Miami-Dade County Public Schools

Morningside K 8 Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Morningside K 8 Academy

http://morningside.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

Provide the school's mission statement.

The mission of Morningside K-8 Academy is to achieve academic excellence in a caring, safe, and healthy environment. The stakeholders deem that all students benefit from a program in which Mathematics, Science, Social Studies, Reading, Speaking and Writing in the English Language are stressed and incorporated with a strong technology component. In the language magnet program, students are given a choice of French, Spanish, or Haitian Creole. The curriculum also includes Art, Music and Physical Education. We emphasize self-worth by valuing our students as individuals and by respecting their different cultures. As part of our curriculum, we provide a differentiated approach to instruction and a focus on literacy that promotes high achievement. We recognize that children have various learning styles, and we are committed to multiple teaching methods to ensure their academic success. Through an integration of the BEST Standards and the use of best instructional practices, an arena is created that stimulates, challenges and guides students to their goals. We strive to unite with parents and community members to form a strong fellowship that will help us achieve success. We endeavor to provide a quality education for each student in a school that adapts to the changing environment.

Provide the school's vision statement.

The Morningside K-8 Academy community has high expectations for excellence. Teachers, staff, parents, students, and the community will work together to foster an environment where students are excited about learning and work at the peak of their abilities. We believe that learning is a lifelong process, one in which all the stakeholders are fully committed. We will provide an environment that is child-centered, maintaining a balance between the cognitive and affective domains seeking to develop the whole child. As a community rich in diversity, we take pride in and celebrate our uniqueness. We expect students to take responsibility for their actions, respect one another, and make ethical choices. We challenge our children to become critical and creative thinkers and problem-solvers who can work both independently and collaboratively using their failures as learning tools as they prepare to become productive citizens.

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.:

Dorvily, Nicole	Assistant Principal	School Operations, Curriculum, Test Chairperson, Master Schedule, Exceptional Student Education, English Language Learners, LEA, Student Services
Carrington, Juliet	Teacher, K-12	Grade 3 Chairperson
Forero, Veronica	Teacher, K-12	Kindergarten Teacher & Chairperson, EESAC Chair
Mariano-Rosete, Marice	Teacher, K-12	4th/5th Grade Teacher & Chairperson, Math Liaison, EESAC Member (Secretary), Gifted Program Chairperson
Marks, Kevin	Teacher, K-12	Upper Academy Teacher & Chairperson, Social Studies Liaison, EESAC Member
Okany, Obiageli	School Counselor	Elementary School Counselor, Student Services Liaison
Rivero, Mercedes	Teacher, K-12	Pre K Teacher and Chairperson, ESE Department Chair
Soriano, Silvana	Other	Art Teacher, Digital Innovator, PLST Member, Schoology LMS, Art Club Sponsor
Southwood-smith, Tammy	Other	Algebra 1 Teacher, Teacher Leader, Technology Liaison
Woodley, Yulanda	ELL Compliance Specialist	ESE Teacher, ELL Program Chairperson

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 SIP Team consist of the Principal, Assistant Principal, and Teacher Leaders representing the primary grades, Upper Academy (6th-8th grades), and parents who are also staff members. During faculty meetings, all staff is encouraged to share any ideas they may have that would help improve our academic standing and or our school culture. From our Annual Title 1 meeting, to every EESAC meeting,

information from the SIP is shared with all stakeholders (parents, business, community partners) and they are encouraged to provide feedback or bring any new ideas to the table.

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))

When the school's end of the year achievement data is analyzed by the SIP team, the school's goal and the action plan for each goal is also determined at the same time. This information is in turn shared with all members of the faculty and staff. The plan in place is implemented and monitored by members of the leadership team. Student performance data is again reviewed after the mid-year assessment to determine how we are progressing toward the accomplishment of our goal. Students in need of additional support are identified, the support needed is put in place to make sure we are doing what is necessary to help our students meet their goal. All programs and action plans are monitored at regular intervals by the leadership team to make sure we are on target to meet our goal.

