Hialeah Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Hialeah Middle School

6027 E 7TH AVE, Hialeah, FL 33013

http://hialeahmiddle.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.

Students at Hialeah Middle School will be afforded a safe learning environment that fosters educational excellence, promotes a climate of mutual respect, celebrates multicultural diversity, recognizes individual and team achievements, and enables everyone to feel emotionally and socially sheltered.

Provide the school's vision statement.

The faculty, staff, parents and community of Hialeah Middle School believe that all children can learn and be productive members of society. Together with intellectual rigor and high academic standards, Hialeah Middle School is committed to producing critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.

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
Trillas, Lucy	Principal	Provides guidance and support for administrative team, instructional team and staff in all aspects of school curriculum, safety, security and maintenance.
Ware, Chenessa	Teacher, K-12	Language Arts Department Chairperson and Activities Director teacher - provides guidance, support and training for ELA & Reading teachers and assists in the development of the School Improvement Plan.
Couselo, Jeannete	Teacher, K-12	Science Department Chairperson and Science teacher -provides guidance, support and training for Science teachers and assists in the development of the School Improvement Plan.
Medina, Marina	Teacher, K-12	Mathematics Department Chairperson - provides guidance, support and training for Mathematics teachers and assists in the development of the School Improvement Plan.
Lobato, Rolando	Teacher, K-12	Social Science Department Chairperson and Social Science teacher - provides guidance, support and training for Social Science teachers and assists in the development of the School Improvement Plan.
Carrera, Alexandra	School Counselor	Promote Social-Emotional growth among staff and students. Provide individual and school counseling as well as connect students and families with community resources. Provide ongoing academic counseling and monitoring for students.
Lobato, Soleil	Teacher, K-12	6th Grade Team Leader; Agriscience Teacher; PLST Digital Innovator

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.

The leadership team meets over the course of the summer to review data findings and to develop the upcoming year's SIP. At Opening of School meetings, the leadership team introduces the SIP to Curriculum Council. The Leadership Team solicits feedback and reflects on said feedback before presenting the plan to the rest of the faculty at the official Opening of School meeting.

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 (SIP) will be regularly monitored for effective implementation and its impact on student achievement, especially for those with the greatest achievement gap. Periodic data reviews and learning walks will be conducted to assess progress and identify areas for improvement. Ongoing professional development and data chats with teachers will also take place to ensure that targeted interventions are provided. Feedback from students, parents, and the community will be sought during faculty, department, grade-level, EESAC, and Student Council meetings. The SIP will be revised following stakeholder feedback and revisions to the plan will be made accordingly.

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	99%
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: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	44	44	46	134
One or more suspensions	0	0	0	0	0	0	19	15	20	54
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	3	4	7
Course failure in Math	0	0	0	0	0	0	2	4	5	11
Level 1 on statewide ELA assessment	0	0	0	0	0	0	155	138	150	443
Level 1 on statewide Math assessment	0	0	0	0	0	0	114	89	92	295
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	225	231	217	673

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	112	91	97	300

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	4	2	1	7
Students retained two or more times	0	0	0	0	0	0	2	1	0	3

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	32	32	69	133
One or more suspensions	0	0	0	0	0	0	0	34	56	90
Course failure in ELA	0	0	0	0	0	0	16	2	9	27
Course failure in Math	0	0	0	0	0	0	31	5	7	43
Level 1 on statewide ELA assessment	0	0	0	0	0	0	63	87	92	242
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	109	73	263
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	83	125	136	344

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	63	87	87	237

The number of students identified retained:

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

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	32	32	69	133
One or more suspensions	0	0	0	0	0	0	0	34	56	90
Course failure in ELA	0	0	0	0	0	0	16	2	9	27
Course failure in Math	0	0	0	0	0	0	31	5	7	43
Level 1 on statewide ELA assessment	0	0	0	0	0	0	63	87	92	242
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	109	73	263
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Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
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The number of students identified retained:

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

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*	49			43			49		
ELA Learning Gains	54			41			55		
ELA Lowest 25th Percentile	41			34			45		
Math Achievement*	46			31			46		
Math Learning Gains	63			25			52		
Math Lowest 25th Percentile	61			34			48		
Science Achievement*	42			39			47		
Social Studies Achievement*	81			48			70		
Middle School Acceleration	79			71			89		
Graduation Rate									
College and Career Acceleration									
ELP Progress	55			36			57		

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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	571
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	45			
ELL	51			
AMI				
ASN				
BLK	51			
HSP	57			
MUL				
PAC				
WHT	45			
FRL	57			

