G. Holmes Braddock Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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G. Holmes Braddock Senior High

3601 SW 147TH AVE, Miami, FL 33185

http://ghbraddock.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 G. Holmes Braddock High School is to provide a rigorous, safe, technologically integrated learning community empowering students to become responsible and productive global citizens.

Provide the school's vision statement.

Empowerment through Academics

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
Breeding, Allen	Principal	Overseeing all areas including but not limited to compliance, budget, personnel, maintenance, custodial, technology, magnet programs, etc.
Baeza, Joe	Assistant Principal	Attendance, custodial, technology, and facilities
Raya-Hernandez, Mayra	Assistant Principal	Graduation and ELL
Ferguson, George R.	Assistant Principal	Security, Assistant Principal of Curriculum
Riera, LIssette	Assistant Principal	Title 1, ESE and Cafeteria

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.

Involving stakeholders in the School Improvement Plan (SIP) development process is crucial for ensuring a collaborative and inclusive approach. The school leadership team or designated personnel should communicate the purpose and importance of their involvement in the SIP development process. This can be done through various means such as meetings, emails, newsletters, or even public announcements. To ensure meaningful participation, stakeholders should be provided with opportunities to share their perspectives, ideas, and concerns regarding the school improvement goals and strategies. This can be done through surveys, focus groups, workshops, or individual meetings. The input received

from stakeholders should be carefully analyzed and synthesized to identify common themes, priorities, and areas of consensus. This step helps in understanding the diverse perspectives and needs of the stakeholders. The next step is to incorporate the stakeholders' input into the SIP. This involves aligning the goals, strategies, and action steps of the plan with the feedback received. It is important to ensure that the SIP reflects the collective vision and priorities of the stakeholders. Once the SIP is finalized, it is implemented in the school. Regular monitoring and evaluation are essential to assess the progress and effectiveness of the plan. This may involve ongoing communication and collaboration with stakeholders to ensure their continued involvement and support.

It's important to note that the specific details of the stakeholder involvement process may vary depending on the school and district policies, as well as the requirements of ESSA 1114(b)(2).

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

The School Improvement Plan (SIP) will be regularly monitored for effective implementation and impact on increasing student achievement in meeting the State's academic standards, especially for students with the greatest achievement gap. The school will collect and analyze data on student performance, including standardized test scores, graduation rates, and other relevant indicators. This data will be used to assess the effectiveness of the SIP in addressing the achievement gap and meeting academic standards. Additionally, the school will conduct regular progress reviews and evaluations to determine if the strategies and interventions outlined in the SIP are being implemented as planned. This may involve classroom observations, teacher and staff feedback, and student assessments. If the monitoring process reveals that the SIP is not effectively addressing the achievement gap or meeting academic standards, the school will revise the plan as necessary. This may involve adjusting strategies and interventions, reallocating resources, or seeking additional support and resources from external partners. The goal is to ensure continuous improvement and to close the achievement gap for all students. By regularly monitoring the SIP and making necessary revisions, the school can adapt and improve its strategies to better meet the needs of students and increase their achievement in meeting the State's academic standards.

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 8-12
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	87%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	777
One or more suspensions	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	197
Course failure in Math	0	0	0	0	0	0	0	0	0	106
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	463
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	547
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	522

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	19

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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	

The number of students identified retained:

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

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*	58	55	50	52	54	51	49		
ELA Learning Gains				47			40		
ELA Lowest 25th Percentile				36			32		
Math Achievement*	29	43	38	26	42	38	18		
Math Learning Gains				36			16		
Math Lowest 25th Percentile				42			23		
Science Achievement*	60	62	64	45	41	40	51		
Social Studies Achievement*	68	69	66	61	56	48	46		
Middle School Acceleration					56	44			
Graduation Rate	93	89	89	93	56	61	95		
College and Career Acceleration	69	70	65	73	67	67	76		
ELP Progress	61	49	45	48			55		

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)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	93

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	39	Yes	3	
ELL	48			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				

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%
WHT	79			
FRL	56			

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	33	Yes	2	
ELL	43			
AMI				
ASN				
BLK				
HSP	51			
MUL				
PAC				
WHT	69			
FRL	50			

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	58			29			60	68		93	69	61
SWD	31			17			38	29		25	6	
ELL	30			21			39	45		58	7	61
AMI												
ASN												
BLK												
HSP	57			28			60	68		69	7	60

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
MUL												
PAC												
WHT	64							82		74	4	
FRL	54			24			55	64		67	7	36

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
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	52	47	36	26	36	42	45	61		93	73	48
SWD	16	32	29	10	23	36	19	38		87	41	
ELL	23	43	39	18	39	40	32	37		88	66	48
AMI												
ASN												
BLK												
HSP	51	46	37	26	36	43	44	60		93	73	48
MUL												
PAC												
WHT	70	58						46		100	73	
FRL	49	47	37	25	36	44	42	59		93	72	49