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
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: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

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

Absent 10% or more days	8	6	3	1	3	5	1	1	3	31
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	4	5	4	6	1	9	2	2	33
Course failure in Math	0	2	0	0	4	7	9	1	1	24
Level 1 on statewide ELA assessment	0	0	0	6	10	7	16	5	2	46
Level 1 on statewide Math assessment	0	0	0	6	14	14	14	4	2	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	5	6	6	12	14	26	11	9	90

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:

Students with two or more indicators	1	3	0	4	10	10	15	3	3	49

Using the table above, complete the table below with the number of students identified retained:

Retained Students: Current Year	2	1	0	2	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	2	0	1	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Absent 10% or more days	0	0	6	3	4	3	5	2	2	28
One or more suspensions	0	0	0	0	0	0	2	0	0	2
Course failure in ELA	0	3	8	5	2	5	3	1	0	27
Course failure in Math	0	1	1	1	1	8	5	2	2	19
Level 1 on statewide ELA assessment	0	0	0	8	5	12	9	5	1	40
Level 1 on statewide Math assessment	0	0	0	5	11	10	13	8	7	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	9	11	5	13	9	9	6	65

The number of students by current grade level that had two or more early warning indicators:

Students with two or more indicators	0	0	3	6	9	6	12	10	6	55

The number of students identified retained:

Retained Students: Current Year	0	0	5	6	9	0	1	0	0	21
Students retained two or more times	0	0	0	0	3	0	2	0	1	6

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:

Absent 10% or more days	0	0	6	3	4	3	5	2	2	25
One or more suspensions	0	0	0	0	0	0	2	0	0	2
Course failure in ELA	0	3	8	5	2	5	3	1	0	27
Course failure in Math	0	1	3	1	1	6	5	2	2	19
Level 1 on statewide ELA assessment	0	0	0	8	5	12	9	5	1	40
Level 1 on statewide Math assessment	0	0	0	6	11	10	13	8	7	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	9	11	5	13	9	9	6	65

The number of students by current grade level that had two or more early warning indicators:

Students with two or more indicators	0	0	3	6	9	6	12	10	6	52

The number of students identified retained:

Retained Students: Current Year	0	0	5	6	9	0	1	0	0	21
Students retained two or more times	0	0	0	0	3	0	2	0	1	6

II. Needs Assessment/Data Review

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58			53			62		
ELA Learning Gains	57			53			62		
ELA Lowest 25th Percentile	60			55			54		
Math Achievement*	55			39			55		
Math Learning Gains	70			31			46		
Math Lowest 25th Percentile	64			29			40		
Science Achievement*	59			44			61		
Social Studies Achievement*	100			88			100		
Middle School Acceleration	100			67			56		
Graduation Rate									
College and Career Acceleration									
ELP Progress	72			50			63		

** 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.

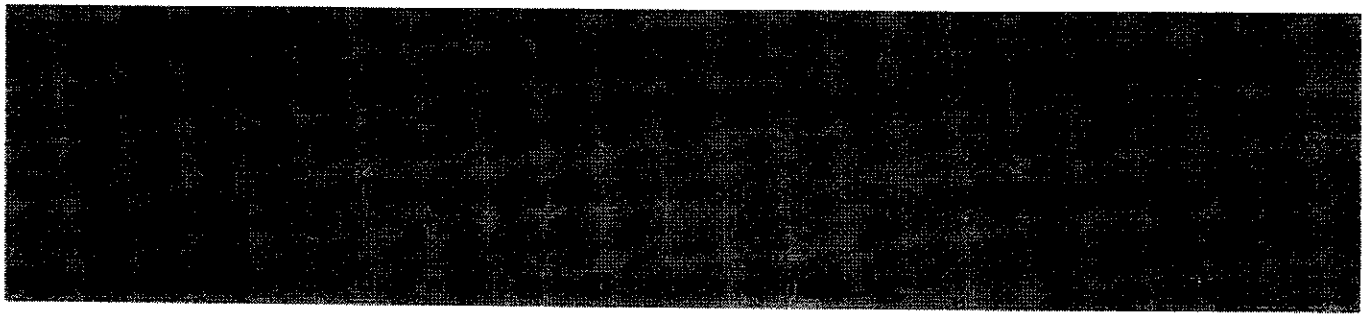
2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	695
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