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	49	54	41	46	63	61	42	81	79			55
SWD	27	46	40	35	59	58	26	55	55			50
ELL	37	49	41	35	58	61	25	77	70			55
AMI												
ASN												
BLK	49	57	45	54	60	54	33	54	50			
HSP	49	54	41	46	63	61	42	83	80			55
MUL												
PAC												
WHT	60			30								
FRL	48	54	41	45	62	60	41	81	79			56

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	43	41	34	31	25	34	39	48	71			36
SWD	21	31	30	25	36	41	33	24	55			6
ELL	36	40	34	24	23	27	24	40	49			36
AMI												
ASN												
BLK	18	27	29	20	32	53	18	43	33			
HSP	46	42	33	32	24	32	41	48	73			35
MUL												
PAC												
WHT	46	58		46	33							
FRL	42	41	33	31	26	35	38	47	68			35

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	49	55	45	46	52	48	47	70	89			57
SWD	34	46	36	35	55	49	47	51				38
ELL	37	52	47	39	49	45	31	60	88			57
AMI												
ASN												
BLK	41	41	40	28	38	41	37	52				
HSP	50	56	46	48	54	49	48	72	90			57
MUL												
PAC												
WHT	59	52		50	52							
FRL	47	53	45	45	53	48	45	70	88			59

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.

According to progress monitoring data, ELA Reading showed the least amount of growth from PM1-PM3, with only 36% of students achieving proficiency on the end-of-year progress monitoring assessment. This percentage only reflects a four percentage point growth when compared to the percent of students at a proficiency rating at the inception of the school year.

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

According to raw data findings, 2023 Civics EOC results reflect a twenty percentage point drop in proficiency. One of the reasons for the decline can be attributed to a change in instructional personnel. Another potential factor could be the large influx of ESOL Level 1 students who entered throughout the school year. Despite attempts to level classes accordingly, the strain on resources and class size could not be avoided entirely.

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.

When compared to the state average, the data component demonstrating the greatest gap is ELA Reading. Unlike other data components that can still witness a potential increase in proficiency once newly-arrived students are removed, ELA Reading data only stands to gain one or two more percentage points once the data is "cleaned."

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

8th Grade Science showed the greatest growth, achieving 28% proficiency and demonstrating at least a seven percentage point increase. One of the factors that may have contributed to this growth was the support provided by the Science Department and its Curriculum Support Specialist, Ms. Riviera. Her efforts coupled with the 8th grade Science teachers' willingness to embrace the support provided greatly contributed to the increase noted in the data.

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

1. The number of students classified as having a "Substantial Reading Deficiency."
2. The number of students scoring Level 1 or 2 on the ELA Reading assessment.

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

1. Increase reading proficiency across grade levels.
2. Increase math proficiency across grade levels.
3. Provide professional development on ESOL strategies for all core teachers.
4. STEAM Integration.
5. IPAD integration/moving passed Substitution on the SAMR Model.

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 ELA

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 analysis of the 2022-2023 FAST PM3 data, it is evident that there was a concerning decrease in ELA proficiency at our school. The scores across the board dropped by 3%, with only 46% of students reaching proficiency compared to the previous year's 49%. Recognizing the significance of this decline, it becomes essential to address the situation promptly and implement targeted interventions to enhance ELA proficiency rates and ensure academic success for our students.

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

Our measurable goal for the upcoming 2023-2024 academic year is to achieve a 3% point increase in ELA proficiency at Hialeah Middle School. By implementing effective instructional strategies and providing a supportive learning environment, we aim to bring the proficiency rate back to 49% or higher. This goal reflects our commitment to the continuous growth and academic progress of our students in ELA.

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

To monitor our progress towards achieving a 3% point increase in ELA proficiency, we will utilize data tracking sheets school-wide and conduct data chats with the administrative team. The data tracking sheets will help us collect and analyze student performance data, while the data chats will provide a collaborative platform for discussing trends, identifying areas for improvement, and making data-driven instructional decisions. This comprehensive approach will enable us to stay on track towards our goal and support student growth in ELA.

Person responsible for monitoring outcome:

Chenessa Ware (cware1@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 Instructional Practice with an emphasis on ELA, our school will focus on the evidence-based intervention strategies of:

Ongoing Progress Monitoring (OPM) - Ongoing Progress Monitoring (OPM) will be used in all core subjects to assess students' academic performance, quantify students' rate of improvement or responsiveness to instruction, and evaluate the effectiveness of instruction.

