Law Enforcement Officers Memorial High School

2023-24

Schoolwide Improvement Plan (SIP)

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Law Enforcement Officers Memorial High School

300 NW 2ND AVE, Miami, FL 33128

http://schoolof justice.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.

It is through integrity, duty, and justice that we prove our bravery and provide public service to our community.

Provide the school's vision statement.

Provide an educational environment that meets the needs of all students while promoting university and career
pathways.

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
Aristide, William	Principal	• Instructional and Operational Leader in building • Communicates effective school ideas or concerns • Oversees staff development-personal growth concerns • Facilitates Community and Business Partnerships • Final approval of all financial expenditures • Contractual Concerns • PTSA- EESAC- Alumni Association- Partnership • Fundraising
Vazquez, Stacey	Assistant Principal	• Assists the principal in planning and administering instructional programs. • Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs which support the school improvement plan. • Implements attendance procedures in accordance with Board policies. • Assists the principal in working cooperatively with students, parents, staff, and community agencies to ensure appropriate behaviors within the learning environment. • Assists the instructional staff in self-improvement and keeps them informed of available curriculum materials and staff development services. • Assists the principal in the assignment, training, supervision, and evaluation of staff. • Assists the principal in assuring the safety and security of students.
Rotolante, Kimberly	Magnet Coordinator	• Supervision of Student Affairs • Supervision of Magnet Programs • Health/ School Clinic • Supervision of Fieldtrips • Police Academy Contact • Computer Specialist/Technology • Community Contact & Relations • Tablet Distribution • Social Media Contact • Graduation Points Coordinator • Business Partnerships • Activities Supplements • School and Student Culture • Honor Roll • TV Production/ Announcement • Community Liaison • Report Cards/Progress Reports • Teacher of the Year/Sallie May • PTSA/PTA
Anderson, Elle	School Counselor	• School Counselor • Individual Counseling • Supervision of all Counseling Services

Name	Position Title	Job Duties and Responsibilities
		• Dual Enrolment Program • Early Admission Program • Mental Health Services • United Way Campaign • Assist with Registration • Project Upstart • Assist with SPED Program • Academic Advisements • Bullying Prevention • Course Recovery • Crisis Intervention • Community Service Hours • Visitation Protocols • CAP Advisor • Assist with academic affairs
Butler, Warren	Dean	• Supervision of PE • Operational Assignments • Saturday School Coordinator • Supervision of Interns • Assist Resource Officer • Assist with Security Monitors • SCSI Coordinator • After School Detention • Internship Program • Hallway & Cafeteria duties • Any duties assigned by the Principal
Concepcion, Lizbet	Other	• Testing Supervisor • Assist with School Wide Discipline • Supervision of Foreign Language • ESOL Program Compliance • Supervision LEP Committee • Transportation • Records/Documents • New Student Registration • Business Partnerships • Supervision of Electives • Hallway & Cafeteria duties • Any duties assigned by the Principal

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.

School leadership fosters, maintains, and recruits strategic partnerships and relationships with all stakeholders that enhance the academic success of our school. All stakeholders are encouraged to attend the Educational Excellence School Advisory Council (EESAC) meetings to discuss decisions related to the implementation of the school's improvement plan, and to solicit input from members about program implementation. The EESAC promotes and strengthens the relationship between the home and school so that our school community may cooperate in the education of our students. The School Leadership Team at Law Enforcement Officers' Memorial High School (LEOMHS) refines and modifies the SIP throughout the school year to define targeted work necessary to raise achievement and prepare every student to graduate. During monthly EESAC meetings, all stakeholders have an authentic voice to discuss decisions related to the implementation of the SIP, and to solicit input from members about program implementation. The SIP establishes a unified vision for the school, identifies learner priorities, and sustains consistent collaboration with stakeholders to advance identified priorities.

