

Miami-Dade County Public Schools

Brucie Ball Educational Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Brucie Ball Educational Center

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School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Brucie Ball Educational Center is to provide a quality educational program that maximizes the potential of our medically fragile students with special needs. Individualized instruction in the school, home and/or hospital environment is designed to target each student's unique needs. Our mission includes providing an educational experience which will enable each student to participate in the community to the fullest extent possible and achieve their academic goals.

Provide the school's vision statement.

Our school creates safe learning environments in multiple educational settings for students living in Miami-Dade County. The Computer-Based Instructional programs encourage students to feel comfortable and safe verbalizing school and/or personal issues in a setting that they feel safe in. Itinerant Hospitalized/Homebound and Community Based teachers respect the environment and culture of the home/educational setting of their 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
Prakash, Amrita	Principal	Principal, Dr. Prakash, is the school’s instructional leader. She provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Dr. Prakash establishes high expectations for all students and ensures that the schoolbased team is implementing Multi-Tiered System of Supports (MTSS) and the appropriate Response to Intervention (RtI).
Sardinas, Alex	Assistant Principal	Mr. Sardinas, the school's assistant principal, works in collaboration with the principal in implementing the vision and mission for the school. He ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff’s implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Corbin, Maria	Other	As an ESE instructor, Ms. Corbin provides direct instructional to student to improve and support students’ academic success. In addition she is an integral part of the MTSS team that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.
Ruiz, Jennifer	Other	Mrs. Ruiz serves as the department chairperson for itinerant teachers. In her role as chairperson, she provides direct instruction to students to improve and support student’s academic success. In addition, Mrs. Ruiz is an integral part of the MTSS team that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

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.

Stakeholders will be involved during the development of the SIP and their input will be used accordingly through EESAC & School Meetings scheduled with ample time for stakeholder attendance.

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 regularly monitored during our school's leadership meetings and findings will be shared during faculty meetings with the staff this will ensure effective implementation and the highest probability of achieving student growth. During leadership and faculty meetings the plan will be revised as needed to ensure continued student growth and improvement.

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)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
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)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: I 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
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	5	1	6	8	9	6	10	6	51
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	3	5	0	9
Course failure in Math	0	0	0	0	1	1	1	2	0	5
Level 1 on statewide ELA assessment	0	0	0	2	3	2	6	4	2	19
Level 1 on statewide Math assessment	0	0	0	2	5	2	8	4	1	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	2	6	4	4	9	11	7	45

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	1	0	2	4	2	11	6	3	29

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	1	0	2	1	0	3	4	3	14
Students retained two or more times	0	1	0	0	0	1	1	3	3	9

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	6	6	14	3	7	6	12	12	121
One or more suspensions	0	0	0	0	0	0	0	0	2	4
Course failure in ELA	0	0	0	1	3	0	1	1	2	19
Course failure in Math	0	0	0	3	2	0	1	4	0	16
Level 1 on statewide ELA assessment	0	0	0	3	2	6	0	2	2	23
Level 1 on statewide Math assessment	0	0	0	2	4	5	4	2	3	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	3	7	6	11	9	78

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	10	5	5	2	6	5	65

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	32	0	0	1	1	4	52
Students retained two or more times	0	0	0	1	1	0	1	2	1	28

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	6	6	14	3	7	6	12	12	66
One or more suspensions	0	0	0	0	0	0	0	0	2	2
Course failure in ELA	0	0	0	1	3	0	1	1	2	8
Course failure in Math	0	0	0	3	2	0	1	4	0	10
Level 1 on statewide ELA assessment	0	0	0	3	2	6	0	2	2	15
Level 1 on statewide Math assessment	0	0	0	2	4	5	4	2	3	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	3	7	6	11	9	42

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	10	5	5	2	6	5	33

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	32	0	0	1	1	4	38
Students retained two or more times	0	0	0	1	1	0	1	2	1	6

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*	13	61	53	12	62	55	43		
ELA Learning Gains				41			36		
ELA Lowest 25th Percentile									
Math Achievement*	6	63	55	5	51	42	30		
Math Learning Gains				30			31		
Math Lowest 25th Percentile									
Science Achievement*	13	56	52	10	60	54			
Social Studies Achievement*	41	77	68	16	68	59			
Middle School Acceleration		75	70		61	51			
Graduation Rate	30	76	74	39	53	50	34		
College and Career Acceleration		73	53		78	70	0		
ELP Progress		62	55		75	70			