Data-Driven Decision Making - Data-Driven Decision Making will be used alongside progress monitoring to make necessary and informed decisions on how to meet our student's needs specifically addressing interventions and differentiating instruction.

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

The interventions of Ongoing Progress Monitoring (OPM) and Data-Driven Decision Making work in tandem to achieve our goal of improving student outcomes. OPM provides the ongoing assessment data necessary for informed decision making. By continuously monitoring students' progress and responsiveness to instruction through OPM, we gather valuable data that becomes the foundation for data-driven decision making. This data guides us in setting goals, identifying areas of improvement, and tailoring instruction and interventions to meet the individual needs of students. Through the continuous

cycle of OPM and data-driven decision making, we create a dynamic and responsive instructional environment that maximizes student growth and achievement. OPM provides the necessary feedback, while data-driven decision making allows us to leverage that feedback to make informed choices that optimize student learning and drive continuous improvement.

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.

Our action step for improving ELA scores is a targeted professional development day centered around data analysis and score review. This training will empower teachers to use data effectively, removing any stigma associated with it in classrooms. Through this professional development, teachers will gain the confidence to identify areas of improvement and tailor their instructional approaches to meet individual student needs, ultimately leading to enhanced ELA scores and improved student outcomes.

Person Responsible: Lucy Trillas (ltrillas@dadeschools.net)

By When: August 15, 2023

The ELA department will conduct weekly meetings to analyze student performance data, discuss areas for intervention, and align instructional strategies with standards based on individual student needs. This collaborative and data-driven approach aims to create a supportive learning environment that maximizes student achievement in ELA.

Person Responsible: Cynthia Padron (cpadron@dadeschools.net)

By When: September 15, 2023

Empower teachers with baseline FAST PM1 data to design personalized early intervention plans for students, targeting specific ELA skill gaps and providing timely support. By involving teachers in this process, we foster a collaborative approach to maximize student progress and academic success from the beginning of the school year.

Person Responsible: Cynthia Padron (cpadron@dadeschools.net)

By When: September 29, 2023

#2. Instructional Practice specifically relating to Student Engagement

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

Based on the 22-23 school climate survey data, which revealed that 36% of students felt neutral or disagreed about having sufficient access to books, our priority is to enhance student engagement. By ensuring abundant access to books and integrating VILS iPads into the learning process, we aim to create an enriched environment that actively engages students in their educational journey. Providing the necessary tools and resources, including VILS iPads, empowers students, promoting academic success and fostering a positive and enthusiastic approach to learning.

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

By the end of the 2023-2024 school year, our objective is to demonstrate a substantial increase in the usage of technology, as evidenced by VILS reports and Schoology analytics. Through careful analysis of VILS iPads usage and active engagement on Schoology, we aim to track and quantify the integration of technology in the classroom. By achieving this measurable outcome, we strive to provide students with enhanced access to interactive tools and digital resources, resulting in a more engaging and enriched learning experience.

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

Our monitoring plan for technology integration involves regular collection and analysis of Schoology reports and analytics, focusing on key metrics like engagement data and VILS iPads usage. Through this data-driven approach, we aim to track progress, set clear goals, and support teachers in effectively integrating technology into their instruction. By utilizing evidence from Schoology reports and analytics, we strive to create an enriched learning environment that fosters engagement and enhances student outcomes.

Person responsible for monitoring outcome:

Cynthia Padron (cpadron@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 Instructional Practice with an emphasis on Student Engagement, our school will focus on the evidence-based intervention strategies of:

Technology Integration - Technology Integration is the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learning and problem-solving. Generally speaking, the curriculum drives the use of technology and not vice versa.

Self Efficacy - Self efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated.

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

The combined implementation of Technology Integration and Self-Efficacy interventions synergistically enhances student learning. Technology Integration not only facilitates active learning and problem-solving but also serves as a powerful tool to support and bolster students' self-efficacy. Through technology,

students can explore and engage with challenging tasks, receive personalized feedback, and gain a sense of mastery over the content. This hands-on experience and immediate feedback contribute to building students' confidence and belief in their abilities, thus strengthening their self-efficacy. By leveraging technology to foster self-efficacy, we create a dynamic learning environment that empowers students to take ownership of their learning, persist through challenges, and achieve academic success.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

To enhance technology integration and support teachers in utilizing Schoology effectively, we will conduct a targeted professional development training focused on Schoology tools. During this training, teachers will receive comprehensive instruction on the various features and functionalities available within Schoology. Topics covered will include creating and organizing assignments, using assessment tools, facilitating discussions, and utilizing gradebook features. The training will be interactive, allowing teachers to practice hands-on with Schoology tools and ask questions for a deeper understanding. By equipping teachers with the necessary skills and knowledge, we aim to empower them to leverage Schoology effectively to enhance their instructional practices and foster greater student engagement in the learning process.