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 monitored through assessments, data analysis, and progress monitoring. This involves reviewing student performance data, analyzing trends, and comparing outcomes against intended goals. Adjustments are then made to instructional strategies, curriculum, and interventions based on gathered insights. Additionally, ongoing communication with all stakeholders helps to ensure alignment and successful implementation of the SIP.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	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) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A

	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	55	50	63	54	51	65		
ELA Learning Gains				64			48		
ELA Lowest 25th Percentile				64			30		
Math Achievement*	64	43	38	47	42	38	32		
Math Learning Gains				68			21		
Math Lowest 25th Percentile				83			24		
Science Achievement*	73	62	64	61	41	40	68		
Social Studies Achievement*	61	69	66	86	56	48	61		
Middle School Acceleration					56	44			
Graduation Rate	99	89	89	100	56	61	99		
College and Career Acceleration	79	70	65	88	67	67	94		
ELP Progress		49	45						

* 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	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	99

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	724
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 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				
ELL				
AMI				
ASN				
BLK	64			
HSP	77			
MUL				
PAC				
WHT				

2022-23 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%
FRL	73			

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	60			
ELL	56			
AMI				
ASN				
BLK	70			
HSP	73			
MUL				
PAC				
WHT				
FRL	74			

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)

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			64			73	61		99	79	
SWD												
ELL												
AMI												
ASN												
BLK	39			57			69	62		56	6	
HSP	64			70			77	61		90	6	
MUL												

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	55			67			78	61		77	6	

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	63	64	64	47	68	83	61	86		100	88	
SWD	60											
ELL	47	47		54	77							
AMI												
ASN												
BLK	56	68	75	44	73		64	69		100	80	
HSP	66	61	63	51	67	79	58	91		100	92	
MUL												
PAC												
WHT												
FRL	63	65	63	51	74	88	60	85		100	86	

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	65	48	30	32	21	24	68	61		99	94	
SWD												
ELL	46	50		29	21		46			100	91	
AMI												
ASN												
BLK	49	39	23	27	23		53	50		100	97	
HSP	70	50	35	32	19	35	71	63		98	91	
MUL												
PAC												
WHT												
FRL	63	44	24	29	20	24	62	57		100	96	

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
10	2023 - Spring	65%	54%	11%	50%	15%
09	2023 - Spring	50%	51%	-1%	48%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	56%	20%	50%	26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	52%	9%	48%	13%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	65%	8%	63%	10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	66%	-4%	63%	-1%

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.

Our 9th Grade ELA showed the lowest performance as we had 50% proficiency on the FAST PM3. This is a decrease of 17 percentage points from the 2022 - 2023 school year (67%). Although our scores are marginally above the District and the State, historically our 9th graders have consistently been at 65% or above in proficiency. Intervention and free tutoring services were provided for all students. However, our after-school ELA tutoring sessions were not positively attended by our 9th grade students.

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 United States History. During the 2021-2022 school year, we achieved 86% proficiency. During the 2022-2023 school year, we achieved 61% proficiency. This represents a decline of 25 percentage points. This drastic decline was not expected, as it was anticipated for our students to maintain 86% proficiency, or above. Continuous progress monitoring occurred through the District's Topic Assessments, ongoing Formative Assessments, Teacher-Made Assessments, and Kahoots. The District's supplemental U.S. History workbook was also incorporated to create DI Groups, as well assist students in the Lowest 25%. Tutorial Services were also offered after school, twice a week. However, these tutorial services were poorly attended.

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 positive gap when compared to the state average was our 10th Grade ELA. On the FAST PM3, we achieved 65% proficiency, while the state achieved 50% proficiency. Our 10th Grade ELA teacher did a phenomenal job of ensuring that instruction was standards-aligned, and identifying the needs of each individual student through intervention and differentiated instruction. The data component that had the greatest negative gap when compared to the state average was United States History. On the EOC, we achieved 61% proficiency, while the state achieved 63% proficiency. Continuous progress monitoring occurred through the District's Topic Assessments, ongoing Formative Assessments, Teacher-Made Assessments, and Kahoots. The District's supplemental U.S. History workbook was also incorporated to create DI Groups, as well assist students in the Lowest 25%. Tutorial Services were also offered after school, twice a week. However, these tutorial services were poorly attended.