* 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)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	130
Total Components for the Federal Index	6
Percent Tested	72
Graduation Rate	30

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	22

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	153
Total Components for the Federal Index	7
Percent Tested	63
Graduation Rate	39

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	23	Yes	4	2
ELL	14	Yes	4	2
AMI				
ASN				
BLK	5	Yes	4	2
HSP	28	Yes	4	2
MUL				
PAC				
WHT				
FRL	19	Yes	4	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	1
ELL	12	Yes	3	1
AMI				
ASN				
BLK	8	Yes	3	1
HSP	25	Yes	3	1

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%
MUL				
PAC				
WHT				
FRL	28	Yes	3	1

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	13			6			13	41		30		
SWD	19			9			13	41			6	
ELL	18			10							2	
AMI												
ASN												
BLK	5			4							2	
HSP	23			12			19	45			6	
MUL												
PAC												
WHT												
FRL	16			7			0	29			6	

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	12	41		5	30		10	16		39		
SWD	23	41		11	30		18	32		35		
ELL	21			8			8					
AMI												
ASN												

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
BLK	10			6								
HSP	25	37		12	23		14	29		37		
MUL												
PAC												
WHT												
FRL	22	43		8	36		11	43		35		

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	43	36		30	31					34	0	
SWD	43	36		30	31					60	0	
ELL												
AMI												
ASN												
BLK												
HSP	41	36		31	40					38	0	
MUL												
PAC												
WHT												
FRL	47	38		31	33					22		

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	58%	54%	4%	50%	8%
05	2023 - Spring	*	56%	*	54%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	20%	50%	-30%	47%	-27%
08	2023 - Spring	38%	51%	-13%	47%	-9%
09	2023 - Spring	*	51%	*	48%	*
04	2023 - Spring	*	58%	*	58%	*
06	2023 - Spring	*	50%	*	47%	*
03	2023 - Spring	30%	52%	-22%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	58%	*	54%	*
07	2023 - Spring	40%	48%	-8%	48%	-8%
03	2023 - Spring	0%	63%	-63%	59%	-59%
04	2023 - Spring	*	64%	*	61%	*
08	2023 - Spring	33%	59%	-26%	55%	-22%
05	2023 - Spring	*	58%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	10%	40%	-30%	44%	-34%
05	2023 - Spring	*	50%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	56%	-26%	50%	-20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	52%	3%	48%	7%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	68%	-23%	66%	-21%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	66%	-13%	63%	-10%

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 area in the greatest need of improvement is in Algebra 1 based on Student BEST Scores. 56% of students tested scored a Level 1. Our medically fragile student population limits the students attendance and instuctional time with negatively impacts students academic progress. This is a consistent trend with the nature of our program and student population.

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

Student results for Spring 2023 FAST ELA PM3 scores show that 32% of students tested scored a level 3 or above. That is a 5% decline from the Spring 2022 FSA ELA scores that show 37% of our student population scored a 3 or above. Our school population is constantly fluctuating due to the nature of our program. A large portion of our students are enrolled with us temporarily due to their medical conditions.

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 data component that had the greatest gap when compared to state avergae was the BEST Algebra 1 EOC. During Spring testing the school had a passing rate of 33% on the Algebra 1 assessment while the states passing rate was 50%.

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

The data component that showed the most improvement was the BEST Algebra 1 EOC, with an increase of 11% proficiency. New actions our school implemented in this area was offering extended learning opportunities, remediation for learning loss.

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

Student attendance is a prominent area of concern at our school due to our medically fragile student population. This is a consistent concern in our school due to the transient nature of our students and their current medical needs.

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

- 1 - School Attendance
- 2 - Student Achievement
- 3 - School Culture
- 4 - Student Engagement
- 5 - Data driven instuction

Area of Focus

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

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

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

The area of focus is differentiated instruction (DI) which is geared towards student centered learning. Differentiated instruction is the instructional practice that will be implemented based on current student data and designed to remediate skills not mastered in the whole group setting. If DI is implemented with fidelity and explicitly instructed using the appropriate resources aligned to standards, students will make notable progress. We chose this as an area of focus because our data indicates that given our high number of medically fragile students, this data affirms that student-centered instruction/DI has positively impacted the learning gains of students with special medical conditions and special needs.

