

Miami-Dade County Public Schools

Jorge Mas Canosa Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	0

Jorge Mas Canosa Middle School

15735 SW 144TH ST, Miami, FL 33196

<http://jmcmiddle.dadeschools.net>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Jorge Mas Canosa Middle School is to provide a rigorous international education that challenges our students to become globally literate by inspiring them to achieve their maximum potential while meeting their personal, social, and cognitive needs.

Provide the school's vision statement.

The vision of Jorge Mas Canosa Middle School is to provide an environment conducive to developing global literacy.

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
Falconjr, Elio	Principal	Mr. Falcon leads teachers and staff, sets goals for the school, and ensure students meet their learning objectives. He oversees the school's day-to-day operations, including handling disciplinary matters, managing a budget, and hiring teachers and other personnel.
Cortez, Guillermo	Assistant Principal	Supports the principal in ensuring the goals for Academic Programs and School Culture are implemented school-wide. Collaborates on the School Improvement Process with all stakeholders to create and evaluate a plan to ensure the success of all learners. Works closely with the EESAC Chairperson to ensure deadlines and compliance documentation are adhered to.
Garrote, Lorena	Assistant Principal	Supports the principal in ensuring the goals for Academic Programs and School Culture are implemented school-wide. Collaborates on the School Improvement Process with all stakeholders to create and evaluate a plan to ensure the success of all learners. Works closely with the EESAC Chairperson to ensure deadlines and compliance documentation are adhered to.
Cruz, Myrna	Magnet Coordinator	Ms. Cruz is responsible for the recruitment of the Cambridge Magnet program. She collaborates with all departments disseminating Cambridge information. She plans and ensures all teachers are covering the required curriculum and adhering to timelines outlined in the district pacing guide.

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 school involves all stakeholders in the development of the SIP by providing opportunities for feedback and sharing of ideas. The school leadership team meets to analyze school data and creates a plan of action to address school needs. The school leadership team shares the information with teachers during faculty meetings and elicits input to improve the plan of action. Teachers are also given opportunities to discuss the SIP during departmental meetings and grade-level meetings. School staff, parents, students, and community leaders provide input on the SIP during Educational Excellence School Advisory Council meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored by the school leadership team to ensure it is being implemented with fidelity to increase student achievement in all grade levels and content areas. The school leadership team evaluates the action steps being implemented to determine if changes need to be made. The school leadership team reviews data from topic assessments, mid-year assessment data, diagnostic data from iReady, and data from the progress monitoring assessments administered in reading and mathematics. To ensure continuous improvement the school leadership team gathers input from stakeholders.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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	94%
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)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B
	2019-20: B
	2018-19: B
	2017-18: A
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	39	41	71	151
One or more suspensions	0	0	0	0	0	0	2	9	32	43
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	13	3	2	18
Course failure in Math	0	0	0	0	0	0	23	6	12	41
Level 1 on statewide ELA assessment	0	0	0	0	0	0	88	115	137	340
Level 1 on statewide Math assessment	0	0	0	0	0	0	76	85	80	241
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	134	199	235	568

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	74	81	92	247

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	3	1	0	4
Students retained two or more times	0	0	0	0	0	0	1	2	7	10

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	33	114	101	248
One or more suspensions	0	0	0	0	0	0	52	88	58	198
Course failure in ELA	0	0	0	0	0	0	18	36	27	81
Course failure in Math	0	0	0	0	0	0	28	33	28	89
Level 1 on statewide ELA assessment	0	0	0	0	0	0	55	80	135	270
Level 1 on statewide Math assessment	0	0	0	0	0	0	91	134	112	337
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	96	137	194	427

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	67	129	126	322

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	5	32	4	41
Students retained two or more times	0	0	0	0	0	0	2	26	15	43

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	33	114	101	248
One or more suspensions	0	0	0	0	0	0	52	88	58	198
Course failure in ELA	0	0	0	0	0	0	18	36	27	81
Course failure in Math	0	0	0	0	0	0	28	33	28	89
Level 1 on statewide ELA assessment	0	0	0	0	0	0	55	80	135	270
Level 1 on statewide Math assessment	0	0	0	0	0	0	91	134	112	337
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	96	137	194	427