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	49	40	32	18	16	23	51	46		95	76	55
SWD	19	27	25	13	14	20	31	36		94	39	
ELL	27	38	40	16	20	24	43	33		89	72	55
AMI												
ASN												
BLK												
HSP	48	39	32	18	17	24	51	46		95	76	55
MUL												
PAC												
WHT	67	59		8	0					100	73	

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
FRL	45	39	34	17	17	24	51	47		95	76	56

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	53%	54%	-1%	50%	3%
09	2023 - Spring	51%	51%	0%	48%	3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	56%	-25%	50%	-19%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	52%	-21%	48%	-17%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	65%	-9%	63%	-7%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	66%	0%	63%	3%

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 components that showed the lowest performance were the Algebra 1 and Geometry EOC proficiency scores with 31%. A contributing factor that may have attributed was that many of our teachers did not attend enough trainings on the new standards to become comfortable with the new resources.

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 was our College and Career Acceleration with a 4% decline from 73% in 2022-2023. Most of our non-magnet students were not registered for acceleration courses and this is being addressed moving forward.

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 was the Algebra 1 EOC proficiency scores, which was 19% lower than the state average. The contributing factors were the introductions to the new standards as well as a new resources.

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 the Geometry EOC scores, which showed a 6% improvement from the previous school year which was 25% and the 10th ELA FAST proficiency scores, which also showed a 6% increase from the FSA the previous year, which was at 47%. Some actions taken in this area were the implementation of a Math coach, an interventionist for ELA and tutoring opportunities.

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

Two potential areas of concern are the Algebra 1 and Geometry EOC proficiency scores, which are both at 31% proficiency.

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

1. Algebra 1 EOC proficiency scores
2. Geometry proficiency scores
3. ELA 9th/10th FAST proficiency scores
4. US History EOC
5. Biology EOC

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

#1. Instructional Practice specifically relating to Math

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 data reviewed on the 2023 State EOC, our Algebra 1 students achieved 31% proficiency. This is an increase of 3% from the 2022-2023 State EOC, which was 28% proficiency for Algebra 1. Even though this is an increase, it is something that can be increased even further. By providing students with extended learning opportunities (tutoring, boot camps, differentiated instructions), students should be able mitigate learning losses and further improve.

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

With the implementation of extended learning opportunities, such as tutoring, mini-assessments, and coaching, we plan to monitor progress and improve our Algebra 1 proficiency scores by at least 5 percent with the 2023-2024 state assessment.

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

Teachers will conduct quarterly data chats with students to monitor student performance on class assignments and district assessments. Data will be utilized by teachers to identify areas of academic need and develop targeted academic instruction to focus on those needs. Extended learning opportunities will be provided to those students who are not showing growth. Instructional math coach will provide additional support based on areas of need.

Person responsible for monitoring outcome:

George R. Ferguson (ronferguson@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.)

We will be implementing extended learning opportunities, such as tutoring, mini-assessments, and coaching, to aide in student needs. Student performance on class, departmental, state and district mini-assessments will be utilized by teachers to identify areas of academic need and develop targeted academic instruction. These interventions may include targeted instruction, additional resources, and materials, differentiated learning strategies, and ongoing support and monitoring.

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

By implementing extended learning opportunities such as tutoring, boot camps, assessments and differentiated instruction, teachers will have student data that will help drive instruction. After all, data is the best form to monitor student progress and by using class, departmental and district assessments, it gives us the best possible way of collecting accurate data to improve and provide differentiation.

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 create baseline assessments to determine where remediation is needed from data collected to provide differentiation. As a result of these assessments, teachers will have immediate data to provide interventions.

Person Responsible: George R. Ferguson (ronferguson@dadeschools.net)

By When: 08/17/2023 - 09/29/23

Teachers will develop lesson plans that are general to differentiated instruction. As a result of these lesson plans, teachers will tailor instruction.

Person Responsible: George R. Ferguson (ronferguson@dadeschools.net)

By When: 08/17/2023 - 09/29/23

Math coach will visit Algebra 1 teachers within the first two weeks of school and provide additional resources to target remediation. As a result, teachers will have access to supplemental resources from the onset, to better address student needs.

Person Responsible: George R. Ferguson (ronferguson@dadeschools.net)

By When: 08/17/23 - 09/29/23

#2. ESSA Subgroup specifically relating to Students with Disabilities

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 District data for the 2022-2023 school year, the ESSA subgroup that is under 41 percent is student with disabilities. With the implementation of the instructional strategy of differentiation, we hope to improve the student with disabilities subgroup by 2 percent based off of the data given by the district on the 2023-2024 state assessment.

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

If we successfully implement the instructional strategy of differentiation, we hope to improve the student with disabilities subgroup by 2 percent based off of the data given by the district on the 2023-2024 state assessment.

