Coral Reef Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Coral Reef Senior High School

10101 SW 152ND ST, Miami, FL 33157

http://coralreef.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 Coral Reef Senior High School, in partnership with all of its stakeholders, is to create a community of learners who embrace their diversity, yet work together, united by a common purpose, to acquire the knowledge and skills required for success as citizens of a global society.

Provide the school's vision statement.

Coral Reef Senior High School is a creative place where students feel safe and are enthusiastic about learning and participating in school activities. A variety of curricular offerings, theme-based academies, extracurricular activities, and athletic programs provide students with meaningful, well-rounded, educational experiences.

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
Berge-MacInnes, Nicole	Principal	Instructional Leader and operational manager of the school. She seeks to engage all stakeholders and foster a positive school climate
Burns, Anthony	Assistant Principal	Mr. Burns assists the principal as needed. He is in charge of campus security, two academies, athletics, and the IPEGS process. He helps with the daily operations of the school. Also, Mr. Burns supervises the Mathematics and Elective departments.
Jorva, Beatriz	Assistant Principal	Dr. Jorva assists the principal as needed. She supervises the counselors and clerical staff. She also manages three academies as well as the Science and Counseling departments. In addition, she manages all issues regarding facilities.
Mejia, Alvaro	Assistant Principal	Mr. Mejia is the Assistant Principal of Curriculum and also the Principal's designee. He assists the principal as needed. He is also in charge of custodians and the English/ Language Arts department.
Watkins, Genesse	Assistant Principal	Ms. Genessee Watkins assists the principal as needed. She manages two academies in addition to activities, technology, testing and textbook inventories.

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

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

The SIP is created by the literacy team at Synergy in the summer. It is then presented to the faculty during department meetings in the opening of school meetings. Department members provide feedback as to whether they would like add or change any of the action steps. The SIP is then presented to the EESAC which is comprised of instructional and non-instructional staff, business partners, parents, and students. The EESAC approves the SIP and it is then implemented.

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 Literacy Team will collect and review data from progress monitoring points and district provided charts. Data chats will be held with the teachers and students to ascertain areas in need of improvement. The SIP will be reviewed at department meetings and updated information will be presented to the EESAC.

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	No
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	53%
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) Multiracial Students (MUL) 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: A
	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	40	20	35	40	135
One or more suspensions	0	0	0	0	0	10	4	6	1	21
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	9	3	1	13
Course failure in Math	0	0	0	0	0	0	2	5	4	11
Level 1 on statewide ELA assessment	0	0	0	0	0	66	30	28	0	124
Level 1 on statewide Math assessment	0	0	0	0	0	46	34	33	4	117
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	138	35	32	2	207

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	22	14	16	2	54

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	7	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	103
One or more suspensions	0	0	0	0	0	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	144
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	132

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	66

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	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	5

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*	83	55	50	85	54	51	83		
ELA Learning Gains				73			60		
ELA Lowest 25th Percentile				69			56		
Math Achievement*	76	43	38	71	42	38	56		
Math Learning Gains				74			22		
Math Lowest 25th Percentile				67			24		
Science Achievement*	86	62	64	78	41	40	79		
Social Studies Achievement*	91	69	66	90	56	48	84		
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	99	56	61	100		
College and Career Acceleration	81	70	65	83	67	67	84		
ELP Progress		49	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	86
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	789
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	99

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	61			
ELL	81			
AMI				
ASN	92			
BLK	81			
HSP	86			
MUL	94			
PAC				
WHT	89			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	83			

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	58			
ELL	73			
AMI				
ASN	86			
BLK	73			
HSP	79			
MUL	92			
PAC				
WHT	87			
FRL	75			

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	83			76			86	91		100	81	
SWD	57			54			53	61		40	6	
ELL	57			76			84	80		88	6	
AMI												
ASN	85			87			90	100		89	6	
BLK	79			66			85	90		66	6	
HSP	83			77			85	90		81	6	
MUL	94							100		82	4	

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	89			80			86	94		85	6	
FRL	79			75			81	87		75	6	