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	67	129	126	322

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	5	32	4	41
Students retained two or more times	0	0	0	0	0	0	2	26	15	43

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	57	56	50	61	58	54
ELA Learning Gains	55	56	48	59	58	54
ELA Lowest 25th Percentile	45	48	38	44	52	47
Math Achievement*	59	55	54	65	58	58
Math Learning Gains	64	64	58	58	56	57
Math Lowest 25th Percentile	58	63	55	48	54	51
Science Achievement*	59	51	49	56	52	51
Social Studies Achievement*	73	73	71	73	74	72
Middle School Acceleration	69			71		
Graduation Rate						
College and Career Acceleration						
ELP Progress	69			64		

* 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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	53			
AMI				
ASN	79			
BLK	54			
HSP	61			
MUL	75			
PAC				
WHT	59			
FRL	59			

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	57	55	45	59	64	58	59	73	69			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
SWD	30	45	41	35	52	47	29	52	29			70
ELL	39	51	47	46	58	54	40	63	63			69
AMI												
ASN	78	62		85	71		86		92			
BLK	48	50	44	50	63	54	59	65				
HSP	57	55	45	59	64	59	58	73	67			71
MUL	70			80								
PAC												
WHT	59	58	46	54	62	46	57	77	70			
FRL	55	54	42	56	63	57	56	71	65			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	56	48	36	55	39	32	47	63	49			65
SWD	28	30	23	32	33	29	24	39	12			50
ELL	40	44	40	45	36	34	23	53	38			65
AMI												
ASN	81	67		80	59		82	92	93			
BLK	42	38	17	40	25	23	41	68	27			
HSP	55	48	38	55	39	33	46	61	47			65
MUL	64	30		64	40							
PAC												
WHT	67	54		58	43	23	56	69	50			
FRL	52	46	36	51	37	31	42	58	42			65

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	61	59	44	65	58	48	56	73	71			64
SWD	25	39	33	35	48	39	30	39	36			31
ELL	43	54	48	53	52	48	26	52	53			64
AMI												

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
ASN	63	55		77	58		87		100			
BLK	45	46	18	50	57	46	45	87	73			
HSP	61	59	46	65	58	48	55	72	70			64
MUL	78	78		78	61		75					
PAC												
WHT	65	61	42	68	56	36	55	79	83			
FRL	59	57	42	62	57	47	52	71	67			63

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	49%	50%	-1%	47%	2%
08	2023 - Spring	47%	51%	-4%	47%	0%
06	2023 - Spring	46%	50%	-4%	47%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	49%	58%	-9%	54%	-5%
07	2023 - Spring	55%	48%	7%	48%	7%
08	2023 - Spring	71%	59%	12%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	40%	5%	44%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	56%	38%	50%	44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	68%	-2%	66%	0%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance was ELA as 47% of students in grades 6 - 8 met proficiency on the FAST PM III Reading Assessment as compared to 57% in the 2021- 2022 school year. The contributing factors include a large influx of ELL students, a high percentage of ESE population, new BEST standards and assessment, and instruction by temporary instructors. A trend that is evident, is that students who had exited the Intensive Reading program in the previous grade regressed back into the program.

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

The data component that showed the greatest decline from the prior year was ELA, 47% of students in grades 6 - 8 met proficiency on the FAST PM III Reading assessment as compared to 57% in the 2021-2022 school year, a 10 percentage point decrease. A significant factor that contributed to this decrease was the missing component of the writing portion of the state assessment. Other factors include a large influx of ELL students, a high percentage of ESE population, new BEST standards and assessment, and instruction by temporary instructors.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was found in 6th Grade Mathematics. FAST PM III data indicates the state proficiency average was 55% as compared to 49% for students at Jorge Mas Canosa Middle School. This demonstrates a 6% gap. The factors that contributed to this gap include a large influx of ELL students and a high percentage of ESE students.

