

Miami-Dade County Public Schools

North Miami Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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North Miami Middle School

700 NE 137TH ST, North Miami, FL 33161

<http://nmiamid.dadeschools.net/>

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.

North Miami Middle School provides a safe and effective learning environment that promotes educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to the excellence and to the achievement of our goals.

Provide the school's vision statement.

North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures, and nurtures self-esteem. In an effort to improve academic achievement and promote lifelong contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a challenging and dynamic world.

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
Napoleon, Philippe	Principal	<ul style="list-style-type: none"> • Manage school activities and staff, including teachers and support personnel • Implement and monitor school policies and safety procedures • Handle emergencies and school crises • Establish and oversee class schedules • Establish and oversee academic goals • Develop, implement, and maintain curriculum standards • Ensure that teachers have equipment and resources necessary to achieve the goals • Counsel and discipline students • Observe teachers and evaluate their performance • Meet with parents and teachers to discuss students' progress and behavior • Assess and prepare reports on test scores and other student achievement data • Organize professional development programs and workshops for staff • Manage the school's budget, order school supplies, and schedule maintenance • Interview and hire school personnel • Attend conferences to gain knowledge on current educational trends
Brantley, Chantil	Assistant Principal	<p>This assistant principal is an educational leader that assists the principal with the implementation of the school curriculum and school initiatives. The leader also provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. This leader supports Mathematics, Science, Special Education and Electives.</p>
Jenkins, Javaria	Assistant Principal	<p>Supports the principal with cultivating the vision and mission of the school. This assistant principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. The assistant principal supports Language Arts, Reading, and Social Sciences departments.</p>
Collins, Mechele	Math Coach	<p>The mathematics coach leads the school's math department by in the implementation of content standards/programs; identifies patterns of students' needs to assist in the design and implementation of progress monitoring, data collection, and data analysis; participates in the delivery of professional development, and provides support for assessment and implementation monitoring.</p>

Name	Position Title	Job Duties and Responsibilities
Jean-Pierre , Fabiola	Reading Coach	The reading coach develops, leads, and evaluates the school's reading content standards/programs; identify and analyze existing literature; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.
Saint Jean , Fernande	Magnet Coordinator	Coordinates the identification of eligible students for the Magnet Program. Assists school site personnel in programming, discipline, and supervision and transportation of students during extracurricular activities and field trips related to the Magnet Program. Ensures that tasks or events are carried out successfully by working with all team members to bring together resources, information, and services.
Denis , Marie	Teacher, K-12	Teachers serve as Department Chairpersons and provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Allen, Sheldon	Other	Coordinates district and state assessments for the school; ensures that the school's testing plan/calendar es effectively and efficiently executed.
Perez, Jose	Other	The Team Leaders provides information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

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.

Recommendations for improving the School Improvement Plan is solicited from all members of the School Advisory Council such as community partners, parents, students, teachers and administrators at the monthly EESAC meetings. Each member has an opportunity to provide input in the decision process. The members collaborate and then vote on the matters at hand.

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 School Improvement Plan will be monitored by the Instructional Coaches and Administration by conducting weekly classroom walkthroughs, providing feedback during common planning meetings, monitoring mini assessments, and collaborating with EESAC monthly. Throughout the year, the plan will be revised by looking at qualitative and quantitative data to make informed academic decisions to update the plan.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	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)	
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	43	58	52	153	
One or more suspensions	0	0	0	0	0	0	38	47	29	114	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	14	5	23	42	
Course failure in Math	0	0	0	0	0	0	22	45	7	74	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	123	106	97	326	
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	61	77	209	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	181	174	195	550	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	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	96	90	80	266

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	1	1
Students retained two or more times	0	0	0	0	0	0	9	4	10	23

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	40	105	165	310	
One or more suspensions	0	0	0	0	0	0	4	112	174	290	
Course failure in ELA	0	0	0	0	0	0	25	41	45	111	
Course failure in Math	0	0	0	0	0	0	60	41	44	145	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	99	131	177	407	
Level 1 on statewide Math assessment	0	0	0	0	0	0	113	14	188	315	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	117	123	169	409	