Measurable Outcome:

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

If Student-Centered Learning practices are employed to include: taking ownership for students' learning and believing in students' ability to learn regardless of barriers, then students' learning needs will be met as evidenced by increased performance on bi-weekly assessments and academic progress can be tracked to ensure that students meet the 41% threshold per Federal Index of the Every Student Succeeds Act. Through the delivery of differentiated instruction with fidelity, students will demonstrate a minimum proficiency increase of 5% as evidenced by the 2024 State Assessment.

Monitoring:

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

Quarterly data chat sheets will serve as a guide for students to help them take ownership of their learning and monitor their progress. Teachers can use this tool to adjust instructional focus according to the student's areas of academic strengths and areas in need of improvement.

Person responsible for monitoring outcome:

Amrita Prakash (pr9732@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.)

Despite differences in ability through a focus on differentiated instruction, students will be provided with various learning opportunities. Teachers will have the opportunity to adjust their lesson plans and instruction as new data becomes available.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will adjust their lesson plans and instruction as new data becomes available. This strategy will work best for our school as it can effectively utilized throughout the various departments at our school.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will engage in collaborative planning and identify best practices for differentiated instruction.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Administration will conduct on-going walkthroughs to ensure teachers are using differentiation instruction with fidelity. From 8.14 - 9.29.

Teachers will attend district or school based professional development sessions to gain knowledge on updated strategies for differentiated instruction.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Teachers who attend professional development activities will share knowledge gained with colleagues from 8.14 - 9.29.

Teachers will display differentiated instruction strategies implemented in their lesson plans or posted in their classrooms.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Administration will conduct on-going walkthroughs to ensure teachers are using differentiation instruction with fidelity. From 8.14 - 9.29.

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

Area of Focus Description and Rationale:

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

Provide targeted interventions in addition to support and services during the school day that are beyond Tier I instruction. In addition to support and services that take place throughout the school day, targeted interventions will be provided for our Students with Disabilities, English Language Learners, Black, Hispanic and Economically Disadvantaged Students, as these subgroups did not meet the 41% threshold according to the Federal Index.

Measurable Outcome:

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

If targeted intervention is provided to students with learning disabilities, then students' learning needs will be met as evidenced by increased performance on assessments and academic progress can be tracked to ensure that students meet the 41% threshold per Federal Index of the Every Student Succeeds Act. Through the delivery of targeted interventions, students in each ESSA subgroup will demonstrate a minimum proficiency increase of 5% as evidenced by the 2024 State Assessment.

Monitoring:

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

To provide the best method of individualized intervention for each student, quarterly data chat sheets will allow teachers to adjust instructional focus according to the student's areas of academic strengths and areas in need of improvement. Ongoing progress monitoring assessments will be used to monitor growth.

Person responsible for monitoring outcome:

Amrita Prakash (pr9732@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.)

Provide targeted interventions to students with learning disabilities in addition to the support and provide services students receive during the school day that are above and beyond Tier 1 instruction. With teachers and leaders conducting on-going progress monitoring, they are more prepared to support student progress with updates individualized data. Targeted interventions will be implemented with our ESSA subgroups with a focus on identified areas of deficiencies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interventions will ensure that students' learning and behavior needs will be supported where data is used to make decisions on what is best for students.

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.

Administration will conduct quarterly Data Chats with teachers to monitor student progress.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Administration will conduct an initial data chat meeting followed by quarterly department meetings to ensure the implementation of data chats. From 8.14 - 9.29.

Teachers will meet with department to discuss data on a regular basis.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Department chairs will disseminate data discussed during department meetings during weekly leadership team meetings. From 8.14 - 9.29.

Coteachers will meet regularly to discuss student progress and determine necessary areas of improvement to obtain an overall level of proficiency.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Teachers will maintain constant communication with department chairs and administration regarding the students with the lowest proficiency levels. From 8.14 - 9.29.

#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 in the hospital/homebound setting is a frequent topic of discussion between staff and the leadership team. Our students are medically fragile and that impacts their ability to attend class.

Measurable Outcome:

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

Student attendance will improve by 1% - 2% by the end of the first quarter.

Monitoring:

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

Data will be collected and analyzed to guide decision making related to the selected target by creating an attendance review committee to meet once a grading period to discuss effective strategies for maintaining consistent attendance for hospital/homebound students.

Person responsible for monitoring outcome:

Alex Sardinas (asardinas1@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.)

Teachers will contact parents when their child misses class to discuss attendance policies and the importance of attending scheduled class and completing all assignments. Due to the nature of our program and our fluctuating enrollment student attendance changes constantly but we are striving for an overall improvement in student attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Communication with parents and students is the most effective way to ensure students are aware of their schedules and when they are to attend each course.