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

The data component that showed the most improvement was student proficiency in the Algebra I EOC. New actions the school implemented included offering students extended learning opportunities such as after school tutoring and a Saturday Academy. The Saturday Academy was offered to students twice a month in preparation for the end-of-course assessment. The school also implemented a pull-out program through elective classes to provide intervention for struggling students in Algebra I. Additionally, the school implemented differentiated instruction through the use of IXL.

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

After reflecting on the EWS data from Part I, a potential area of concern is that 340 students school-wide scored a level 1 on the FAST PM III Reading assessment which is 28% of the student body. The school has placed each of these students in Intensive Reading courses to provide intervention for deficient reading skills.

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

The highest priorities for the upcoming school year include:

1. Increasing reading proficiency across all grade levels.
2. Increasing mathematics proficiency across all grade levels.
3. Ensuring our ESE student population demonstrate growth through learning gains in reading and mathematics.
4. Ensuring our ELL population demonstrate growth in both reading and mathematics.
5. Increasing our proficiency in Civics.

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.

According to the 2022 – 2023 Progress Monitoring III ELA data, 47% of students in grades 6 - 8 were proficient as compared to 47% in the State of Florida and 51% at the district level. Based on the data and the identified contributing factors of: high number of ESE and ELL students, student readiness levels limiting the ability to master grade-level tasks, and lesson plans that do not set high expectations, we will implement the targeted element of ELA.

Measurable Outcome:

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

With the implementation of Establishing and Implementing Instructional Frameworks, an additional 2% (for a total of 49%) of the students in grades 6 - 8 will score at grade level or above in the area of ELA by June 2024.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome by Mr. Elio Falcon through data analysis within the Reading and Language Arts departments. Mr. Falcon, Mr. Cortez, and Ms. Garrote will hold data chats with teachers after each progress monitoring assessment to support instructional practice. The administrative team will conduct regular classroom walkthroughs for accountability.

Person responsible for monitoring outcome:

Elio Falconjr (pr6771@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 ELA, our school will focus on Establishing and Implementing Instructional Frameworks. Establishing and Implementing Instructional Frameworks will promote and sustain a set of inquiry practices that result in the achievement of all students during the instructional block. instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing and Implementing Instructional Frameworks is a strategy that allows the content period to be separated into blocks of time to maximize learning for all students it may include: an opening routine, whole group, small groups, and closing activity that promotes bell to bell instruction.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The ELA and Reading Departments will hold grade-level planning sessions. As a result, lesson plans will be developed utilizing the pacing guides and embedded resources.

Person Responsible: Melissa Casabielle (melissacastrillon@dadeschools.net)

By When: 08/14/23-09/29/23

Through ELA and Reading Department meetings, teachers will share standard-aligned best practices. As a result, teachers will take turns taking the lead and modeling explicit instruction that will address identified student needs as it pertains to BEST standards.

Person Responsible: Guillermo Cortez (281251@dadeschools.net)

By When: 08/14/23-09/29/23

The ELA and Reading departments will collaborate monthly to ensure cohesion amongst grade levels. As a result, teachers will analyze student diagnostic data to identify the needs of the students for targeted instruction in both reading and language arts.

Person Responsible: Ivette Delgado (idelgado1@dadeschools.net)

By When: 08/14/23-09/29/23

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

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

According to the 2023 School Climate Survey, 63% of our faculty either strongly agree or agree that there is a lack of concern and support from parents as compared to the 2022 school climate survey with only 3% feeling there was a lack of parental support. Based on the data and the identifying contributing factors such as student attendance and disciplinary concerns, we will implement the targeted element of increasing parental and family engagement at the school.

Measurable Outcome:

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

Through the implementation of increased parental and family engagement a decrease of 3% (for a total of 60%) of the faculty will either strongly agree or agree that there is a lack of concern and support from parents in the 2023 - 2024 School Climate Survey.

Monitoring:

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

The Area of Focus will be monitored to ensure the desired outcome is attained through monthly family and engagement reports. Mr. Guillermo Cortez will monitor family and parent participation by analyzing engagement report data and sharing the information with stakeholders. The school will offer various opportunities for parents and families to engage with the school on an ongoing basis.