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	85	73	69	71	74	67	78	90		99	83	
SWD	55	60	59	50	60	41	47	68		100	44	
ELL	64	70	68	68	72	86	69	59		100	76	
AMI												
ASN	86	64						93		100	87	
BLK	79	70	60	62	74	69	64	84		98	67	
HSP	85	73	70	71	72	66	78	91		99	83	
MUL	95	82								100	90	
PAC												
WHT	90	77	70	83	88		91	94		100	89	
FRL	81	70	67	66	70	62	72	87		99	80	

| 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	83	60	56	56	22	24	79	84		100	84	
SWD	55	49	46	48	31	28	57	67		100	55	
ELL	54	54	40	53	27	28	63	81		95	75	
AMI												
ASN	91	69	75	70	35		67	100		100	100	
BLK	73	50	38	42	16	16	74	81		100	67	
HSP	83	60	58	56	22	24	79	83		100	85	
MUL	76	55						89				
PAC												
WHT	89	63	62	68	30	40	86	87		99	86	
FRL	77	55	51	49	20	19	75	79		99	83	

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	83%	54%	29%	50%	33%
09	2023 - Spring	85%	51%	34%	48%	37%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	56%	7%	50%	13%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	52%	28%	48%	32%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	65%	21%	63%	23%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	66%	26%	63%	29%

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.

Math is the data component with the lowest performance in the Spring 2023 results. Although it has the lowest passing rate of our tested areas, there was a significant increase from the prior years. The Spring Algebra 1 scores increased from 63% passing in 2022 to 76 % passing in 2023. The Spring Geometry scores increased from 74% in 2022 to 80% passing in 2023.

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

A comparison of the Spring 2022 and Spring 2023 ELA state scores show a decline of 1 percent from 85 percent in 2022 to 84 percent in 2023. The main factor that contributed to the decline was the teachers being on leave for extended periods of time and the unavailability of teachers to hire.

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.

40 percent of Florida's new teachers left the classroom within their first five years in the profession, state records show. This is 15 to 20 percent above the national average. Coral Reef had zero teachers leave in 2021-2022 school year and only 1 teacher transferred in 2022-2023 school year. There's a high academic expectation in place that is monitored regularly to ensure success. In addition, there's a tiered consistent support system in place through the Academy Counselor, Lead Teacher and Administrator.

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

Algebra 1 EOC showed the most improvement. This could be attributed to Master Schedule changes and new teachers providing instruction. Furthermore, co-teachers were placed in numerous sections of Algebra 1 to provide additional support.

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

A comparison of student attendance data as depicted in Power BI showed that in 2021-2022, 4.26 percent of students had 10 or more absences whilst in the 2022-2023 school year, 10 percent of the students had 10 or more absences. This is more than a 5 percent increase in student absences.
For the 2022-2023 school year, the school's staff missed more days of work than the staff for the district overall. A comparison of the attendance data (employees who missed 5.5-10 days of work) between the school district and the school showed that the school's staff was 27% and the school district was 21%.

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

1. Continue to increase math scores
2. Increase ELA scores
3. Provide support to new teachers, specifically in Biology and ELA

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 Collaborative Planning

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

According to the 2022-2023 Algebra 1 and Geometry data, 76% of students were proficient in Algebra 1 and 80% of students were proficient in Geometry. In comparison to the 2021-2022 data, proficiency increased, but these levels of proficiency are still the lowest in comparison to other academic areas of performance. Based on the data and the identified contributing factors of: new teachers, an increase in Algebra 1 sections due to additional student population placed in Algebra 1 and no intensive math offering, we will implement the Targeted Element of Collaborative Planning.

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

With the implementation of Collaborative Data Chats, the percentage of students meeting proficiency in Algebra 1 and Geometry will increase from 77% to 81% respectively by Spring of 2024.

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

Administration and Mathematics Department chair will participate in Collaborative Data Chats to ensure that teachers utilize time efficiently and provide resources, as necessary. Teachers will create and employ team artifacts such as: lesson plans, bell ringers, STEAM activities.

Person responsible for monitoring outcome:

Anthony Burns (tburns@dadeschools.net)

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

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

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

The implementation of the evidence based strategy Collaborative Data Chats will provide teachers time to discuss data trends, make decisions based on data, and create lessons and remediation activities based on needs identified from the data.

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 collaborate to create standards aligned lesson plans through online communication and during department meetings. As a result, teachers will analyze and utilize their data to realign lessons and assessments.

Person Responsible: Tabatha Moscone (tmoscone@dadeschools.net)

By When: 8/14-9/29

The teachers will be provided professional development opportunities via PLCs. As a result, they will learn how to effectively implement Differentiated Instruction (DI) techniques which will address standards aligned instruction.