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

Our Algebra 1 proficiency is 75%, which is an increase of 42 percentage points from the previous school year. New actions included incorporating Algebra A and Algebra B into the Master Schedule. This ensured that students were receiving instruction, enrichment, and remediation through differentiated instruction activities. Continuous progress monitoring also occurred through District Topic Assessments, technology programs, tutorial services, and monthly visits from a Math Curriculum Support Specialist. Our Biology proficiency is 71%, which is an increase of 10 percentage points from the previous school year. New actions included incorporating lesson plans and review sessions that were aligned to the EOC standards.

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

Reflecting on the EWS data, one area of concern are our students that have received a Level 1 or 2 on ELA and Math State Assessments. We will continue to ensure that progress monitoring is occurring for each student, as well as Intervention and Tutorial Services. Another area of concern is Attendance. Due to LEOMHS being located in Downtown Miami, students often use distance as an excuse to not come to school. We will continue to hold students and parents accountable for ensuring that they are present at

school every day. Attendance Review Committee Meetings will continue to be held on a monthly basis to address attendance concerns with our Warrior Families.

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

Cross-Curricular Planning
Data-Driven Instruction
Standards-Aligned Instruction
Job-Embedded Professional Development
Attendance

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

#1. Instructional Practice specifically relating to 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.

Based on the Data Review, our school will implement the Targeted Element of Differentiation. We chose the overarching area of Differentiation based on the data which indicated our ELA Proficiency declined on the 2023 FAST PM3. Data indicates that our overall proficiency in Reading went from 63 percentage points in 2022 (FSA ELA) to 58 percentage points in 2023 (FAST PM3). Administration and Instructional Leaders will continue to make data-driven decisions, implement differentiated instructional practices, provide interventions, share effective learning strategies, develop rigor and relevance, and promote higher-order thinking skills and enrichment opportunities.

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

Our 2023-2024 goal of providing Differentiation to increase student achievement will be attained by setting high expectations and standards, holding students accountable for their learning, and supporting and mentoring teachers to provide rigorous instruction. If teachers ensure effective differentiated instruction and rigorous bell-to-bell instruction, student performance on the 2024 FAST PM3 will increase 5 percentage points.

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

The Leadership Team will conduct weekly classroom walkthroughs to monitor student grouping based data to support differentiated instruction. Additionally, monthly data chats will be used as another means to monitor DI implementation.

Person responsible for monitoring outcome:

William Aristide (pr7033@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 evidence-based strategy: Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet students' needs. Data-Driven Instruction will be monitored through the use of data reports generated by teachers to drive instructional planning and data driven conversations to include ongoing progress monitoring.

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

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 the students' needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers of specific standards to target during instruction throughout the year, based on data outcomes.

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.

Teachers will conduct data chats based on the 2023 FAST/EOC data with students. The results will be debriefed and discussed in detail with each student. Teachers will encourage goal setting with students and an educational plan will be made in an effort to close individual achievement gaps. As a result, teachers will identify differentiation strategies that are needed for student success.

Person Responsible: William Aristide (pr7033@dadeschools.net)

By When: 8/14 - 9/29

The Leadership Team will conduct weekly classroom walkthroughs to monitor student grouping based on data to support differentiated instruction. This will be evidenced by the "Classroom Walkthrough Checklist" and communication logs. Follow up will occur, if necessary.

Person Responsible: William Aristide (pr7033@dadeschools.net)

By When: 8/14 - 9/29

The department leads will schedule and monitor weekly collaborative planning meetings to share strategies and instructional practices focusing on differentiated instruction. As a result, teacher capacity as it pertains to differentiated instruction will increase.