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

In all subject areas students with disabilities will receive tutoring and progress monitoring to help improve achievement scores. Teachers will look at data on mini-assessments and exams, to provide interventions and extended learning opportunities to these students.

Person responsible for monitoring outcome:

LIssette Riera (drlissetteriera@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 ESSA subgroup we will implement the targeted element of instructional practice and differentiation. We will focus on providing teachers with resources (USATest prep, data, tutoring and coaching) to help provide support for these students in all subject areas.

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

By providing extended learning opportunities and tutoring the goal would be for these students to increase in both learning gains and achievement. As a result, using tutoring and resources available will lead to an increase for student with disabilities.

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.

Teacher will develop lesson plans that are general to differentiated instruction. As a result, teachers will tailor instruction to better serve the needs of students.

Person Responsible: LIssette Riera (drlissetteriera@dadeschools.net)

By When: 08/17/23 - 09/29/23

Teachers will create assignments geared towards areas of needs improvement and provide differentiated instruction. As a result of these assignments, students will see improvement.

Person Responsible: LIssette Riera (drlissetteriera@dadeschools.net)

By When: 08/17/23 - 09/29/23

Teachers will meet with students to discuss data on assessments and provide extended learning opportunities. As a result, students will be made aware standards that need to be addressed for remediation.

Person Responsible: LIssette Riera (drlissetteriera@dadeschools.net)

By When: 08/17/23 - 09/29/23

#3. Positive Culture and Environment specifically relating to Teacher 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.

According to District data for the 2022-2023 school year, teacher attendance was at 37% for teachers that are absent 10+ days, which is the same as 2021-2022. Based on the data, there is a critical need to increase teacher attendance, and we will implement the targeted element of teacher attendance for 2023-2024 school year.

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

If we successfully implement the Focus Element of Teacher Attendance, our teacher attendance for teachers missing 10 plus days will decrease by at least 5 percent and this will be reflected on the SIP data review for the 2023-2024 school year.

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

The Administrative team will monitor daily attendance in collaboration with the payroll specialist to identify teachers who have reached 5 absences. Conversations will be had with staff and assistance will be provided if needed to improve attendance. Incentives will be available to select staff randomly throughout the school year. In addition, staff who have perfect or less than three absences will be recognized at staff meetings throughout the school year.

Person responsible for monitoring outcome:

Joe Baeza (205114@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 Teacher Attendance, our school will focus on the evidence based strategy of Attendance Initiatives. Attendance Initiatives and incentives will assist in narrowing the absence gap amongst our teachers.

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

Based on the data reviewed for the 2022-2023 school year we noticed a trend in teacher absenteeism from 37% in 2022-2023, which was the same in 2021-2022. As a result of this concerning data, we believe using attendance initiatives and monitoring will assist in decreasing the number of teacher absences.

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 be informed of the teacher incentive initiatives during the opening of school meeting. As a result, teachers will be motivated to participate and be present in school.

Person Responsible: Allen Breeding (pr7051@dadeschools.net)

By When: 08/14/23

Constructive conversations will be had with teachers who had excessive absences during the 2022-2023. As a result, teacher attendance will increase.

Person Responsible: Allen Breeding (pr7051@dadeschools.net)

By When: 08/17/23 - 09/29/23

Administration will pass by teacher classrooms and provide positive reinforcement to celebrate teachers that have not missed. As a result, teachers will be motivated to continue coming to work.

Person Responsible: Allen Breeding (pr7051@dadeschools.net)

By When: 08/17/23 - 09/29/23

#4. Instructional Practice specifically relating to Math

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 data reviewed on the 2023 State EOC, our Geometry students achieved 31% proficiency. This is an increase of 6% from 2022-2023 which was 25%. Even though this is an increase, it is something that can be increased even further. By providing students with extended learning opportunities (tutoring, boot camps, differentiated instructions), students should be able mitigate learning losses.

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

With the implementation of extended learning opportunities, such as tutoring, mini-assessments, and coaching, we plan to monitor progress and improve our Geometry proficiency scores by at least 5 percent with the 2023-2024 state assessment.

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

Teachers will conduct quarterly data chats with students to monitor student performance on class assignments and district assessments. Data will be utilized by teachers to identify areas of academic need and develop targeted academic instruction to focus on those needs. Extended learning opportunities will be provided to those students who are not showing growth. Instructional math coach will provide additional support based on areas of need.

Person responsible for monitoring outcome:

George R. Ferguson (ronferguson@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.)

We will be implementing extended learning opportunities, such as tutoring, mini-assessments, and coaching, to aide in student needs. Student performance on class, departmental, state and district mini-assessments will be utilized by teachers to identify areas of academic need and develop targeted academic instruction. These interventions may include targeted instruction, additional resources and materials, differentiated learning strategies, and ongoing support and monitoring.