Person Responsible: Cynthia Padron (cpadron@dadeschools.net)

By When: August 15, 2023

On the first day of school, provide all students with VILS flyers and parent documents, including necessary forms that parents must sign promptly for the issuance of iPads. This proactive approach ensures that parents receive essential information about the VILS program and its benefits, while expediting the iPad distribution process to support seamless technology integration in the classroom.

Person Responsible: Rolando Lobato (rlobato@dadeschools.net)

By When: August 17, 2023

Collect all required parent documents promptly after distribution and ensure that all iPads are issued to students by September 8th. This efficient process will enable us to streamline the administrative tasks and swiftly equip students with iPads, allowing for seamless integration of technology into their learning experiences.

Person Responsible: Rolando Lobato (rlobato@dadeschools.net)

By When: September 8, 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.

The need to promote a positive culture and environment was identified as a crucial focus area based on data obtained from the School Climate Survey. In the 2021-2022 academic year, findings from the survey indicated that 58% of students reported liking coming to school. However, in the 2022-2023 academic year, the survey data showed a decrease in student satisfaction, with only 48% expressing enjoyment in coming to school. This decline underscores the significance of addressing the factors influencing a positive school climate. By prioritizing this area of focus, our goal is to create a nurturing and engaging environment that values student well-being, fosters engagement, and enhances overall satisfaction with the school experience as indicated by the School Climate Survey.

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

Our measurable outcome for this focus area is to restore student satisfaction with school to the previous year's percentage of 58%. By addressing the factors influencing a positive school climate and prioritizing a nurturing and engaging environment, our goal is to increase student enjoyment, engagement, and overall satisfaction with the school experience. We will track and analyze data from the School Climate Survey to assess progress towards reaching the 58% satisfaction level. Achieving this outcome will indicate that we have successfully restored the positive culture and environment necessary for students to fully enjoy their educational journey and thrive in our school community.

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

To monitor progress in restoring student satisfaction with school, we will administer the School Climate Survey, conduct monthly surveys, and analyze behavior and disciplinary records. These monitoring strategies will provide insights into changes in student satisfaction levels, gather feedback on specific areas, and track improvements in behavior trends. By regularly reviewing this data, on a monthly basis, we can gauge our progress in creating a positive school environment that enhances student satisfaction and well-being.

Person responsible for monitoring outcome:
Lucy Trillas (ltrillas@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 Positive Culture and Environment, our school will focus on the evidence-based intervention strategies of:

Celebrating Successes - Celebrate Successes recognizes student accomplishments, highlighting the connection between effort and achievement. It fosters a positive culture, motivates students to persist, and reinforces the value of hard work and success.

Rewards/Incentives - Rewards/Incentives involve the creation of reward and incentive programs by the school's leadership team. These programs aim to motivate and encourage students through the recognition and provision of rewards for their achievements and positive behavior.

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

The interventions of Celebrate Successes and Rewards/Incentives serve important purposes in our school. Celebrating successes acknowledges student achievements, motivating them to continue putting in effort and reinforcing a growth mindset. It also contributes to a positive school culture where accomplishments are valued and celebrated. Rewards and incentives act as motivators, fostering intrinsic and extrinsic motivation for students and teachers. They align behaviors and goals, shaping positive behaviors and promoting a sense of purpose. By recognizing and appreciating individuals' efforts, these interventions create a supportive environment that encourages continuous improvement and fosters a sense of pride and belonging within our school community.

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.

Organize a curriculum council meeting with a dedicated focus on creating a comprehensive plan to celebrate student success. During this collaborative gathering, educators and stakeholders will brainstorm creative ways to recognize and commend student achievements across various academic and extracurricular domains. The plan will encompass acknowledging both individual and collective accomplishments, fostering a positive school culture that cultivates motivation and a sense of pride among students and the wider school community.

Person Responsible: Lucy Trillas (ltrillas@dadeschools.net)

By When: August 14, 2023

Conduct a meeting with the student government representatives to review the data on school culture and gather valuable insights on student preferences for celebrating success and incentives. Engage students in constructive discussions to identify creative rewards and recognition initiatives that resonate with their peers. By involving student voices, we will ensure that the celebration plan aligns with their aspirations and fosters a positive and inclusive school culture that motivates and supports all students.

