

Miami-Dade County Public Schools

South Dade Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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South Dade Middle School

29100 SW 194TH AVE, Homestead, FL 33030

<http://sdm.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.

The mission statement of South Dade Middle School is to develop leaders through high expectations of academic achievement and individual responsibility.

Provide the school's vision statement.

Our school community is committed to developing our students today with intellectual, social, and emotional skills to become the leaders of tomorrow. "Students Today, Leaders Tomorrow".

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
Munoz, Guillermo	Principal	Plans, organizes, administers, and directs all activities and functions at the elementary/middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.
Boynton, Catina	Assistant Principal	Assists Principal in planning, organizing, administering, and directing all activities and functions at the elementary/middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.
Marques, Sonia	Teacher, K-12	Assist with retention of students, assist with discipline, assist with designated administrative duties assigned to the individual.
Amador, Lesbia	School Counselor	The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.
Chew, Tamara	School Counselor	The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.
Harrysingh, Annesa	Teacher, K-12	Plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Lebow, Maria	Teacher, K-12	Plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Lobaina, Carmen	Teacher, K-12	Direct instructional services related to math for students and provide technical assistance for teachers; facilitate successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in

Name	Position Title	Job Duties and Responsibilities
		coordination and monitoring of intervention services.
Martinez, Esmeralda	Reading Coach	Direct instructional services related to reading/math for students and provide technical assistance for teachers; utilize the coaching model to facilitate the successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in coordination and monitoring of intervention services.
Molano, Maria	School Counselor	The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have.
Rodriguez, Elizabeth	ELL Compliance Specialist	Assure adherence to required ESOL coding verification and schedules during FTE survey periods in partnership with school's registrar and data entry staff. Provide appropriate ESOL in-services for faculty and staff at the school site. Provide instructional support to the classroom teachers of ESOL students. Perform other duties and responsibilities as assigned by the multilingual services department as related to federal, state and district mandates. Conduct and coordinate ELL Committee Meetings. Assess, evaluate, and monitor the individual progress of each student in the ESOL program.
Gaudet, Carolina	Other	The Special Education Program Specialist will provide assistance, training, and support to special education staff. The Program Specialist supports the operations of the special education department with a primary focus on adherence to IDEA and delivery of services in the least restrictive environment.
Mitchell, Threda	Science Coach	Direct instructional services related to science for students and provide technical assistance for teachers; utilize the coaching model to facilitate the successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional

Name	Position Title	Job Duties and Responsibilities
		development to staff; assist in coordination and monitoring of intervention services.
Surrency-Mitchell, Yolanda	Behavior Specialist	Monitor children's behavioral patterns and arrange appropriate interventions if needed. Manage classroom crises and resolve conflict. Prepare students for transition to the next grade. Inform parents about their children's performance and potential problems.
Pruna, Jaimy	Assistant Principal	Assists Principal in planning, organizing, administering, and directing all activities and functions at the elementary/middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.
Johnson, Bernard	Principal	Plans, organizes, administers, and directs all activities and functions at the elementary/middle school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.

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 were involved in the development of the School Improvement Process by completing the school climate surveys, parent involvement surveys, and opportunities at monthly meetings (i.e. EESAC, faculty meetings, and department meetings).

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 monitored on a regular basis for effective implementation and impact on increasing student achievement via monthly discussions at faculty/EESAC meetings and weekly leadership team meetings. The school will revise the plan, as necessary, using the most recent data point comparisons.

Demographic Data

2023-24 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Other School 4-8
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	Yes
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 2020-21: 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	31	36	37	23	40	167	
One or more suspensions	0	0	0	0	0	7	24	17	19	67	
Course failure in English Language Arts (ELA)	0	0	0	0	21	14	36	17	5	93	
Course failure in Math	0	0	0	0	27	22	59	30	11	149	
Level 1 on statewide ELA assessment	0	0	0	0	41	70	92	93	91	387	
Level 1 on statewide Math assessment	0	0	0	0	38	73	98	49	70	328	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	66	102	135	135	172	610	
	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	43	75	108	58	68	352

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	1	0	1	2
Students retained two or more times	0	0	0	0	0	13	10	4	4	31

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	31	59	43	102	98	333	
One or more suspensions	0	0	0	0	0	24	20	78	84	206	
Course failure in ELA	0	0	0	0	38	41	21	9	1	110	
Course failure in Math	0	0	0	0	24	32	24	91	6	177	
Level 1 on statewide ELA assessment	0	0	0	0	31	88	79	110	173	481	
Level 1 on statewide Math assessment	0	0	0	0	46	115	95	77	159	492	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	69	103	100	142	160	574	