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	107	119	236	462	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	8	11	23
Students retained two or more times	0	0	0	0	0	0	14	11	46	71

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	40	105	165	310	
One or more suspensions	0	0	0	0	0	0	4	112	174	290	
Course failure in ELA	0	0	0	0	0	0	25	41	45	111	
Course failure in Math	0	0	0	0	0	0	60	41	44	145	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	99	131	177	407	
Level 1 on statewide Math assessment	0	0	0	0	0	0	113	14	188	315	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	117	123	169	409	

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	107	119	236	462	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	8	11	23
Students retained two or more times	0	0	0	0	0	0	14	11	46	71

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37			32			37		
ELA Learning Gains	50			38			46		
ELA Lowest 25th Percentile	45			33			40		
Math Achievement*	34			25			37		
Math Learning Gains	57			29			43		
Math Lowest 25th Percentile	60			39			43		
Science Achievement*	44			48			57		
Social Studies Achievement*	65			54			64		
Middle School Acceleration	79			62			78		
Graduation Rate									
College and Career Acceleration									
ELP Progress	44			40			54		

* 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	49			
ELL	46			
AMI				
ASN				
BLK	51			
HSP	57			
MUL				
PAC				
WHT	65			
FRL	52			

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)

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	37	50	45	34	57	60	44	65	79			44
SWD	45	56	37	40	60	48	44	58				
ELL	25	45	41	30	53	60	26	60	76			44
AMI												
ASN												
BLK	35	48	45	32	56	60	42	65	80			43
HSP	43	56	48	44	58	61	54	66	82			62
MUL												
PAC												
WHT	70	60		50	80							
FRL	37	49	45	34	57	60	45	65	81			43

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	32	38	33	25	29	39	48	54	62			40
SWD	42	46	29	41	49	50	38	45				21
ELL	20	34	39	20	28	42	31	49	55			40
AMI												
ASN												
BLK	31	38	34	24	28	39	48	53	57			37
HSP	35	38	21	30	31	41	47	57	80			60
MUL												
PAC												
WHT												
FRL	32	38	32	25	28	40	46	54	61			40

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	37	46	40	37	43	43	57	64	78			54
SWD	36	48	27	32	45	35	41	45				
ELL	22	39	37	24	39	42	38	45	75			54
AMI												
ASN												
BLK	37	46	39	38	42	41	55	66	77			51
HSP	37	44	42	34	49	52	59	53	83			71
MUL												
PAC												
WHT	31	38		33	55							
FRL	37	46	41	38	44	44	56	65	77			53

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.

School, District and State data will be uploaded when available.

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.

FAST Reading PM3 was the lowest performance data component. The contributing factors to this status were the result of having multiple vacancies in ELA, novice teachers, an increase in ESOL students and the introduction of new standards. Additionally, the Reading Coach having to cover classes prevented in class support.

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

Social Studies showed the greatest decline in percentage points from 65% proficiency to 57%. The delay in implementing effective use of interactive notebooks and lack of participation in extended learning opportunities contributed to the decline.

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.

Compared to the state's FAST Reading average, PM3 had the greatest gap (15% points). The factors which contributed to this result can be contributed to; vacancies in ELA, the Reading Coach having to teach, novice teachers in ELA, an increase in ESOL students, and the introduction of new standards.

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

FAST Mathematics PM3 showed the most improvement from 34% to 47%. The new actions taken to improve performance were an increase in classroom walkthroughs, data chats, unwrapping the benchmarks, using the Big M to drive instruction, and promoting and celebrating all success.

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

1. The first area of concern is the number of students with a substantial reading deficiency (66%). This will be addressed through providing students extended learning opportunities, push-in support from interventionist and ESOL paraprofessionals.
2. The second area of concern is the number of students with attendance below 90 percent (19%). This will be addressed through providing students incentives for attendance, grade level challenges, early truancy intervention, and monthly parent trainings with the CIS.