Person Responsible: Stephanie Woolley-Larrea (slwl@dadeschools.net)

By When: 8/14-9/29

Teachers will be provided an all day professional development on STEAM and Assessment. As a result they will collaborate on how to structure their lessons to measure/assess student outcomes.

Person Responsible: Stacey Phelan (sphelan@dadeschools.net)

By When: August 15, 2023

Teachers will attend professional learning provide by the school district on instructional resources and strategies.

Person Responsible: Nicole Berge-MacInnes (pr7101@dadeschools.net)

By When: 9-29-23

#2. Instructional Practice specifically relating to ELA

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

Analysis of the 2022 Spring state exams and Spring 2023 ELA state exam scores show an overall decline for 9th and 10th grade of 1 percent from 85 percent to 84 percent.

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

2024 Spring state exam scores for ELA 9th and 10th grade will show an increase of 1 percentage point from an 84% to an 85% passing rate.

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

Teachers will be required to participate in professional learning on assessment as well as instructional coaching/collaborative planning on the preparation for and format of Progress Monitoring exams. Debriefing forms and lesson pans will be monitored by administrators during classroom walkthroughs. Additionally, incentives to enhance teacher attendance will be provided.

Person responsible for monitoring outcome:

Alvaro Mejia (amejia@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 Instructional Coaching/Collaboration, our school will focus on the Evidence-based Intervention of Professional Learning Communities. During PLC meetings, teachers will work with leaders so that they can build on their abilities to know their learners, link the learning objectives in the manner in which the students will be assessed, and align their instruction accordingly. Administrative classroom walkthroughs and subsequent professional dialogue with teachers will garner implementation progress .

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

According to the 2022-2023 FAST PM3 data, 84% of the 9th and 10th grade students were proficient in ELA as compared to the Spring 2021-2022 Spring ELA results of 85% of the students being proficient in ELA. Based on the data and the identified contributing factors which was high teacher absence, numerous teachers that were new to teaching these courses, and a new format to the exam, it is clear that teachers need more time to collaborate to better prepare the students for the new exam and new standards.

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.

Based on the data from 2023 Spring PM3 exams, make changes to the Master Schedule to strategically place teachers in 9th & 10th grade courses.

Person Responsible: Nicole Berge-MacInnes (pr7101@dadeschools.net)

By When: 08/14/23 - 9/29/23

Schedule and coordinate Collaboration Days for ELA 9th and 10th grade teachers.

Person Responsible: Nicole Berge-MacInnes (pr7101@dadeschools.net)

By When: 08/14/23 - 9/29/23

Hold data chats with teachers/ administrators, teachers/students, and teachers/teachers.

Person Responsible: Alvaro Mejia (amejia@dadeschools.net)

By When: 08/14/23 - 9/29/23

Encourage and guide the formation of PLCs (Professional Learning Communities) to foster professional dialogue and sharing of best practices.

Person Responsible: Stephanie Woolley-Larrea (slwl@dadeschools.net)

By When: 08/14/23 - 9/29/23

#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.

A comparison of student attendance data as shown in Power BI revealed that in 2021-22, 4.26% of students had 10 or more absences which was approximately 5% less than the 2022-23 year that had 10% of students had 10 or more absences from school. Since research shows that student success is impacted by student attendance, improving student attendance will be an area of focus for the 2023-2024 school year. We will implement the Targeted Element of Strategic Attendance Initiatives.

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

By October 26, 2023, the end of the first nine week grading period, there will be a reduction in absenteeism from students missing 10% of school days to 8% of school days. By January 18, 2024, there will be a reduction of absenteeism to 6% absenteeism. With an improvement of student attendance from 10% to 6% by the end of the second nine weeks, there should be more student awareness about the importance of attending school.

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

Students will be identified from 2022-23 data for chronic absenteeism in the beginning of the year. Every Monday, File Download will be used to identify students with 3 or more absences. In addition, on a daily basis, the Attendance Bulletin will also be used to identify students with a pattern of absences.

Person responsible for monitoring outcome:
Beatriz Jorva (bjorva@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.)