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	47	101	86	138	171	543	

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	4	2	3	6	15
Students retained two or more times	0	0	0	0	13	19	6	10	14	62

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	31	59	43	102	98	333	
One or more suspensions	0	0	0	0	0	24	20	78	84	206	
Course failure in ELA	0	0	0	0	38	41	21	9	1	110	
Course failure in Math	0	0	0	0	24	32	24	91	6	177	
Level 1 on statewide ELA assessment	0	0	0	0	31	88	79	110	173	481	
Level 1 on statewide Math assessment	0	0	0	0	46	115	95	77	159	492	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	69	103	100	142	160	574	

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	47	101	86	138	171	543

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	4	2	3	6	15
Students retained two or more times	0	0	0	0	13	19	6	10	14	62

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*	40			38			44		
ELA Learning Gains	49			40			51		
ELA Lowest 25th Percentile	45			33			49		
Math Achievement*	43			32			52		
Math Learning Gains	57			25			53		
Math Lowest 25th Percentile	54			31			52		
Science Achievement*	33			31			43		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	59			45			59		
Middle School Acceleration	58			53			76		
Graduation Rate									
College and Career Acceleration									
ELP Progress	48			37			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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	10
Percent Tested	99
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	42			
ELL	41			
AMI				
ASN				

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%
BLK	44			
HSP	49			
MUL				
PAC				
WHT	54			
FRL	48			

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	40	49	45	43	57	54	33	59	58			48
SWD	34	47	49	36	51	46	34	46				39
ELL	31	46	42	38	53	54	24	42	34			48
AMI												
ASN												
BLK	32	45	48	31	49	48	29	50	64			
HSP	41	50	46	44	58	55	32	60	56			47
MUL												
PAC												
WHT	50	46		66	61		48					
FRL	39	49	45	43	57	55	32	58	56			47

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	38	40	33	32	25	31	31	45	53			37
SWD	35	43	33	29	34	31	26	36	30			26
ELL	29	34	32	29	28	32	17	33	34			37

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
AMI												
ASN												
BLK	32	41	31	23	21	27	29	48	50			
HSP	37	39	32	32	25	32	30	44	50			38
MUL												
PAC												
WHT	54	48		43	36		53	50				
FRL	36	38	32	31	25	30	29	44	50			38

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	44	51	49	52	53	52	43	59	76			54
SWD	43	54	43	47	59	53	47	50				40
ELL	34	47	48	46	50	52	26	40	50			54
AMI												
ASN												
BLK	42	50	46	42	45	44	47	79				80
HSP	43	51	51	53	53	54	40	54	73			52
MUL												
PAC												
WHT	57	53		65	54		88					
FRL	42	51	49	51	52	52	40	57	74			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.

Although there was a one percent decrease in the area of science, this data component showed to be the lowest performance component for our school this year. A contributing factor for this data point included teacher absences.

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

The data component that showed the greatest decline from the prior year was science with a one percent decrease. All other data components showed an increased from 2022 to 2023 school year. One of the main factors that could have contributed to this decline would be teacher attendance.

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 the state average was science. According to the statewide science assessments, 32 percent of students are proficient as compared to the state average of 54%. Contributing factors that might have led to this gap include inconsistent teacher attendance.

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 is mathematics. Actions that took place to contribute to this improvement include students being enrolled in a core and enrichment math class, both classes were taught by the same teacher, and extended learning opportunities provided by interventionists and math teachers.

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

Based on a reflection of the EWS data, an area of concern that we will continue to improve upon this upcoming school year will be student attendance.

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

The highest priority for school improvement in the upcoming year is science. Proficiency in Social Studies will be the next priority followed by increasing in learning gains from the students with special needs. Lastly, priority will be placed on improving student attendance.

Area of Focus

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

:

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

According to 2022-23 Science statewide assessment data, 32% of students scored at or above a level 3 compared to the district average of 50%. Based on the data and identified contributing factors of: incomplete labs, ineffective time management, lack of prior knowledge, and lack of teacher experience, we will implement the Targeted Element of Benchmark Aligned instruction.

Measurable Outcome:

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

In the area of Science, this school plans to prepare students to show an increase in proficiency of 5% on the end of the year statewide assessment as compared to last year in both grades 5 and 8.

Monitoring:

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

This area of focus will be monitored by topic assessments and completion of lab reports.

Person responsible for monitoring outcome:

Bernard Johnson (302676@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.)