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

- 1) ELA/Intensive Reading - This was the highest priority because only 34% of the students tested were proficient in comparison of the other categories. This will be addressed by ensuring that teachers are participating in the common planning sessions, unpacking the benchmarks, data chats/analysis, impact cycles, and encouraging teachers to participate in professional development and growth opportunities.
- 2) ELL - This was identified as a priority because of the influx of ELL students and only 11% of ELL level 3 & 4 students exiting ESOL and only 8% proficient on PM3. This will be addressed by implementing pull-out services with the ESOL paraprofessionals, extended learning opportunities, monitoring student performance on Achieve 3000 and Imagine Learning.

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 Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM3 data, 34% of Grades 6 - 8 students were proficient in ELA as compared to the state average of 47% and the district average of 51%. Based on the data and the identified contributing factors of having novice teachers and new standards, we will implement the targeted element of Instructional Coaching/Professional Learning.

Measurable Outcome:

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

With the implementation of Instructional Coaching/Professional Learning, 40% of students will meet proficiency on the FAST PM 3 by June 1, 2024.

Monitoring:

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

The leadership team including Dr. Philippe Napoleon, Principal; Chantil Brantley, AP; Javaria Jenkins, AP, Mechele Collins, Instructional Coach, Dr. Fabiola Jean-Pierre, Instructional Coach will meet weekly to discuss if any teachers need additional assistance with implementing their instructional practices. Instructional Coaching/Professional Learning will be monitored by reviewing the coaching logs weekly, classroom walkthroughs, and review of authentic artifacts.

Person responsible for monitoring outcome:

Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention for the area of focus is Instructional Support/Coaching. This strategy allows collaboration between instructional coach and teachers to develop standard-aligned lessons. Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaches use both student centered and teacher centered methods to help teachers improve instructional decisions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for choosing the intervention is to ensure our novice teachers receive coaching support which will help them focus on the identified goals. This will increase achievement and engagement for every student and bring out the best performance of every teacher.

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.

8/14 - 9/29 - Teachers will attend weekly common planning to have a better understanding of the BEST standards. As a result, teachers will create lesson plans which are aligned to the standards.

Person Responsible: Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

By When: September 29, 2023

8/14 - 9/29 - New teachers will participate in Impact Cycles to ensure the implementation of standards aligned instruction.

Person Responsible: Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

By When: September 29, 2023

8/14 - 9/29 - Teachers will participate in end product reviews to determine the level of alignment with the standards and develop corrective actions if necessary for re-teaching.

Person Responsible: Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

By When: September 29, 2023

#2. ESSA Subgroup specifically relating to English Language Learners**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 data review, we chose the ELL subgroup as our focus due to the high numbers of ELL students (260) in our school's population. To target the students in this subgroup, the instructional practice we will implement is differentiation. Differentiation was selected based on the findings that ELL students did not achieve the goal for proficiency on the 2023 FAST PM 3 ELA (8% were proficient); Math (29% were proficient). Therefore, it is evident that the individual needs of ELL students must be addressed through scaffolded instruction and targeted interventions.

Measurable Outcome:

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

When we successfully implement differentiation, ELL students will have a 5 percentage point increase in proficiency on the FAST ELA PM 3 and FAST Math PM 3 by June 1, 2024.

Monitoring:

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

Administration will conduct quarterly data chats with teachers and Instructional Coaches. DI groups will be created and adjusted based on data. Weekly walkthroughs and lesson plan reviews will be conducted by Administration to ensure the effective implementation of differentiation. Ongoing progress monitoring (OPM) trackers will be reviewed biweekly, and data from OPM trackers will be used to adjust groups and/or instruction as needed.

Person responsible for monitoring outcome:

Philippe Napoleon (pr6631@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.)

Based on the evidence, our school will focus on the strategy of differentiation. Differentiation will aid in targeting students according to their area(s) of weakness by providing effective, specific instruction to meet the students' individual needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiation will allow teachers to analyze data, in order to address deficiencies and identify enrichment opportunities. By doing so, lesson plans will be better aligned to the needs of students and will lead to the achievement of the measurable outcome.