Via Strategic Attendance Initiatives such as closely monitoring and reporting on attendance, we can promote a strong reciprocal relationship with educators and students to keep students/families involved in school and learning. This also will provide social-emotional checkpoints for students. Direct measures such as home visits, counseling, and referrals to outside agencies will also be incorporated as warranted.

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

Students who missed 10% of school the prior year will be prioritized for extra outreach and support because these students are more likely to fall behind in Reading and experience lower achievement levels overall thereby impacting the possibility of graduating on time. Additionally, incentives or goal planning templates will be utilized with students identified with chronic absenteeism to reduce their absenteeism. The incentives will celebrate students with perfect attendance and students with previous chronic absenteeism who have reduced their absences will also be recognized for their improvement in attendance. Perfect attendance and most improved attendance will be celebrated. Hence, a culture of positivity will be engendered within the school.

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.

Create Canva flyers or Instagram posters about importance of attending school and publish on social media.

Person Responsible: Beatriz Jorva (bjorva@dadeschools.net)

By When: 08/14/23 - 9/29/23

Identify students with previous chronic absenteeism/and or more than two absences within the first month of school to be monitored and complete follow up parent calls.

Person Responsible: Beatriz Jorva (bjorva@dadeschools.net)

By When: 08/14/23 - 9/29/23

Administrator will monitor and implement the reinforcement strategies such as Shout Out (via the PA system) to those Homeroom classes with perfect attendance. In addition, the three top Homeroom classes will receive a free bagel for each student. These two strategies will incentivize students to attend school daily.

Person Responsible: Beatriz Jorva (bjorva@dadeschools.net)

By When: 08/14/23 - 9/29/23

Do shout-outs to those homeroom classes with perfect attendance as well as provide a bagel to the three top homeroom classes with perfect attendance. This should incentivize the homeroom teachers and students to encourage and increase attendance.

Person Responsible: Beatriz Jorva (bjorva@dadeschools.net)

By When: 08/14/23 - 9/29/23

#4. Positive Culture and Environment specifically relating to Other

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

According to the state accountability data for 21-22, 81% of our students earned an acceleration point. Based on this data and the identified contributing factors of fewer acceleration points available, we will be offering more opportunities for students to earn acceleration points and encourage more students to take them. The culture of the school is one of providing support for our students to be in the top tier of the educational arena and to maintain a competitive edge as the students move on to their next steps after graduation.

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

In the 23-24 school year, at least 85% of the students will earn an acceleration point as evidenced by the acceleration completion data compiled from the passing rate of International Baccalaureate, Advanced Placement, and Career Technical exams as well as successful completion of Dual Enrollment courses.

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

The Leadership Team, alongside the student services team, will monitor data to ensure that students are enrolled in courses which earn acceleration points and that students are on track to pass these courses or their related exams. The data will be reviewed during collaboration time for the teachers and administrators will provided extended learning opportunities for the students who are in need of additional support.

Person responsible for monitoring outcome:

Shari Gayton (sgayton@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.)

With the Targeted Element of Goal Oriented Learning, we will ensure that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Students invested in learning goals, both short term and long term, are more invested in learning outcomes (Moss & Brookhart, 2009).

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

By creating Goal Oriented Learning environments, students will be able to be more engaged in their learning because they will have an understanding of the benefits of their outcomes, whether that is college credit or career certifications. This strategy enhances the school culture which is the attainment of success for all.

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.

Identify courses to add to the master schedule which will earn students acceleration points and schedule students in those courses.

Person Responsible: Nicole Berge-MacInnes (pr7101@dadeschools.net)

By When: 08/14/23 - 9/29/23

Conduct formative assessments during the school year to demonstrate progress towards passing the exam or course.

Person Responsible: Monica Carballo (dr.carballo@dadeschools.net)

By When: 08/14/23 - 9/29/23

Conduct data chats with teachers/ administrators and then teachers/students to show the areas where progress monitoring and then target areas which need improvement.

Person Responsible: Nicole Berge-MacInnes (pr7101@dadeschools.net)

By When: 08/14/23 - 9/29/23

Provide tutoring assistance via Honor Societies Clubs.

Person Responsible: Alvaro Mejia (amejia@dadeschools.net)

By When: 08/14/23 - 9/29/23

#5. -- Select below -- specifically relating to

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.

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

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

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.

No action steps were entered for this area of focus

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: Collaborative Planning	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
5	III.B.	Area of Focus: -- Select below --:	$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