

Miami-Dade County Public Schools

Coral Gables Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Coral Gables Senior High School

450 BIRD RD, Coral Gables, FL 33146

<http://cghs.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.

Coral Gables Senior High School's purpose is all about TIME: Teach, Inspire, Motivate, and Empower our students. Through collaboration with all of our stakeholders, we create a safe learning environment that nurtures success within an interactive and engaging setting, which provides for the individual needs of our diverse student population. We believe in developing students' self-esteem and confidence through academic excellence. ? ?

To accomplish our vision, the stakeholders at Coral Gables Senior High School have developed a timely mission that is designed to Teach, Inspire and Motivate all students to excel and Empower the student body with essential knowledge and skills to become high school graduates and integral members of both our community and our global environment, encouraging a cooperative and multicultural society for all.

Provide the school's vision statement.

Coral Gables Senior High School, in shared governance with all of its stakeholders, will teach, inspire, motivate and empower our students to become integral members and leaders of global society through excellence in education, cultural awareness, and respect in preparation for postsecondary education or career.

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
Ullivarri, Tony	Principal	Instructional Leader Differentiated Accountability Data Analysis Classroom Walkthroughs Curriculum Administrative Staff Meetings Personnel Supervision Capital Improvements CG Chamber Education Committee Plant Operations Community Relations District Affairs EESAC / School Improvement Plan Florida Standards Public Relations Internal Accounting PTSA SACS Accreditation Safety to Life/Safety Committee
Curtis, Patrick	Assistant Principal	Instructional Leader Differentiated Accountability Data Analysis EOC & FSA Assessments Health, Public Service & Law Academy Design, Education & Hospitality Academy Classroom Walkthroughs 10th Grade - Discipline & Tardy to School Follow Up Departments: Vocational / Physical Education / Social Studies / JROTC Adult Ed & Community School Liaison Athletics Capital Improvements/Construction Custodial Services/Plant Operations/Keys Detention Follow-Up EESAC Fire Drills & Lockdowns Industry Certification Property Control 5000 Role Models School Health & Immunization/Clinic Title IX Liaison Zone Mechanic US History EOC Data Progress Monitoring & Tutoring
	Assistant Principal	Instructional Leader Differentiated Accountability Data Analysis EOC & FSA Assessments

Name	Position Title	Job Duties and Responsibilities
		Curriculum & Instruction International Baccalaureate Academy Classroom Walkthroughs Departments: Science / Math / Student Services Articulation Department Chairs/Curriculum Council Destiny – Textbook Inventory/STAIRS Dual Enrollment Electronic Gradebook & Schoology FTE Coordinator Graduation Clearance Internship Coordinator Master Schedule - Aspen Opening & Closing of School SACS Accreditation School Accountability Data School Climate Survey School Improvement Plan Teacher Certification Math & Science EOC Progress Monitoring IB & AP Testing Calendar
Leyte-Vidal, Janine	Assistant Principal	Instructional Leader Differentiated Accountability Data Analysis EOC& FSA Assessments Visual & Performing Arts Academy Communication Arts, Film & Digital Media Classroom Walkthroughs 11th Grade – Discipline & Tardy to School Follow Up Departments: Fine Arts / ELA / Reading /ESOL Activities & Field Trips Attendance School-wide Clerical Staff Daily Substitute Locator School Accountability Data PTSA Liaison PLST (inc. Beginning Teacher Program & PD Plan) Recruitment Coordinator School Improvement Plan SLC Coordinator Student Incentives Teacher Awards/Staff Recognition Truancy Packets Tutoring Program Coordinator FSA Testing Schedules/Calendar ELA & ESOL EOC Progress Monitoring

Name	Position Title	Job Duties and Responsibilities
Martinez, Richard	Assistant Principal	Business Management & Informational Technology Academy NAF: AOF ACADEMY Classroom Walkthroughs 9th Grade- Discipline & Tardy to School Follow Up Departments: Business / ESE / World Languages AYIP Internship Cafeteria & Food Service Staff Credit Union 504 Plans Gifted EPs IEPs Media Center Inventory School Volunteers Student/Parent Handbook Technology Coordinator – Tablets & Laptop Carts Transportation Uniform Plan/Sales Detention Follow-Up EESAC Fire Drills & Lockdowns Industry Certification Property Control 5000 Role Models School Health & Immunization/Clinic Title IX Liaison Zone Mechanic US History EOC Data Progress Monitoring & Tutoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders in the school improvement plan is as follows:

Faculty was offered the opportunity to participate in Synergy. We created a team that included teachers with varying leadership roles and content knowledge. This team ensures we consult with and involve teachers and school staff in the planning process to gather their insights and expertise. Parents, students, and families were given climate surveys that were reviewed during school leadership sessions at Synergy and used to create school wide goals to address academic and social/emotional needs. In addition, a climate survey given to teachers was used to target school culture, and to support teacher and student learning. These surveys were carefully reviewed and relevant suggestions were incorporated into the school improvement plan. Lastly, the SIP will be a work in progress that is presented at every EESAC meeting to inform and gather feedback from our community leaders and partners. By actively involving stakeholders, our school can create a more inclusive and effective improvement plan that addresses the needs and concerns of the entire school community.