Person Responsible: Stacey Vazquez (svazquez@dadeschools.net)

By When: 8/14 - 9/29

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

Based on the Data Review, our school will implement the Targeted Element of Benchmark-Aligned Instruction. We chose the overarching area of Benchmark-Aligned Instruction based on the data which indicated our overall proficiency declined on the 2023 United States History EOC Assessment. Data indicates that our overall proficiency in United States History went from 86 percentage point in 2022 to 61 percentage points in 2023. Administration and Instructional Leaders will continue to improve the engagement of our students, share effective learning strategies, develop rigor and relevance, and promote higher-order thinking skills and enrichment opportunities.

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

Our 2023-2024 goal of providing Benchmark-Aligned Instruction to increase student achievement will be attained by setting high expectations and standards, holding students accountable for their learning, and supporting and mentoring teachers to provide rigorous instruction. If teachers ensure effective standards-based and rigorous bell-to-bell instruction, student engagement and performance on the 2024 United States History EOC Assessment will increase 5 percentage points by June 2024.

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

Administrative and collegial classroom walkthroughs will be utilized to provide timely feedback with core content area teachers to ensure interventions are being used with fidelity.

Person responsible for monitoring outcome:

William Aristide (pr7033@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 Benchmark-Aligned Instruction, our school will focus on the evidence-based strategy of: Collaborative Data Chats. This strategy is a powerful tool for promoting data-driven instruction and decision-making. Teachers, support staff, and administration are empowered to make informed choices that can lead to improved student outcomes and a more effective education system.

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

Collaborative Data Chats will allow teachers, support staff, and administration to analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in the RTI process, or who are identified as fragile, are also discussed. This ensures they are receiving the proper support. Data Chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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.

Administration will conduct instructional walkthroughs to ensure that effective Benchmark-Aligned Instruction is occurring with fidelity. Through collaborative dialogue, immediate feedback and support will be provided to all instructional staff members on a weekly basis. As a result, progress monitoring of standards-based instruction will be improved.

Person Responsible: William Aristide (pr7033@dadeschools.net)

By When: 8/14 - 9/29

Department leads will conduct biweekly collaborative planning sessions to ensure effective instructional planning and strategies are implemented. As a result, teachers will deliver rigorous instruction, share best practices, and strategies to address student challenges.

Person Responsible: Stacey Vazquez (svazquez@dadeschools.net)

By When: 8/14 - 9/29

Instructional staff will provide differentiated activities to increase academic rigor and promote higher-order learning, teacher-student data chats to address proficiency levels, and monitor student progress. As a result, teachers will be able to target the learning needs, adjust instruction, apply interventions, and provide immediate feedback to their respective students.

Person Responsible: William Aristide (pr7033@dadeschools.net)

By When: 8/14 - 9/29

#3. 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 2023 School Climate Survey (Students), our school will implement the Targeted Element of Student Engagement. We chose the overarching area of Student Engagement based on the data which indicated that 43% of our students feel that, "my teachers make learning fun and interesting". Administration and Instructional Leaders will continue to improve the engagement of our students, share effective learning strategies, develop rigor and relevance, and promote higher-order thinking skills and enrichment opportunities.

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

Our 2023-2024 goal of successful implementation of Student Engagement will be attained by providing our students with interactive teaching methods, meaningful content, and a supportive environment that holds students accountable for their learning. Regular feedback, discussions, and collaborative projects will also enhance student engagement. If teachers effective quality instruction, that actively engages students, performance on the 2024 United States History EOC Assessment will increase 5 percentage points by June 2024.

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

The School Leadership Team will examine lesson plans to ensure students are being exposed to engaging activities that are aligned to the standards.

Person responsible for monitoring outcome:

William Aristide (pr7033@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 Student Engagement, our school will focus on the evidence-based strategy of: Collaborative Learning/Structures. Collaborative Learning/Structures involves students working in groups of two or more, mutually searching for understanding, solutions, meaning, or creating a product. Collaborative Learning/Structures vary widely, but most center on students' exploration or application of the course material.

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

Collaborative Learning/Structures is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding addtional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

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.

Department Leads will share best practices for effective questioning and response techniques to illustrate how they can improve student engagement in different content areas. As a result, successful implementation will be evidenced by department meeting agendas and teachers' lesson plans.