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

By implementing extended learning opportunities such as tutoring, boot camps, assessments and differentiated instruction, teachers will have student data that will help drive instruction. After all, data is the best form to monitor student progress and by using class, departmental and district assessments, it gives us the best possible way of collecting accurate data to improve and provide differentiation.

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 create baseline assessments to determine where remediation is needed from data collected to provide differentiation. As a result of these assessments, teachers will have immediate data to provide interventions.

Person Responsible: George R. Ferguson (ronferguson@dadeschools.net)

By When: 08/17/23 - 09/29/23

Teachers will develop lesson plans that are general to differentiated instruction. As a result of these lesson plans, teachers will tailor instruction.

Person Responsible: George R. Ferguson (ronferguson@dadeschools.net)

By When: 08/17/23 - 09/29/23

Math coach will visit Algebra 1 teachers within the first two weeks of school and provide additional resources to target remediation. As a result, teachers will have access to supplemental resources from the onset, to better address student needs.

Person Responsible: George R. Ferguson (ronferguson@dadeschools.net)

By When: 08/17/23 - 09/29/23

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district's process to review school improvement funding allocations and ensure resources are allocated based on needs is an important aspect of the School Improvement Plan (SIP). When a school is identified as ATSI, TSI, or CSI, the district will carefully review the funding allocations to ensure that they align with the specific needs of the school. This process involves analyzing data and identifying areas where additional resources are required to support the interventions and activities outlined in the SIP. The district will also consider input from stakeholders, such as the school leadership team, teachers and school staff, parents, students, and business or community leaders, to ensure that their perspectives are taken into account when allocating resources. This collaborative approach helps to ensure that the funding is used effectively to address the identified needs and support continuous improvement in the school.

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.

The School Improvement Plan (SIP) and SWP will be disseminated to stakeholders through various methods. These may include: School website, Parent meetings, phone calls, or zoom calls. The school will send regular email updates to parents, students, and staff, providing them with information about the SIP and its implementation. To ensure that the SIP and progress are provided in a language that parents can understand, the school will make use of translation services or provide translated versions of the documents in languages commonly spoken by the school community. Overall, the goal is to ensure that all stakeholders are well-informed about the SIP, and SWP, and have the opportunity to provide input and support for the school's improvement efforts.

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 through various strategies. These include regular communication channels such as emails, and phone calls to keep parents informed of their child's progress. The school will also organize parent-teacher conferences and an open house to provide opportunities for parents to meet with teachers and discuss their child's academic and social development. Additionally, the school will actively engage with community organizations and businesses to foster partnerships and support for the school's mission. This may include hosting community events, participating in local initiatives, and seeking input and feedback from community stakeholders.

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 plans to strengthen the academic program by implementing various strategies. These include increasing the amount and quality of learning time, providing an enriched and accelerated curriculum, and incorporating evidence-based interventions for specific areas of focus, such as Algebra 1 and Geometry EOC. The school will also prioritize creating a positive culture and environment to support student learning.

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 coordination and integration of various Federal, State, and local services, resources, and programs are essential components of developing comprehensive plans under the Every Student Succeeds Act (ESSA) Section 1114(b)(5). This approach ensures that students receive holistic support and that the education system collaborates effectively with other social services. Here's how the plan might be developed in coordination with the mentioned programs: ESSA itself includes several programs aimed at improving educational outcomes for disadvantaged students. When developing a comprehensive plan, education agencies can align their strategies with these programs to ensure efficient resource allocation

and consistent support for students' academic needs. Coordinated planning can provide additional resources, professional development, and instructional strategies to help these schools improve student outcomes.

The development of the plan involves multiple steps:

Needs Assessment: Identify the needs of the student population, considering academic, social, emotional, and physical aspects.

Stakeholder Engagement: Involve representatives from different programs, agencies, and community organizations to contribute their expertise and resources.

Data Sharing: Share relevant data, such as student performance, attendance, and demographic information, to enable coordinated decision-making.

Resource Allocation: Determine how resources from various programs can be combined to maximize impact and avoid duplication.

Strategic Alignment: Ensure that strategies from different programs are aligned to create a cohesive support system for students.

Monitoring and Evaluation: Establish mechanisms to monitor the effectiveness of the coordinated efforts and make adjustments as needed.

Communication: Maintain open communication channels between all involved parties to adapt to evolving student needs and changing program requirements.

Ultimately, the goal of this coordination and integration is to create a unified support system that addresses the various needs of students comprehensively, leading to improved educational outcomes and overall well-being.

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: Math**	$0.00
2	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
3	III.B.	**Area of Focus: Positive Culture and Environment: Teacher Attendance**	$0.00
4	III.B.	**Area of Focus: Instructional Practice: Math**	$0.00
		Total:	$0.00

Budget Approval

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

No