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))

Our goal is to continue to gauge improvement through school-based climate surveys given to students and teachers. We also plan on holding training sessions, offering professional development, and monitoring our goals on a monthly basis.

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	No
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	79%
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) Asian Students (ASN) Black/African American Students (BLK) 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: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	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	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	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	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	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	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	527	
One or more suspensions	0	0	0	0	0	0	0	0	0	160	
Course failure in ELA	0	0	0	0	0	0	0	0	0	111	
Course failure in Math	0	0	0	0	0	0	0	0	0	262	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	560	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	583	
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	733	

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	649

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	37
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	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	

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*	56	55	50	55	54	51	55		
ELA Learning Gains				54			44		
ELA Lowest 25th Percentile				41			31		
Math Achievement*	41	43	38	44	42	38	31		
Math Learning Gains				61			25		
Math Lowest 25th Percentile				62			22		
Science Achievement*	66	62	64	60	41	40	56		
Social Studies Achievement*	71	69	66	71	56	48	63		
Middle School Acceleration					56	44			
Graduation Rate	93	89	89	94	56	61	93		
College and Career Acceleration	82	70	65	80	67	67	80		
ELP Progress	64	49	45	59			49		

** 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	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	93

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	681
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	94

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	43			
ELL	49			
AMI				
ASN	92			
BLK	54			
HSP	66			
MUL				
PAC				
WHT	82			
FRL	64			

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	46			
ELL	51			
AMI				
ASN	83			
BLK	49			
HSP	61			
MUL				
PAC				
WHT	74			
FRL	59			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

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	56			41			66	71		93	82	64
SWD	27			18			33	48		33	6	
ELL	21			21			36	51		78	7	64
AMI												
ASN	92										1	
BLK	33			24			44	61		65	6	
HSP	54			41			64	70		82	7	63
MUL												
PAC												
WHT	74			57			86	88		86	6	
FRL	50			37			61	67		79	7	62

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	55	54	41	44	61	62	60	71		94	80	59
SWD	29	45	39	22	51	51	31	52		93	42	
ELL	25	47	44	31	56	62	33	41		88	80	59
AMI												
ASN	92	73										
BLK	30	41	34	28	57	53	52	42		94	56	
HSP	53	54	41	43	60	62	58	71		93	81	59
MUL												
PAC												
WHT	78	64	45	65	71		81	79		98	86	
FRL	47	52	40	38	58	61	53	66		93	78	60

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	55	44	31	31	25	22	56	63		93	80	49
SWD	21	25	18	15	19	15	27	23		85	42	
ELL	25	38	35	21	24	27	37	39		87	74	49
AMI												
ASN	80											
BLK	28	31	24	22	23	11	35	62		92	48	
HSP	53	44	32	29	24	23	54	61		93	82	49
MUL												
PAC												
WHT	85	57		65	44		80	81		99	84	
FRL	45	39	30	25	24	23	48	58		92	78	50

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	49%	54%	-5%	50%	-1%
09	2023 - Spring	53%	51%	2%	48%	5%

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	46%	52%	-6%	48%	-2%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	65%	-5%	63%	-3%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	66%	2%	63%	5%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance is the Algebra EOC score, with a 31% passing rate. With the introduction of the new standards, many Algebra 1 teachers did not have ample time to attend enough training on the new standards and become comfortable with the amount of resources in the new textbook. Overall, there was a decrease in the new assessment results for English Language Arts and Math (FAST and BEST) due to teachers still familiarizing themselves with the new standards and using data to progress monitor.