Person responsible for monitoring outcome:

Elio Falconjr (pr6771@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based intervention being implemented for this Area of Focus is communicating with stakeholders. The school will effectively communicate with students, parents, faculty and staff, and community members to increase parental and family and engagement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is to increase student achievement, promote a positive school culture, and to serve as a bridge between the school and home.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The school administration and student services team will conduct grade level orientations through social studies classes. The grade level assemblies will address expectations, academic goals, and thorough review of the Student Code of Conduct.

Person Responsible: Elio Falconjr (pr6771@dadeschools.net)

By When: 08/14/23-09/29/23

The school will promote the Values Matter campaign school-wide during homeroom. Students will learn the importance of values such as respect, honesty, and integrity. Model students will be recognized by the student services team for exhibiting positive values. Parents will be invited to attend a ceremony where students will be recognized for following the core values.

Person Responsible: Guillermo Cortez (281251@dadeschools.net)

By When: 08/14/23-09/29/23

The school will offer stakeholders opportunities to participate in the decision-making process of the school by participating in Educational Excellence School Advisory Council meetings on a monthly basis.

Person Responsible: Guillermo Cortez (281251@dadeschools.net)

By When: 08/14/23-09/29/23

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

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

Differentiation was identified as a key instructional practice to implement during the 2023 - 2024 school year to ensure continued growth for all students. Based on the 2023 FAST PM III Reading data there was a decrease in proficiency in the school's ELA data from 57% in 2022 to 47% in 2023 a decrease of 10%. Additionally, the school decreased proficiency in the 7th Grade Civics assessment as 66% of students were proficient in 2023 as compared to 73% in 2022, a decrease of 7%. This data indicates the importance of implementing differentiated instruction to fill the academic gaps.

Measurable Outcome:

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

With the implementation of differentiation, an additional 4% (for a total of 51%) of students will score at grade level or above in the area of ELA, an additional 4% (for a total of 70%) in the area of Civics by 2023-2024 state assessments in June 2024.

Monitoring:

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

The School Leadership Team will conduct quarterly data chats with teachers and follow-up with regular walkthroughs to ensure quality instruction is taking place. The School Leadership team will monitor performance data including diagnostic assessments, district topic assessments, mid-year assessments, and student academic grades. Administrators will review lesson plans for indication of differentiation. Data analysis of formative assessments of all students will be reviewed to observe progress. Extended learning opportunities will be provided for all students to include enrichment and remediation.

Person responsible for monitoring outcome:

Guillermo Cortez (281251@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 Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating proficiency and learning gains for all students. Data-Driven instruction will be monitored through departmental and administrative data chats to drive instructional planning and data-driven conversations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

Curriculum Leaders will schedule bi-weekly department meetings to maximize the opportunities for the teachers to collaborate and share best teaching strategies. As a result, teacher instructional capacity will increase to better support student achievement. Data-driven instruction will be implemented to target student needs.

Person Responsible: Elio Falconjr (pr6771@dadeschools.net)

By When: 08/14/23-09/29/23

Benchmark assessment data will be collected and used to determine the need for reteaching, practice, or enrichment. Hands-on activities will be distributed to student groups based on benchmarks identified through the assessment data. As a result, appropriate remediation and enrichment practices will be afforded to students based on need.

Person Responsible: Lorena Garrote (270409@dadeschools.net)

By When: 08/14/23-09/29/23

The School Leadership Team will conduct quarterly data chats with teachers in the areas of accountability to ensure and monitor student progress. Teachers will conduct data chats with students to achieve the same goal.

Person Responsible: Elio Falconjr (pr6771@dadeschools.net)

By When: 08/14/23-09/29/23

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

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

Benchmark-aligned Instruction was identified as a critical need to continue the effective implementation of benchmarks in Science and Civics. Additionally, it is crucial for teachers across the curriculum to align instruction to the benchmarks that are assessed by the state to increase student achievement. It is imperative for teachers to utilize district provided resources, pacing guides, and curriculum resources. The 2023 assessment data indicates a decrease of 14% in 8th Grade Science, and a decrease of 7% in Civics as compared to 2022. The monitoring of benchmark-aligned instruction will allow us to gauge student progress towards the expected level of student achievement in the 2024 state-wide assessments.