Person Responsible: Mirta Rodriguez (mrodriguez28@dadeschools.net)

By When: September 13, 2023

Initiate the voting process for the September Student of the Month and Teacher of the Month. Encourage students and staff to participate actively in selecting deserving individuals who have demonstrated outstanding academic achievement, exemplary behavior, and exceptional dedication to their roles. The recognition of these exemplary members of our school community will not only celebrate their success but also inspire others to strive for excellence and contribute to a positive and supportive school environment.

Person Responsible: Lucy Trillas (ltrillas@dadeschools.net)

By When: September 29, 2023

#4. 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.

Our school has identified the significant influx of English Language Learner (ELL) students as a crucial area of focus, with 167 new Level 1 ELL students in the 2022-2023 school year. By increasing parent involvement, we aim to gather valuable insights, support data-informed decision-making, foster positive behavior and social-emotional well-being, promote inclusivity, and strengthen the partnership between parents, educators, and the school community. This focused effort acknowledges the unique challenges and opportunities presented by the increased ELL student population, ensuring their successful integration within our school community.

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

By the end of the 2023-2024 academic year, we aim to achieve a 5% increase in parent involvement at ELL community events compared to the previous year (2022-2023). We will track and record the number of parents attending events throughout the year to assess our progress. The measurable outcome will be met if we observe a 5% or higher increase in parent attendance, demonstrating improved engagement and communication with stakeholders in the ELL community. This data-driven outcome will serve as an indicator of our success in fostering stronger connections and involvement with parents and families, creating a more inclusive and supportive educational environment for ELL students.

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

To monitor the measurable outcome of achieving a 5% increase in parent attendance at ELL community events, we will keep records of attendance, gather feedback from parents, compare data with the previous year, monitor communication channels, assess parent-teacher conference attendance, and collaborate with teachers and staff. Regular data collection and analysis will allow us to evaluate progress and make necessary adjustments to ensure effective parent engagement.

Person responsible for monitoring outcome:

Lucy Trillas (ltrillas@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 ELL students, our school will focus on the evidence-based intervention strategies of:

Communicating with Stakeholders - Effective communication with stakeholders involves establishing protocols to keep students, parents, and the community informed about positive school developments. This will include recurring meetings, emails, phone calls, message boards, newsletters, and other materials. It fosters understanding, support, and inclusivity while facilitating the teaching and learning process.

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

Effective communication with stakeholders of English Language Learner (ELL) students is essential for their academic success. Clear and transparent communication channels provide information, resources, and support to parents and families, ensuring they are aware of programs and strategies in place to support English language development. Building trust and engagement through open dialogue fosters a

collaborative partnership between school staff and ELL families, allowing for shared decision-making and active involvement. Communication protocols that address language and cultural barriers bridge the gap between school and home, enabling parents to participate meaningfully in their child's education. This collaboration enhances academic success by empowering parents to reinforce learning at home and support their child's educational journey.

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.

Conduct bilingual English and Spanish ConnectEd calls to invite ELL parents to the Parent Academy watch party before Open House. Offer guidance on setting up their parent portal to enhance engagement in their child's education. Emphasize this interactive session will occur just before Open House, providing an excellent opportunity to connect with teachers and explore academic and extracurricular offerings. Encourage ELL parents to join this enriching experience, empowering them in their child's learning journey while fostering a strong school-home partnership.

Person Responsible: Lucy Trillas (ltrillas@dadeschools.net)

By When: September 1, 2023

Organize the ESOL Parent Academy as an opening session to guide parents through a lab-style session on creating their parent portal. Provide step-by-step instructions and hands-on support, enabling parents to set up their portal and access valuable tools to engage in their child's education effectively. This interactive session will empower ESOL parents with the necessary skills to navigate the portal confidently, fostering stronger involvement and collaboration in their child's academic journey.

Person Responsible: Lissette Cruz (210213@dadeschools.net)

By When: September 29, 2023

As a school leadership team, we will review the attendance data from the Parent Academy and Open House events. By examining the trends and identifying areas of improvement, we will develop a comprehensive plan to increase Parent Academy attendance. This plan may include targeted outreach strategies, improved communication methods, and exploring ways to enhance the appeal and relevance of the sessions to parents. Through collaborative efforts, we aim to create a supportive and engaging environment that encourages more parents to participate actively in these valuable events, fostering a stronger school-family partnership.

Person Responsible: Lucy Trillas (ltrillas@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: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00

3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$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