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	55			
ELL	54			
AMI				
ASN				
BLK	64			
HSP	63			
MUL				
PAC				
WHT				
FRL	69			

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	58	57	60	55	70	64	59	100	100			72
SWD	48	55	60	39	68	64	50					
ELL	50	45	44	47	63	65	43					72
AMI												
ASN												
BLK	56	53	63	49	71	65	52	100				67
HSP	59	61	45	63	67		70					78
MUL												
PAC												
WHT												
FRL	56	56	61	53	70	65	58	100	100			69

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	53	53	55	39	31	29	44	88	67			50
SWD	31	37		17	19	25	14					63
ELL	49	61	57	29	33	29	48	64				50
AMI												
ASN												
BLK	49	49	59	34	29	26	35	83				48
HSP	60	60		45	38		70	93				54
MUL												
PAC												
WHT												
FRL	51	50	51	35	29	31	39	87				49

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	62	62	54	55	46	40	61	100	56			63
SWD	42	46	39	34	39	21	50					71
ELL	55	63	61	39	52	54	71					63
AMI												
ASN												
BLK	60	62	52	49	45	42	56	100	52			66
HSP	64	60	58	67	49	33	71					57
MUL												
PAC												
WHT												
FRL	61	62	54	54	47	40	58	100	56			61



III. Planning for Improvement

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to our 2022-2023 FAST data, our 5th grade math proficiency was at 30% which shows a decline of 27% when compared to their 57% proficiency in 2021-2022.

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

According to our 2022-2023 FAST data, our 5th grade math proficiency was at 30% which shows a decline of 27% when compared to their 57% proficiency in 2021-2022. We believe that the contributing factors are low foundational skills, lack of understanding of the new B.E.S.T. Standards, the use of a new state assessment, and computerized testing as opposed to paper pencil.

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.

Morningside student achievement in 5th grade math was significantly lower than the state. Student achievement level was at 55% compared to 30% at Morningside. We think that the administration of a new test (FAST PM3) and the level of understanding of the new BEST standards contributed to this low performance achievement in 5th grade math.

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

According to the 2021-2022 Science results, our 8th graders scored 67% proficiency as compared to 84% on the NGSSS 2022-2023 which represents an increase of 17% in proficiency. In 2021-2022, the Science teacher was on maternity leave which affected our overall performance that year.

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

As per our EWS data, 65 students, representing close to 20 percent of our population, have a substantial reading deficiency. This is an area of concern since we do not want any of the students at Morningside K-8 Academy to have a reading deficiency, let alone a substantial reading deficiency. Also, we have a total of 55 students, about 15 percent of our student population have two or more early warning indicators. We would like for this percentage to be in the single digit.

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

1. 7th grade ELA
2. 5th grade Science
3. 5th grade Math
4. School Culture
5. Attendance

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 2022-2023 School Climate Survey revealed that 27% of our faculty and staff has low morale. As a result there is a an urgent need to improve school culture and staff morale. We will use Rewards and Incentives to mitigate the contributing factors by taking adequate disciplinary measures to deal with disruptive student behaviors and by maintaining a clean, safe, and inviting environment to improve staff satisfaction.

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

With the implementation of Rewards and Incentives, our goal will be to increase school culture and staff morale from 73% to 88% by June 2024, which will be an increase of 15 percentage points.

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

The leadership team will work together to address disruptive behaviors in the classroom and provide support to students, parents, and teachers. We will also aim to maintain a clean an inviting learning environment by conducting regular walkthroughs with the head custodian and by addressing the condition of the school building.

Person responsible for monitoring outcome:

Nicole Dorvily (ndorvily@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.)

Through our Rewards and Incentives program, we will continue to highlight our "Employee of the Month" by identifying an employee every month and highlighting their contributions and successes. On a quarterly basis, we will organize a staff appreciation event starting with an opening of school retreat for the first quarter.