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is that during the 2022-23 school year, 32% of grade 5 students and 25% of grade 8 students scored at a level 3 or above on the statewide science assessments.

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.

Hire a science coach.

Person Responsible: Bernard Johnson (302676@dadeschools.net)

Facilitate the implementation of science labs, data analysis and progress monitoring of topic assessments.

Person Responsible: Threda Mitchell (tmitchell@dadeschools.net)

Implement a common test taking strategy and lab write up procedures to assess student comprehension.

Person Responsible: Threda Mitchell (tmitchell@dadeschools.net)

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

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

According to the 2022-23 School Climate Staff Survey, 50% of staff members "feel that the morale is not high at my school". According to the 2022-23 School Climate Student Survey, 45% of students feel "the overall climate or feeling at my school is positive and helps me learn". Based on the data and the contributing factor of : low student and staff morale. We will implement the Targeted Element of celebrating successes this school year.

Measurable Outcome:

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

As a result of celebrating successes of our students and staff, the measurable outcome will be a minimum of a 10% increase in the same questions as evident on the 2023-24 school climate surveys.

Monitoring:

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

This Area of Focus will be monitored on a monthly basis via discussions at the leadership, EESAC, and faculty meetings.

Person responsible for monitoring outcome:

Bernard Johnson (302676@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.)

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the 2022-23 School Climate Surveys, there is a need to recognize the student and staff achievements throughout the school year.

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.

Highlight students on a monthly basis.

Person Responsible: Sonia Marques (soniamarques@dadeschools.net)

Highlight faculty and staff on a monthly basis.

Person Responsible: Bernard Johnson (302676@dadeschools.net)

Promote student and staff successes on school's social media platforms.

Person Responsible: Sonia Marques (soniamarques@dadeschools.net)

#3. 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.

According to the 2023 FAST results, 41% of students tested are proficient in ELA; 51% are proficient in Mathematics and 32% are proficient in Science.

Measurable Outcome:

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

With the implementation of Differentiated Instruction, there will be a 5% increase in the percentage of students who score at proficiency, as measured by the 2023-2024 FAST in ELA, Mathematics and Science.

Monitoring:

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

Monitor results from PM1 and PM2 for ELA and Math, as well as topic assessments for Science. Instruction will be adjusted based on the results of progress monitoring examinations/topic assessments.

Person responsible for monitoring outcome:

Jaimy Pruna (234332@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.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the 2023 FAST results, 41% of students tested are proficient in ELA; 51% are proficient in Mathematics and 32% are proficient in Science.

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.

Develop data trackers that can be used to track mini assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible: Jaimy Pruna (234332@dadeschools.net)

Implementation in the area of secondary mathematics, one teacher will teach the content and remediation classes to the same group of students. Students will receive daily instruction in mathematics to reach grade level expectations as well as fill in any deficiencies.

Person Responsible: Carmen Lobaina (clobaina@dadeschools.net)

Implementation in the area of secondary language arts/reading, individualized planning between reading coach and teacher will occur to reach grade level expectations as well as fill in any deficiencies.

Person Responsible: Esmeralda Martinez (emartinez2@dadeschools.net)

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.

This SIP will be shared with all stakeholders. Community members, parents, and students will receive information regarding the SIP via EESAC meetings and the school's website at southdademiddle.com. Faculty and staff members will receive information regarding the SIP via faculty, department, and leadership meetings.

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))

This school plans to build positive relationships with parents and families and other community stakeholders via the use of activities and events sponsored by the Parent Academy. The Parent Academy will host workshops and events throughout the school year to assist parents with being informed of their child(ren)'s academic and social emotional needs as well as topics presented on the Title 1 parent survey. The Family Engagement Plan will be posted on the school's website under the Title 1 tab.

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)

This school plans to strengthen the academic program in the school by offering extended learning opportunities to all students. Students will be able to receive additional academic assistance before

school, during school via interventions, and afterschool. To increase the amount and quality of learning time as well as to help provide an enriched and accelerated curriculum, this school has set lower class sizes. The smaller class size will empower the teachers to provide more data driven differentiated instruction to address the academic needs of all students. Additionally, in the area of secondary mathematics, the students will have one teacher providing instruction in the core and remediation/enrichment courses. This action will empower the teachers to identify the strengths and weaknesses of the students and time to remediate and/or enrich the students in the intensive math and enrichment class.

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))

Non applicable-this school service students enrolled in grades 4 through 8.

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: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00

3	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
Total:			\$0.00

Budget Approval

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

No