School. Serves as the liaison between district and state officials and school site personnel.
Lafaille, Eddy	Assistant Principal	Site Administrator- Follows the guidance and executes the assignments set forth or shared by the principal. Ensures that all members of the site leadership team are focused on the school's vision and mission; effectively manages the school leadership, office personnel, and faculty on promoting collaboration and a positive school culture, ensures implementation of intervention support and documentation procedures for district and state mandates, ensures adequate professional development to support the implementation of school initiatives and student performance; informs staff, stakeholders, and parents of school based initiatives. Serves as the liaison between school staff and facility administration, and school higher level administration.
Allen-Lindsay, Sophia	Teacher, ESE	ESE Department Chair and LEAD Teacher - Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about standards-based and ACCESS point curriculum, research based programs and materials, assists in the design and implementation for progress monitoring, data collection and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, supports proficiencies of teachers through modeling and/or coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies. In the capacity of LEAD Teacher, assists school administration and facility teachers with the implementation of the curriculum, policies and procedures, state program requirements and initiatives deemed an asset to student progression and overall positive school culture.
Jean-Pierre, Darline	School Counselor	Student Services Chairperson - Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about standards-based and ACCESS point curriculum, research based programs and materials, assists in the design and implementation for progress monitoring, data collection and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, supports proficiencies of teachers through modeling and/or coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies.
Sconiers, Jacqueline	Teacher, ESE	ESE Teacher, Assessment Coordinator- PLST Professional Learning and Growth Leader -Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information

Name	Position Title	Job Duties and Responsibilities
		<p>about standards-based and ACCESS point curriculum, research based programs and materials, assists in the design and implementation for progress monitoring, data collection and data analysis; facilitates in planning and conducting professional development on creating optimal learning environments in the detention setting that supports both students and teachers, and incorporates intervention activities across the curriculum, supports proficiencies of teachers through modeling and/or coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies. Practices continuous improvement amongst professional self in an effort to continue to share growth strategies with colleagues. Serves as a member of the PLST.</p>
Campbell, Desrick	Teacher, K-12	<p>Mathematics/Science Department Chair - Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about standards-based and ACCESS point curriculum, research based programs and materials, assists in the design and implementation for progress monitoring, data collection and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, supports proficiencies of teachers through modeling and/or coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies . Serves as a member of the PLST.</p>
Pascale, Sean	Psychologist	<p>Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about standards-based and ACCESS point curriculum, research based programs and materials, assists in the design and implementation for progress monitoring, data collection and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, supports proficiencies of teachers through modeling and/or coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies. Serves as a liaison between the state facility mental health agency and the school program.</p>
	Teacher, K-12	<p>White, Denise Teacher K-12, Science Department - Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about standards-based and ACCESS point curriculum, research based programs and materials, assists in the design and implementation for progress monitoring, data collection and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, supports proficiencies of teachers through modeling and/or coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional</p>

Name	Position Title	Job Duties and Responsibilities
		programs and intervention strategies. Serves as a member of the school PLST.

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.

Team leadership has been involved in the process of developing the the School Improvement Plan via district workshops which were attended as a team. Information and data received via school team and department meetings are processed and analyzed for the sake of identifying the best course of action for addressing the school's improvement. Additionally

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 monitoring process will be designed to identify strengths, weaknesses, and areas for improvement within the plan. Through identifying appropriate data collection methods for the unique transient environment, all instructional staff and student services staff will disaggregate information to identify patterns and areas where SIP methods are demonstrating a positive affect and adjust those areas where improvement is needed. Information will be shared with other stakeholders as a mean to address adjustments or areas where supplementary resources may be needed to meet the efforts identified within the SIP. The Leadership Team, with input from the entire staff, will make efforts to design improvements that address effectiveness while also ensuring buy-in. Flexibility and transparency are necessary throughout the continuous improvement process and is paramount to meeting the mission and vision of Juvenile Justice Center School.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	43%
Charter School	No
RAISE School	No
ESSA Identification	

*updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	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	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	0
Students retained two or more times	0	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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	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	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	0
Students retained two or more times	0	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*		55	50		54	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		43	38		42	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		62	64		41	40			
Social Studies Achievement*		69	66		56	48			
Middle School Acceleration					56	44			
Graduation Rate		89	89	0	56	61	0		
College and Career Acceleration		70	65		67	67			
ELP Progress		49	45						

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

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

ESSA School-Level Data Review (pre-populated)

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

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	0

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

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				

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
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												
FRL												

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										0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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										0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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.

One percent of students enrolled in the fourth quarter identified as proficient in reading and math.

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

Unable to determine with accuracy due to transiency in population

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.