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

The rationale for the strategy selected involves highlighting every accomplishment in the building. We will improve staff morale by celebrating small successes. Rewards and Incentives will give the staff as sense of togetherness and appreciation, which will in turn improve their perception of the workplace.

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.

In order to maintain a healthy school environment, a SMILE (Something Magical In Learning Every day) Committee will be created with the intent to help improve school culture and staff morale. As a result, if teachers are happy, then retention will not be a concern.

Person Responsible: Nicole Dorvily (ndorvily@dadeschools.net)

By When: August 17, 2023

Welcoming spaces, such as a staff recreation room, will be created to give employees a place to gather for fun activities such as birthday celebrations and staff recognition. As a result, staff will have a sense of togetherness and appreciation.

Person Responsible: Nicole Dorvily (ndorvily@dadeschools.net)

By When: 8/14/2023-9/29/2023

To create a collaborative atmosphere, a needs assessment survey drafted by the SMILE Committee will be shared with all staff. The results of the survey will be used to address all concerns. As result, staff members concerns will be met.

Person Responsible: Nicole Dorvily (ndorvily@dadeschools.net)

By When: 8/14/2023-9/29/2023

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 our 2022-2023 FAST data, our 5th grade math proficiency was at 41% which shows a decline of 16% when compared to their 57% proficiency in 2021-2022. We will implement Data Driven Instruction to increase student proficiency.

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

Through the successful implementation of data driven instruction, our 5th grade proficiency will increase by 5 percentage points as evidenced by the 2024 FAST PM3 assessment results.

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

The Math Coach, CSS assigned to the school, and Assistant Principal for curriculum, will provide data analysis support to the math teachers and ascertain the implementation of data driven instruction.

Person responsible for monitoring outcome:

Tammy Southwood-smith (tsouthwood@dadeschools.net)

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

Based on data, small pull-out intervention groups will be set up to address student deficiencies. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

Smaller groups will enable the teacher and the interventionist to work with the students individually to address their deficiencies.

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.

All math teachers will administer a baseline test to identify student deficiencies and develop Instructional Focus Calendars that will enable targeted intervention. As a result, targeted students will have a stronger foundation in mathematics that will enable the teachers to scaffold instruction.

Person Responsible: Tammy Southwood-smith (tsouthwood@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

Math teachers will collaborate weekly within grade levels to create standards-based lesson plans that include differentiated instruction. As a result, teachers will be equipped with lesson plans and data to tackle instruction.

Person Responsible: Tammy Southwood-smith (tsouthwood@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

The Math Coach will share the intervention data and Instructional Focus Calendars with the interventionist and will go over the curriculum with them during planning to ascertain content understanding. As a result, interventionists will be well prepared to deliver instruction to their groups.

Person Responsible: Tammy Southwood-smith (tsouthwood@dadeschools.net)

By When: 08/14/2023 to 09/29/2023 and beyond.

All tier 2 and tier 3 math students will be identified and will be eligible to receive before/after school tutoring and participate in Saturday Academy. As a result, tier 2 and tier 3 math student performance will increase.

Person Responsible: Nicole Dorvily (ndorvily@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

#3. 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.

According to our 2022-2023 FAST data, our 6th grade ELA proficiency was at 39% which shows a decline of 21% when compared to their 60% proficiency in 2021-2022. We will focus on Ongoing Progress Monitoring (OPM) to check students' response to instruction and evaluate the effectiveness of instruction.

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

With the effective implementation of OPI, we will improve student performance from 39% to 44% on the 2023-2024 FAST assessment PM3.

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

Unit assessments will be administered on a monthly basis to generate data that will aid in monitoring student performance. Additionally, I-Ready progress monitoring data will be monitored and analyzed to determine student performance and response to instruction.

Person responsible for monitoring outcome:

Marice Mariano-Rosete (marice.mariano-rosete@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.)

All tier 2 and tier 3 ELA students will be identified and Ongoing Progress Monitoring will be used to guide teaching and learning. 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.

OPM will help bridge the gap between students' existing proficiency level and their expected proficiency.

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.

Students will be referred to before and after school tutoring where they will receive additional instruction, coaching, practice, and guidance as needed. As a result, learning gaps will decrease.