2022-2023*

Bio: 60% passed (Passed: 324 students/ Total: 543 students)- Mainly 9th and 10th

US History: 68% passed (Passed: 478 students/ Total: 704 students)- 11th grade

ELA-FAST:

Grade 10: 51% passed (Passed: 334/ Total: 685 students)

(Level 1s: 227, Level 2s: 118, Level 3s: 102, Level 4s: 147, Level 5s: 82)

Grade 9: 53% passed (Passed: 366 students/ Total: 694 students)

(Level 1s: 196, Level 2s: 129, Level 3s: 129, Level 4s: 145, Level 5s: 92)

Alg 1 EOC-BEST: 39% Passed (Level 1s: 240, Level 2s: 44, Level 3s: 88, Level 4s: 28, Level 5s: 10)

Geo EOC- BEST: 47% Passed (Level 1s: 226, Level 2s: 78, Level 3s: 147, Level 4s: 60, Level 5s: 55)

*THIS IS RAW DATA. IT ENCOMPASSES EVERY STUDENT AT OUR SCHOOL, EVEN THOSE WHO DO NOT COUNT FOR ACCOUNTABILITY PURPOSES, INCLUDING OUR LARGE POPULATION OF NEWLY ENROLLED ELL 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 is the Algebra 1 EOC exam. The greatest contributing factor to this decline is the introduction of the new BEST standards this school year. Additionally, we did not have a Math coach this school year, and there were a few personnel changes in Algebra 1. Another crucial factor contributing to the decline is properly tracking the tutoring program. Our school offered free tutoring but could use a better system in targeting students in need of interventions.

2023 ELA: 51%

2022 ELA: 55%

2023 Alg 1: 39%

2022 Alg 1: 44%

2023 Bio: 60%

2022 Bio: 60%

2023 SS: 68%

2022 SS: 71%

'22 Graduation: 93%

'21 Graduation: 94% '22

Acceleration: 82%

'21 Acceleration: 80%

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 with the greatest gap compared to the state average is the Algebra 1 EOC exam. A contributing factor to this gap (in addition to what was previously stated in the first two responses) is the number of ELL students enrolled this past year. We enrolled 140 new ESOL students for the 22-23 school year instead of 84 for the 21-22 school year.

ELA School: 51%

ELA State: 49%

Math School: 39%
Math State: 50%

Bio School: 60%
Bio State: 63%

SS School: 68%
SS State: 63%

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

Excluding our math scores, our school did a relatively good job maintaining assessment proficiency within a small margin compared to previous years and the state and district for the current year. A data component that showed improvement is our acceleration rate. We grew our dual enrollment program and had our student services department strategically screen and place students in courses that would help them achieve college and career readiness through course completion or through certifications.

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

Two potential areas of concern are the proficiency percentages for the ELA and Math. Although there was an increase from the PM1 to the PM3 for ELA, the increase was small. Both of these assessments require well-versed knowledge in progress monitoring to provide the necessary interventions that will help increase overall proficiency.

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

Our highest priority for school improvement this year is focusing on increasing our proficiency in Algebra 1.

The following areas will also take precedence to support our main priority:

- Topic assessment data
- Progress Monitoring (PM) tests, specifically related to Algebra 1
- Student and Teacher Data Chats
- Tutoring for EOCs

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 Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST Algebra 1 EOC data, 39% of students were proficient in Math compared to the state average of 50% and district average of 56%. Based on Biology data from the last three years, approximately 35% of regular Biology students are passing the EOC. According to our three-year trend for ELA data, less than 25% of our 9th and 10th Graders are proficient (9th Grade- 23% proficient, 10th Grade 16% proficient).

In the climate survey, 53% of teachers stated that students lack basic academic skills. Based on the data and the contributing factors: the lack of a consistent math teacher throughout the school year, a larger than usual number of new ELL students, and a lack of attendance monitoring at tutoring sessions, we will implement the Targeted Element of Intervention.

Measurable Outcome:

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

With the implementation of Intervention strategies, we will see a proficiency increase of 3%-5% in our overall student scores for the FAST, BEST, and EOC Exams by May 2024.

Monitoring:

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

Teachers will attend refreshers related to the FAST/BEST Portal and PowerBi during their department meetings. The teachers will begin to plan lessons using data and incorporate intervention strategies at least once a week. The Leadership Team will conduct data chats with teachers after each district assessment (baseline and mid-year). Teachers will address the lowest-performing standards with intervention strategies. The leadership team will follow up with regular walkthroughs to ensure that interventions aligned with current data are occurring. Administrators will review lesson plans for indication of intervention strategies. Data Analysis of formative assessments of Algebra 1 students will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Tony Ullivarri (pr7071@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 Intervention, our school will focus on the evidence-based intervention strategy. The intervention will help students build fluency in a skill. Using data from assessments, teachers will use intervention strategies such as targeted one-to-one instruction, small-group instruction, and feedback strategies to address the learning needs of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Intervention will ensure that teachers are using updated data from district and topic assessments, and supplemental programs to plan lessons that are customized to students' needs. This will allow teachers to set individualized goals for student progress and create one-to-one and small-group learning interventions. As a result, we can target students needing further intervention and provide extended learning opportunities such as tutoring.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The administrative team will offer professional development sessions for teachers focusing on intervention strategies. As a result, teachers can identify struggling students, differentiate instruction, and implement targeted interventions.