Unable to determine with accuracy due to transiency in population

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

Unable to determine with accuracy due to transiency in population

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

N/A

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

N/A

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 Intervention**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 low proficiency levels found in math and reading of the transient population of students at Juvenile Justice Center School (JJCS), progress monitoring for learning gains of students enrolled beyond 21 days and who meet the criteria of being considered long-term has been determined to be the primary focus. The monitoring will utilize the Star Reading and Math assessments. Fourth quarter student data indicated 1% of the student population were on grade level proficiency in reading and 2% in the area of math.

Measurable Outcome:

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

In the 2023 -24 school year, at least 20% of the transient population of students identified as long-term will achieve a minimum 10% increase in reading and math proficiency scores, as measured by the Star Reading and Math Assessment Pre/Post scores.

Monitoring:

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

Students will be assessed using Star Reading and Math as the baseline upon entry into the JJCS program. At designated intervals upon a youth's long term stay, the student will be re-assessed in the Star Reading and Math programs and scores documented accordingly. Prior to re-assessment, individual student data will be shared via data chats with the youth to aid students in meeting their academic challenges.

Person responsible for monitoring outcome:

Eddy Lafaille (238362@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.)

Reading and math fluency practice utilizing district provided remedial software for weekly fluency practice opportunities in both reading and math, in addition to cross curricular student engagement activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of short, focused exercises can improve students' automaticity in basic skills, leading to greater comprehension and problem-solving abilities. Creating opportunities for student intervention and engagement through cross curricular activities improves the retention of student learning and engages the youth in higher order thinking processes.

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. Have students participate in the Star Math/Reading assessment and provide results to staff. (Lafaille, Lindsay, Sconiers, Wilson, White)
2. Review data from assessments of individual students within team meetings (Lindsay, White, Sconiers)
3. Determine strategies to collaboratively help students with gains aside from access to remedial software programs.
4. Identify students reaching, long term status (30, 60, 90 and beyond) for re-assessment (Lindsay, Pascale, Wilson, White, Sconiers).
5. Reassess and review data to address impact of current strategies or to determine new strategies.

Person Responsible: [no one identified]

By When:

#2. 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.

How students experience the learning environment is rooted in the ability to foster a positive school culture and environment. In order to implement identified intervention strategies, it was determined focusing on teacher investment, administration transparency, and staff alignment would offer the most benefit as it aligns with the Framework for Effective School Culture's components of Relationship and Support, Care and Connections and the Framework for Effective Professional Learning's Aligned and Shared Goals and Collaborative Embedded Practices. Achieving teacher investment ensures educators and staff are authentically involved in decision-making processes of the school environment thereby removing the notion the teacher professionalism is being undermined, that faculty and staff input is respected, and their concerns are effectively addressed. Leadership transparency fosters an environment of mutual respect and trust that allows for necessary open communication which leads to greater collaboration and problem solving, and ensures all staff and stakeholders are sharing the school's vision, goals and working toward a common purpose which builds staff agency and enhances the overall work environment. Positively aligning the efforts of the staff to design and meet the academic and social emotional needs of the students helps both groups develop.

Measurable Outcome:

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

After participating in a Pre Positive Culture and Environment survey, the staff will engage identified strategies of implementation to increase the student learning environment via teacher investment, administration transparency and staff alignment. Upon the conclusion of the school year, there will be a 25% increase in positivity markers within the Post Positive Culture and Environment survey.

Monitoring:

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

This area of focus will be monitored through implementation of a transparent communication plan, professional development to provide relevant and impactful PD opportunities that align to teacher's needs for professional growth and instructional practice, increased opportunities to foster a culture of collaboration such as team-building activities and collaborative classroom projects, and increased opportunities to recognize and celebrate the successes and collective achievements of both teachers, students and staff.

Person responsible for monitoring outcome:

Eddy Lafaille (238362@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.)

Fostering positive teacher-student relations through positive incentive programs for successful collaborative projects and academic increases.

Professional development for increase awareness of teacher pedagogy and practice as it relates to student growth and school culture.

Encouraging student involvement in classroom and school decision making.

Increased schoolwide/community building activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for these evidenced based interventions are due to the demonstration of more positive effects on outcomes regarding promotion of school connectivity, student engagement and encouragement, and overall building the positive relationships needed to focus on operating with fidelity on a day to day basis.

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. Conduct a school year pre-test on School Culture and environment.
2. Implement interventions as determined.
3. Provide opportunities for regular listening sessions for staff to discuss an grievances. Document and address matters to be followed up by Administration.

Person Responsible: Eddy Lafaille (238362@dadeschools.net)

By When: June 2024

CSI, TSI and ATSI Resource Review

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

Analyze data with the relevant metrics for the highly transient population and obtain the targeted interventions. Convene all stakeholders to review SIP goals and strategies to identify the necessary resources available and required to meet the needs of those goals. Severity and higher need areas are expected to be priority. Meet with administration, leadership team and EESAC for the allocation process. Monitor outcome and changes in outcomes based on allocated resources.