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 target area, related data and resulting action steps will be communicated to stakeholders by daily attendance bulletins, automated phone calls to parents, school counselor and/or social works will provide support.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Administration will conduct quarterly analysis of attendance records and share findings with stakeholders. From 8.14 - 9.29.

Teachers will identify habitually absent students twice each month as a collaborative team and share findings with department chair.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Department chair will share findings with administration during leadership team meetings from 8.14 - 9.29.

The leadership team will monitor and review the percentage of truant students and determine necessary steps to communicate attendance policies to students and parents.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Parents of truant students will be contacted on a monthly basis to discuss student attendance. From 8.14 - 9.29.

#4. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

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

Due to the nature of the Hospital Homebound Program and the medically fragile student population, students receive limited instructional time. Since the majority of students have shortened school days, student engagement is a crucial aspect to ensure student success.

Measurable Outcome:

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

Students will attend class on a consistent basis depending on their medical situation. Students will complete exit tickets to ensure they actively participate during class time when present.

Monitoring:

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

Teachers will monitor student participation and engagement during class time.

Person responsible for monitoring outcome:

Alex Sardinas (asardinas1@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.)

Department chairs will conduct observations and provide feedback to be used by the teacher to enhance engagement. If extra support such as mentoring is needed, administration will facilitate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy recognizes the importance of student engagement and providing support to teachers who are educating our medically fragile population to enhance their instructional practice.

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 will implement strategies to improve student engagement.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Department chairs will conduct on-going bi-weekly walkthroughs and provide feedback to teachers and administration from 8.14 - 9.29.

Departments will meet to discuss successful strategies to improve student engagement.

Person Responsible: [no one identified]

By When: Administration will conduct quarterly walkthroughs and provide feedback from 8.14 - 9.29.

Co-Teachers will share strategies and tools that benefited students in their classrooms.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Department chairs will conduct on-going bi-weekly walkthroughs and provide feedback to teachers and administration from 8.14 - 9.29.

Teachers will implement strategies to improve student engagement.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Department chairs will conduct on-going bi-weekly walkthroughs and provide feedback to teachers and administration from 8.14 - 9.29.

Departments will meet to discuss successful strategies to improve student engagement.

Person Responsible: [no one identified]

By When: Administration will conduct quarterly walkthroughs and provide feedback from 8.14 - 9.29.

Co-Teachers will share strategies and tools that benefited students in their classrooms.

Person Responsible: Alex Sardinas (asardinas1@dadeschools.net)

By When: Department chairs will conduct on-going bi-weekly walkthroughs and provide feedback to teachers and administration from 8.14 - 9.29.

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).

The leadership team will review school improvement funding allocations and ensure resources are allocated based on our students specific needs such as additional instructional support and assessment preparation through tutoring during after school hours.

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 and progress will be shared and disseminated through leadership team meetings, EESAC meetings, and staff meetings. The SIP will be available at <https://brucieball.educationalcenter.net>.

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))

Due to the nature of our program, our teachers have constant one on one communication with parents and students. Teachers, staff, and families work together during the students enrollement in our program to ensure their success regardless of the students hardships. Analyzing previous years school climate surveys the school has consistently maintained positive relationships with all stakeholders.

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 school plans to strengthen the academic program and increase the amount & quality of instruction through differentiated instruction and after school tutoring in the spring.

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))

Students and parents are able to contact our school counselor, teachers, and administration with any concern they have relating to students skills outside the academic subject areas. A transition support specialist is also available to asist students with disabilities as needed.

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))

Students are made aware of potential postsecondary opportunities and the workforce during their senior year through class discussions. A transition support specialist participates in the students senior year IEP to discuss postsecondary needs on an individual basis.

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).

Due to our school being a Hospital/Homebound center, where students are taught individually or in small groups in their home, hospital setting, and/or virutal setting there is no problem behavior other than

attendance issues. Teachers will maintain open and constant communication with parents/guardians to ensure student success.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development training sessions are conducted at the school site pertaining to effective strategies when completing IEPs and differentiated instruction. Teachers are able to request guidance from their departments, department heads, or administration. Training will be held as needed based on teacher requests.

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))

Preschool students enrolled in our school transition easily due to the fact that they remain at our school due to their medical/educational needs. A staffing specialist is available to assist with student transition needs.