Person Responsible: Janine Leyte-Vidal (janinecastillo@dadeschools.net)

By When: 8/14-9/29

Teachers will select one intervention strategy to implement in their classroom that will address the specific learning needs of their students. As a result, they can effectively execute these strategies in their lessons.

Person Responsible: Janine Leyte-Vidal (janinecastillo@dadeschools.net)

By When: 8/14-9/29

Teachers will incorporate one intervention strategy in their lesson plans weekly. As a result, they will be able to monitor the consistency of the intervention and make adjustments when needed.

Person Responsible: Janine Leyte-Vidal (janinecastillo@dadeschools.net)

By When: 8/14-9/29

#2. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

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

According to our 2023 FAST/EOC Data, 20% of our SWD were proficient in ELA, 14% in Math, and 20% in Science. Based on the data and the contributing factors of: student readiness levels limiting abilities to master grade-level tasks, lesson plans that did not target specific objectives, and a lack of implementation of a Gradual Release of Responsibility Model (GRRM) for Students With Disabilities (SWD) subgroup, we will implement the Targeted Element of Establishing and Implementing Instructional Frameworks.

Measurable Outcome:

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

With the implementation of a consistent instructional framework, an additional 5% (for a total of 25%) of our SWD population will score at proficiency in the area of ELA, an additional 4% in the area of mathematics (for a total of 18%), an additional 5% in the area of science (for a total of 25%) by 2023-2024 state assessment by June 2023.

Monitoring:

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

The leadership team will conduct periodic walk-throughs (twice a quarter) to observe and provide feedback on implementing the teacher's instructional framework. Administrators will review lesson plans to ensure that teachers specifically target SWD when they plan their lessons.

Person responsible for monitoring outcome:

Tony Ullivarri (pr7071@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 Intervention of Establishing and Implementing Instructional Frameworks. This strategy maximizes learning for all students. It may include an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block.

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.

Provide faculty training to assist our teachers in identifying and implementing an effective co-teach model in the classroom. Our inclusion classes contain the largest number of SWD. As a result, the primary and co-teacher can effectively support ESE students.

Person Responsible: Richard Martinez (262452@dadeschools.net)

By When: 8/14-9/29

Primary and co-teachers will use the selected co-teach model to select an instructional framework that will maximize the learning of their SWD population. As a result, co-teachers and primary classroom teachers will have a unified vision for supporting their students

Person Responsible: Richard Martinez (262452@dadeschools.net)

By When: 8/14-9/29

The selected instruction framework will be evident in the teacher's lesson plans daily. As a result, teachers will effectively deliver pre-planned strategies to students in an organized and effective manner,

Person Responsible: Richard Martinez (262452@dadeschools.net)

By When: 8/14-9/29

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

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

According to our 2022-2023 Student Climate Survey Data, 18% of students disagreed or strongly disagreed that their counselors helped them with their school or personal problems. Additionally, 32% of students were neutral on this matter, meaning that 50% of our student population felt assisted by their counselors. 40% of students stated they feel their school cares about their social and emotional well-being. Based on the data and the identified contributing of at least half of the student population feeling they lack support related to school problems, personal problems, and their social and emotional well-being, our Targeted Element in Positive Culture and Environment will be specifically related to Student Services.

Measurable Outcome:

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

With the implementation of Effective Use of School and District Support Personnel, 60% of students will know who their counselor is and/or have had at least one meeting with their counselor by December 15th.

Monitoring:

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

A student survey will be developed and administered to students through their ELA classes to monitor the percentage of the student population who feel the student services department is available and accessible to students and families. The survey will also gauge the percentage of students who feel there is a clearly defined process for enlisting support or an appointment with their counselor.

Person responsible for monitoring outcome:

Janine Leyte-Vidal (janinecastillo@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 Services, our school will focus on the evidence-based strategy of Effective Use of School and District Support Personnel. The Counseling Department can provide valuable academic support to students by being more accessible. Through increased access, they can assist more students with setting goals, exploring interests, and making informed decisions about their educational journey. Counselors can facilitate personal and social development among students by promoting skills such as self-awareness, interpersonal communication, conflict resolution, and problem-solving.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effectively utilizing counselors ensures that students receive comprehensive support, both academically and emotionally, leading to improved overall well-being and increased chances of success in their educational journey and beyond.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

All counselors will attend grade-level orientations. In addition, they will conduct classroom visits for fall orientation. As a result, students will learn who their counselors are and the services that they provide at the school.