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.

8/14 - 9/29 - On a monthly basis, the instructional coaches will dedicate one common planning meeting to provide teachers with an opportunity to analyze the data to update small groups and ensure students are receiving targeted instruction based on their areas of weakness. As a result of the common planning meetings, the teachers will be able to make their small groups accurate and fluid.

Person Responsible: Philippe Napoleon (pr6631@dadeschools.net)

By When: September 29, 2023

8/14 - 9/29 - The instructional coaches will conduct collaborative planning sessions with teachers and interventionists to develop lessons and review necessary resources to plan effectively for DI. As a result of collaborative planning, the teachers will receive coaching support to develop targeted and aligned lessons to meet students' needs.

Person Responsible: Mechele Collins (maccollins@dadeschools.net)

By When: September 29, 2023

8/14 - 9/29 - Administration will conduct targeted walkthroughs in ELL classes to observe differentiation aligned to the students' individual levels. As a result of administrative walkthroughs, the implemented lessons and instructional practices can be monitored with fidelity and determine if effectiveness is met.

Person Responsible: Philippe Napoleon (pr6631@dadeschools.net)

By When: September 29, 2023

#3. 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.

Based on the data reviewed from the School Improvement Plan Survey, our school will implement the evidence based strategy of empowering teachers and staff. The trends in the data show that staff members felt overloaded and overwhelmed at work. In 20-21, 42% agreed/strongly agreed that they felt "overloaded and overwhelmed." In 21-22, 61% agreed/strongly agreed. In 22-23, 52% agreed/strongly agreed.

Measurable Outcome:

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

With the implementation of empowering teachers and staff, there will be a 10% decrease in the percentage of staff who feel overloaded and overwhelmed while working at school by the end of May 2024.

Monitoring:

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

To ensure we empower teachers and staff the administration will conduct and attend various weekly meetings (new teacher, team, common planning, etc.) to determine the level of staff morale. This will take place in accordance to the individual staff check-ins.

Person responsible for monitoring outcome:

Philippe Napoleon (pr6631@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 Shared Leadership the Administration will identify individuals to assist with determining and making key decisions related to the school's organization. Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Shared Leadership will be measured by leadership meeting agendas, surveys, and feedback.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By identifying staff members to assist with making key decisions, they will be more inclined to implement new school-related initiatives. This will allow teachers and team members to connect and work as a collective unit. Working together as a team will have a positive impact on student relationships and achievements.

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. Identify leadership team - Dr. Philippe Napoleon, Principal, Chantil Brantley, Assistant Principal; Javaria Jenkins
2. Bi-weekly Faculty Meetings – Dr. Philippe Napoleon, Principal
3. Monthly New Teacher Academy Meetings – Dr. Philippe Napoleon, Principal
4. Monthly Leadership Team Meetings – Dr. Philippe Napoleon, Principal
5. Weekly Curriculum Team Meetings – Dr. Philippe Napoleon, Principal
6. Monthly Department Meetings – Allen Sheldon, Science Chair; Remus Cesar, Student Services Chair; Dr. Marie Denis; Mathematics Chair; Steven Gould, ESE Chair; Latoya Harris, Electives Chair; Sebastian Iturriaga, Social Studies Chair, Janice Lovett, ESOL Chair, Tonia Riley, Reading Chair
7. Monthly Magnet/IB Meetings – Fernande Saint-Jean, IB Coordinator
8. Weekly Team Leader Meetings – Karen-Vanessa Wright, Activities Director
9. Weekly Grade Level Meetings – Kimberly Lee, Grade 7 Team Leader; Jose Perez, Grade 8 Team Leader; Tonia Riley, Grade 6 Team Leader; Antonette Whiteman, Grade 7 Team Leader; Giovonni Wilson, Team Leader; Karen-Vanessa Wright, Grade 8 Team Leader
10. Bi-Weekly Discipline Team Meetings – Dr. Robert Cooper, PBIS Coordinator
11. Monthly EESAC Meetings – Dr. Fabiola Jean-Pierre, SAC Chair
12. Monthly PLST Meetings – Javaria Jenkins, Assistant Principal
13. Monthly Threat Assessment Meetings – Chantil Brantley, Assistant Principal

During these meetings all stakeholders have an opportunity to participate in the decision making process.