Person Responsible: Nicole Dorvily (ndorvily@dadeschools.net)

By When: 9/4/23-9/18/23

Push-in intervention will be provided to tier 2-3 students in need of additional support. As a result, students will receive support at their achievement level.

Person Responsible: Nicole Dorvily (ndorvily@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

The ESOL coordinator will provide support to students with limited English proficiency on an ongoing basis. ESOL resources will be used to address their specific reading and comprehension deficiencies. As a result, ELL students demonstrate growth in ELA.

Person Responsible: Yulanda Woodley (ywoodley@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

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 our 2023 NGSSS Science Assessment data, only 49% of our 5th grade class were proficient as compared to 51% from the previous year . We will implement Student-Centered Learning to address this decrease in performance.

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

Using Student-Centered Learning, we will increase our Science performance by 5% from 49% to 54% on the 2023-2024 Science test.

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

To monitor student performance, data analysis will be conducted with the science teacher every quarter.

Person responsible for monitoring outcome:

Nicole Dorvily (ndorvily@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.)

During classroom walkthroughs, classroom discussion, collaboration among students, and the level of student interest will be evident.

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

Collaboration and student participation will enhance performance. The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Walkthroughs will be conducted regularly to monitor delivery of instruction and student participation. As a result, explicit instruction and student participation will be maintained.

Person Responsible: Nicole Dorvily (ndorvily@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

Teachers will plan for and implement hands-on science labs as delineated by the pacing guide. As a result, students will be engaged in hands-on learning.

Person Responsible: Nicole Dorvily (ndorvily@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

The use resources such as Gizmo, Generation Genius, BrainPOP etc. will help enhance student understanding of science concepts. As a result, student performance will improve.

Person Responsible: Nicole Dorvily (ndorvily@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

Title I Requirements

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.

Effective communication with all stakeholders is a crucial part of the success of our school. For this reason, transmission of SIP information to our parents, students, and community partners is very important. The SIP is first discussed with stakeholders at our Annual Title 1 meeting held during Open House. It is also discussed monthly during faculty meeting to keep faculty and staff aware of all plans and actions steps being developed. It is presented during ESSAC meetings, and 2nd Cup of Coffee held every month by our Community Involvement Specialist to ascertain that parents and partners are all kept informed of the plans being implemented.

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))

Information about District/school policies, rules and expectations are shared with parents in a contract drafted in the beginning of the year. A monthly calendar of events is provided to parents regularly to keep them engaged and abreast of all activities happening on campus. Family supported events, parent conferences, and open communication with teachers will be maintained foster collaboration and mutual support.

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))

In addition to explicit instruction in the classroom, students in need of additional support will be placed in intervention and will also have the opportunity to participate in before and after school tutoring. Saturday Academy is also held for twelve weeks for bubble students in 3rd-8th grade.

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))

Data analysis is used to develop intervention plans and to select students in need of additional support. The aim of additional support is to address the achievement gap and improve overall student performance.

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))

Our School Counselor and Mental Health Coordinator work closely with our teachers and parents to provide mental health support, mentoring, and housing services to our students and families. Sometimes, support is provided through referrals to community partners that have the resources necessary to assist our parents.

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))

N.A

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).

Our educator are very involved in the MTSS process. Once a student shows signs of behavior and or academic problems that may require the help of the Student Study Team, then the necessary paperwork is drafted to get the ball rolling. All necessary tier 2 or tier 3 data is collected, FBAs or BIPs are developed in order to tackle the issue and provide the necessary support to the parent and the student.

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))

Best practices are constantly being shared among our faculty. Teachers in need of support are provided the guidance necessary, and the opportunity to collaborate with other teacher leaders in the school building and throughout the district. Areas in need of improvement are identified collaboration is developed to help them improve their craft.

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))

Our parent are afforded the opportunity to visit our VPK classes to help with the transition into early childhood education. Our Magnet Lead Teacher organizes regular "Meet and Greet" for parents of

prospective candidates and afford them the opportunity to visit and familiarize themselves with our programs.