Person Responsible: Tony Ullivarri (pr7071@dadeschools.net)

By When: 8/14-9/29

To be more accessible to students, counselors will set a table in the lunch area twice a week during the student's lunchtime. As a result, students will have more access to counselors and will not have to wait to set up an appointment for simple questions or requests.

Person Responsible: Tony Ullivarri (pr7071@dadeschools.net)

By When: 08/14-9/29

Each counselor will send a welcome email to the students and parents that they are assigned. As a result, counselors will be able to effectively reach out and reconnect with students and parents at the beginning of the school year.

Person Responsible: Tony Ullivarri (pr7071@dadeschools.net)

By When: 8/14-9/29

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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 Climate Survey given to teachers, 49% "felt overloaded or overwhelmed by working at my school." In the Professional Development Survey, 22% of teachers stated the collaborative, job-embedded professional development they would benefit most from is Professional Learning Communities (PLCs). Based on the data and the identified contributing factors of teachers needing a supportive environment as well as opportunities to share resources and implement self-care practices, we will implement a Positive Culture and Environment specifically relating to Teacher Retention and Recruitment.

Measurable Outcome:

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

With the implementation of Mindfulness, we will reduce the amount of teachers feeling overwhelmed and overloaded through the use of professional growth opportunities by 10 percentage points during the 2023-2024 school year.

Monitoring:

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

By implementing more opportunities for Learning Communities, 30% of teachers will agree with the statement on the School Climate Survey that PLCs have assisted in reducing the sense of being overloaded and overwhelmed.

Person responsible for monitoring outcome:

Janine Leyte-Vidal (janinecastillo@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 Retention and Recruitment, our school will focus on the Evidence-based Intervention of mindfulness. Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance in an educational setting. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate a consistent schedule for practice throughout the school week. As little as 10-15 minutes at a time can be beneficial.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mindfulness will encourage collaboration among teachers, allowing them to share the workload and support each other. By promoting a culture of teamwork, teachers can lean on one another for assistance, share ideas, and divide responsibilities. Supporting teachers' well-being not only benefits them but also positively impacts their students and the overall learning environment.

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.

We will offer a mindfulness training/workshop specifically designed for teachers. We will invite experienced mindfulness instructors or partner with local mindfulness organizations to enhance the effectiveness of these sessions. As a result, teachers will be introduced to mindfulness practices and how to incorporate mindfulness into daily routines.

Person Responsible: Janine Leyte-Vidal (janinecastillo@dadeschools.net)

By When: 8/14-9/29

Create a dedicated mindfulness space within the school where teachers can retreat for a few moments of mindfulness practice and reflection. The teachers' lounge will be remodeled to be equipped with comfortable seating, calming decorations, and resources like meditation cushions, soft lighting, or ambient sounds. As a result, teachers will have a space to implement their mindful pause to recharge and refocus.

Person Responsible: Tony Ullivarri (pr7071@dadeschools.net)

By When: 8/14-9/29

Create a newsletter that integrates mindfulness into teaching practices and self-care routines. As a result, teachers will be able to receive mindfulness tools that they can use throughout the school day.

Person Responsible: Janine Leyte-Vidal (janinecastillo@dadeschools.net)

By When: 8/14-9/29

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 SIP, UniSIG budget, and SWP will be disseminated during an ESSAC meeting, through the PTSA and Coral Gables website, and during a Faculty Meeting.

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 to fulfill the school's mission, support the needs of students, and keep parents informed of their child's

progress through the following methods: Title 1 Meetings, PTSA, Resource Fairs, Friends of Gables Alumni Meetings, and Parent Orientations. In addition, our Community Involvement Specialist (CIS) will prioritize relationship-building with parents, families, and 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 implement strategies that support all students at the school. The administrative team will implement strategies to support teacher retention through mindfulness. In addition, teachers will support students through the implementation of Intervention strategies and well-thought-out instructional frameworks. Finally, the student services department will work on increasing their access to students. The school will provide accelerated curriculums to students through Advanced Placement, Dual Enrollments, and International baccalaureate courses.

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))

There are various programs at our schools that were used to coordinate this plan or that will support the execution of this plan. These programs and services include Title 1 tutoring, Title 3 tutoring, HLAP paraprofessionals, Project Upstart, Income Surveys, Free Breakfast and Lunch program, and SPED program specialists.