Measurable Outcome:

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

With the implementation of Benchmark-Aligned Instruction, an additional 4% proficient in the area of 8th Grade Science (for a total of 49%), an additional 4% proficient (for a total of 70%) in the area of Civics as evidenced by the 2023 - 2024 state-wide assessments.

Monitoring:

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

The school's curriculum leaders will conduct bi-weekly meetings to share best practices and provide feedback. Administrators will review lesson plans to ensure compliance with B.E.S.T. standards. Data analysis of formative assessments of all students will be reviewed to observe progress.

Person responsible for monitoring outcome:

Elio Falconjr (pr6771@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based strategy that will be utilized for this Area of Focus is Extended Learning Opportunities. To effectively implement benchmark-aligned instruction the school will offer students after school tutoring for one hour and will also offer a Saturday Academy twice a month.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Extended Learning Opportunities was selected as the evidence-based strategy for this Area of Focus because it is essential to offer students additional support to ensure mastery of benchmarks and to provide enrichment opportunities.

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.

After each unit or topic assessment, teachers will conduct student data chats to monitor the mastery of grade level benchmarks. Intentional and strategic lessons will be provided to maximize student learning gains.

Person Responsible: Lorena Garrote (270409@dadeschools.net)

By When: 08/14/23-09/29/23

To support instruction, teachers will assign Edgenuity lessons by standards. Edgenuity will provide video demonstrations for each lesson, practice session for understanding, student participation in assignments, guided notes to assist during the session, and an assessment at the conclusion of each lesson to support instruction.

Person Responsible: Lorena Garrote (270409@dadeschools.net)

By When: 08/14/23-09/29/23

Teachers will follow and implement the district pacing guides which provide an instructional framework to support student achievement. Teachers will adhere to the pace prescribed in the district pacing guides for delivery of standards and utilize the Achievement Level Descriptors to ensure rigor is present in lesson delivery.

Person Responsible: Guillermo Cortez (281251@dadeschools.net)

By When: 08/14/23-09/29/23

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.

Disseminating the school improvement plan to stakeholders is crucial for transparency, engagement, and collaboration. The SIP will be disseminated to stakeholders in the following manner:

1. SIP will be uploaded to the school website
 2. Copies of the SIP will be available in the Title I Parent Resource Center
 3. SIP information will be shared at the Title I Annual Parent Meeting
 4. Information on the SIP will be shared at the school's Open House
 5. The SIP will be presented to stakeholders at EESAC meetings for feedback and input
- School webpage: <http://www.jmcmiddle.com>

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))

The school plans to build positive relationships with parents, families, and other community stakeholders by providing an open and welcoming school environment, communicating effectively with stakeholders

through various methods such as SchoolMessenger, parent/teacher conferences, and family nights. Additionally, the school will hold parent workshops to support student achievement. The school will also celebrate success through honor roll ceremonies and end-of-the year awards assembly. School webpage: <http://www.jmcmiddle.com>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school is committed to continuous improvement and enhancing the academic experience for all students. Teachers will develop student-centered lessons to maximize learning and engagement. Teachers will receive professional development to effectively implement personalized learning strategies, allowing students to progress at their own pace and engage with content that resonates with their individual needs. Teachers will implement technology to enhance the learning experience. Online resources, digital tools, and interactive platforms will be used to supplement classroom instruction, provide additional practice, and offer enrichment opportunities. The school will offer students extended learning opportunities to target academic interventions, enrichment activities, and project-based learning that goes beyond the core curriculum.

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))

The school will collaborate with local education agencies to align our academic plan with the requirements and guidelines outlined in the Every Student Succeeds Act (ESSA). This includes utilizing Title I funding to provide targeted support to students in need, ensuring that our academic initiatives support student needs. The school recognizes the importance of proper nutrition in supporting student learning. The school will provide students access to healthy meals, both for breakfast and lunch. Additionally, students with housing difficulties will be referred to Project Upstart for assistance.