Person Responsible: Philippe Napoleon (pr6631@dadeschools.net)

By When: Through the school year.

8/14 - 9/29 - Administration will plan and conduct Team Building Activities at every faculty meeting. Departments will work as a group on these activities in order to accomplish the tasks. As a result, it will allow the groups to determine the strengths of all members and utilize those strengths to maximize the departments growth as a team.

Person Responsible: Philippe Napoleon (pr6631@dadeschools.net)

By When: September 29, 2023

8/14 - 9/29 - Administration will plan and conduct monthly New teacher meetings for all staff that are new to the building. These meetings provide new teachers with a safe space to voice their opinion, ask questions, and networking opportunities.

Person Responsible: Philippe Napoleon (pr6631@dadeschools.net)

By When: September 29, 2023

#4. 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.

Based on the 2023 FAST PM3 data, student performance did not reach the targeted proficiency in ELA. As a result, teachers will participate in professional development addressing the new B.E.S.T benchmarks in ELA and alignment of the new benchmarks to the curriculum.

Measurable Outcome:

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

By implementing benchmark-aligned instruction, there will be an increase in proficiency on the 2023-2024 FAST PM 3 by 5 percentage points in ELA.

Monitoring:

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

The administrative team will attend common planning meetings. Coaches will lead weekly common planning sessions to develop lesson plans aligned to the B.E.S.T. benchmarks. Walkthroughs and lesson plan reviews will be conducted weekly by the administrative team to ensure the effective implementation of benchmark-aligned instruction.

Person responsible for monitoring outcome:

Javaria Jenkins (257482@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.)

Our school will focus on benchmark-aligned instruction which allows teachers to execute lessons based on the B.E.S.T. benchmarks and ensure that all student products and teaching techniques are aligned to the intended benchmarks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Benchmark-aligned instruction will allow teachers to deliver planned lessons to guide students through the demands of the new B.E.S.T. benchmarks. Students will show evidence of mastering the lesson objective through their work samples and/or tasks (exit tickets, end products, etc).

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.

8/14 - 9/29

1. Lead Common Planning Meetings - Mechele Collins, Mathematics Instructional Coach; Dr. Fabloa Jean-Pierre, Literacy Instructional Coach
2. Plan lessons and gather necessary resources to plan for the effective use of the 5-day framework for standards-aligned instruction - Teachers and Interventionist.

As a result of collaborative planning, the teachers will receive coaching support to develop targeted and aligned lessons to students' needs.

Person Responsible: Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

By When: September 29, 2023

8/14 - 9/29 Administration will review lesson plans and utilize a walkthrough monitoring tool to document and provide feedback after conducting walkthroughs weekly, to ensure effective implementation of standards-aligned instruction. As a result of administrative walkthroughs, the implemented lessons and instructional practices can be monitored with fidelity and determine if effectiveness is met.

Person Responsible: Chantil Brantley (cbrantley@dadeschools.net)

By When: September 29, 2023

8/14 – 9/29 – The Literacy Transformation Coach will assist teachers with disaggregating data to identify standards that haven't been mastered and need to be remediated. As a result, students will demonstrate growth on their OPM trackers.

Person Responsible: Fabiola Jean-Pierre (fjeanpierre@dadeschools.net)

By When: September 29, 2023

CSI, TSI and ATSI Resource Review

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes**Grades 3-5 Measurable Outcomes****Monitoring****Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring****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.

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))

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 II of the SIP. (ESSA 1114(b)(7)ii)

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))

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))

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))

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).

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))

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))

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
Total:			\$0.00

Budget Approval

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

Yes