Person Responsible: William Aristide (pr7033@dadeschools.net)

By When: 8/14 - 9/29

The Leadership Team will ensure that goal-oriented learning is collaboratively taking place throughout the school. Students that set short term and long term goals are more invested in learning outcomes, thus improving student engagement. Successful implementation will be evidenced by lesson plans and student goal forms.

Person Responsible: William Aristide (pr7033@dadeschools.net)

By When: 8/14 - 9/29

Administration will provide job-embedded professional development designed to enhance teachers' content-specific instructional practices with the intent of improving student engagement. Successful implementation will be evidenced by meeting agendas and master plan points.

Person Responsible: Stacey Vazquez (svazquez@dadeschools.net)

By When: 8/14 - 9/29

#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.

Based on the 2023 School Climate Survey and attendance records, our school will implement the Targeted Element of Parental Involvement. We chose the overarching area of Parental Involvement based on data that indicated a decline in parent involvement during school-related activities from 35% not involved in school activities during the 2023 school year; compared to 30% during the 2022 school year. Due to parent involvement being an important element of raising student success, we feel this is an area of focus we can improve on.

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

The School Leadership Team will connect parents to our school resources and communication channels. Quarterly Parent Nights will allow our staff to train parents on how to best monitor student work from the parent portal, best practices to provide proper environments or home learning, and increase teacher to parent communication. An increase of measurable outcomes will be evidenced through parent involvement in EESAC, PTSA and Parent Night meetings. The school climate survey will show an increase 5 percentage points in "strongly agree" and agree" responses by June 2024.

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

The School Leadership Team will monitor quarterly Parent Nights, EESAC, and PTSA attendance to track the successful engagement of our parents.

Person responsible for monitoring outcome:

William Aristide (pr7033@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 Parent Involvement, our school will focus on the evidence-based strategy of: Communicate with Stakeholders. Communicate with Stakeholders ensures that each stakeholder is aware of initiatives in our school community. In addition, communication with stakeholders allow parents to have an active voice on initiatives that will ultimately increase student success.

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

Communicate with Stakeholders is the establishment of well-designed communication protocols which keep students, parents, stakeholders, and the community abreast of the positive things that are happening at the school. This includes, but is not limited to, recurring meetings, an up-to-date website, e-mails, phone calls, message boards/marquis, monthly newsletters, and other printed/digital materials. When school leaders communicate effectively, students learn, parents and community members understand and support what the school is doing, and the process of teaching and learning moves forward. When a school leader ensures that students, staff, and parents are not only informed but have an active voice in their school community, they build a culture of inclusivity, eliminating feelings of distrust, uncertainty, and hostility.

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.

Staff members will conduct a Parent Night each quarter to present information on how each parent can best assist their child in reaching success in their home environment. Parents can play a major role in increasing student success and we will encourage each parent to attend these parent nights with incentives such as culture night, food, and other activities. As a result, successful implementation will be evidenced by parent attendance sign-in sheets.

Person Responsible: William Aristide (pr7033@dadeschools.net)

By When: 8/14 - 9/29

Staff members will provide informational meetings and content-based workshops to all stakeholders regarding SCOIR, curriculum support, parental reinforcement of best practices, and assessments. Successful implementation will be evidenced through sign-in sheets and agendas.

Person Responsible: Elle Anderson (elleanderson@dadeschools.net)

By When: 8/14 - 9/29

The School Leadership Team will contact parents/guardians of students most at risk regarding attendance, academics, or discipline issues to better connect them with our school resources and communication channels. This type of communication from the School Leadership team will be done each quarter, in addition to the required parent communication documented by instructional staff's communication log of phone calls and email correspondences. As a result, successful implementation will be evidenced by communication logs of phone calls, emails, and house visits.

Person Responsible: Stacey Vazquez (svazquez@dadeschools.net)

By When: 8/14 - 9/29

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: Differentiation	$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
3	III.B.	Area of Focus: Instructional Practice: Student Engagement	$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.

Yes