

Miami-Dade County Public Schools

Hialeah Miami Lakes Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	24
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	29

Hialeah Miami Lakes Senior High

7977 W 12TH AVE, Hialeah, FL 33014

<http://schoolsites.schoolworld.com/schools/hialeah/>

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.

We are committed to building a community of creative and analytical thinkers through rigorous and relevant academic choices and diverse educational opportunities designed to prepare our students to meet the demands of our ever-changing world.

Provide the school's vision statement.

We will empower our students to become confident, self-directed, lifelong learners and proactive members of society.

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
Ramirez, Juan	Principal	The job duties and responsibilities are to monitor, and follow-up based on the outcome of the support/ data while shifting practices that are in the best-interest of the learning community.
	Assistant Principal	The job duties and responsibilities are to plan, implement, identify areas when instructional support is needed, monitor and follow-up based on the outcome of the support/ data.
Robinson, Angel	Assistant Principal	The job duties and responsibilities are to plan, implement, identify areas when instructional support is needed, monitor and follow-up based on the outcome of the support/ data.
Herrera, Steven	Magnet Coordinator	The job duties and responsibilities are to plan, implement, identify areas when cross curricular support is needed when it correlates to our school's magnet programs. In addition, the magnet coordinator will conduct professional learning communities what will development teachers in developing artifacts that supports the designation of Excellence.
Daniels, Toshia	Instructional Coach	The job duties and responsibilities are to plan, implement, identify areas when cross curricular support is needed when it correlates to our school's STEM programs. In addition, the instructional coach will provide academic support all identified teachers in the are of STEM. Lastly, the instructional coach will conduct professional learning communities what will development teachers in specified targeted areas in Mathematics and STEM.
Ramirez, Juan		

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.

Stakeholder involvement is paramount for the development and execution of the school improvement plan. HML prides itself in having a rich history. A high number of faculty are alumni and community members who support our students and future vision. We engage stakeholders via surveys, EESAC meetings, social media, school website, various clubs and activities including shows throughout the school year and more.

SIP Monitoring

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

The SIP will be regularly monitored monthly and quarterly for effective implementation that will impact and increase student achievement by incorporating strategic checkpoints that will build upon the goal. Data chats, teacher-driven observations and collaboration of upcoming instructional practices will be embedded within the unit plans for specific core departments targeting the deficient students. This collaboration will allow the SIP to be revised as necessary to guarantee continuous improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 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	0	526
One or more suspensions	0	0	0	0	0	0	0	0	0	0	310
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	124
Course failure in Math	0	0	0	0	0	0	0	0	0	0	196
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	496
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	494
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	485
	0	0	0	0	0	0	0	0	0	0	
	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	629

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	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	31

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	
	0	0	0	0	0	0	0	0	0	0	
	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*	41	55	50	42	54	51	36		
ELA Learning Gains				56			39		
ELA Lowest 25th Percentile				44			28		
Math Achievement*	37	43	38	35	42	38	20		
Math Learning Gains				51			27		
Math Lowest 25th Percentile				53			40		
Science Achievement*	58	62	64	57	41	40	53		
Social Studies Achievement*	58	69	66	67	56	48	62		
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	100	56	61	99		
College and Career Acceleration	68	70	65	65	67	67	66		
ELP Progress	51	49	45	54			48		

** 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	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	100

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	624
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	54			
AMI				
ASN				
BLK	53			
HSP	61			
MUL				
PAC				
WHT	24	Yes	1	1
FRL	58			

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	48			
ELL	51			
AMI				
ASN				
BLK	51			
HSP	58			
MUL				
PAC				
WHT	70			
FRL	56			

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	41			37			58	58		100	68	51
SWD	35			32			42	57		28	6	
ELL	24			29			51	43		79	7	51
AMI												
ASN												
BLK	35			28			48	37		72	6	
HSP	43			40			60	62		67	7	52
MUL												
PAC												
WHT	21			27							2	
FRL	39			33			58	54		65	7	56

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	42	56	44	35	51	53	57	67		100	65	54
SWD	42	51	35	36	42	48	54	58		100	11	
ELL	19	47	44	28	51	54	48	46		100	71	54
AMI												
ASN												
BLK	32	55	43	23	41	52	48	53		100	58	
HSP	44	56	45	38	53	53	60	70		100	67	56
MUL												
PAC												
WHT	62	50								100	69	
FRL	41	56	45	34	51	51	55	66		100	63	55

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	36	39	28	20	27	40	53	62		99	66	48
SWD	37	48	29	31	34	34	58	63		97	29	
ELL	21	39	31	17	25	38	41	55		97	77	48
AMI												
ASN												
BLK	19	25	19	10	26	44	42	63		98	54	
HSP	41	43	31	23	27	39	56	62		99	69	47
MUL												
PAC												
WHT												
FRL	35	38	26	18	26	39	54	61		98	64	47

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	36%	54%	-18%	50%	-14%
09	2023 - Spring	27%	51%	-24%	48%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	56%	-26%	50%	-20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	52%	-16%	48%	-12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	65%	-13%	63%	-11%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	66%	-12%	63%	-9%

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.

ELA was the data component that showed the lowest performance. 27% of the students were proficient in grade 9 and 36% of the pupils in grade 10. The contributing factors to this decline were new state standards, a new teacher, and limited opportunities to provide professional development for the entire department, due to the sudden change in state standards. Based on the trending data, this year was an outlier, because in years past the ELA data ranged between 42%-48% proficient.

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

United States History data showcased the greatest decline during the 2022-2023 academic year. Teacher placement was a contributing factor to this academic decline. The instructor was provided instructional support and professional development opportunities. However, the learning curve due to teacher transition was a daunting task to accomplish. No trends were identified, because in the previous years the scores fared from 62% to 73% proficiency in U.S. History.

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

The data component that showed the greatest gap when compared to the state's average is English (ELA). The state's average is 48% for grade 9 and 50% for 10th grade. There is a 21% difference in grades 9 and 14% difference in 10th grade between the school-site and the state of Florida. The contributing factors were listed above.

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

Biology showed the most improvement this academic year. Our data reflected 52% of our students were proficient, the state 49%, and the school district 50%. The new action that was taken by the school was continuing to provide support to the novice teachers returning teachers within the Science department teaching Biology.

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

Reflecting on the EWS data from Part 1, the potential area of concern is teacher attendance. 28% of our teachers have missed 5.5- 10 days of school this academic year and the school district is reflected at 21%. There is a 7% difference between the two.

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

Increase proficiency in the following areas: Algebra, Geometry, ELA, Student Attendance and Acceleration.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Attendance**Area of Focus Description and Rationale:**

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

According to the 2022-2023 attendance data, 86% of our teachers have missed 6 days or more from work. The Teaching Trojan Recognition is an area of focus to build a positive culture and environment within our learning community to decrease this percentage by 50% in the 2023-2024 academic year.

Measurable Outcome:

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

If we implement the Teaching Trojan Recognition, the teachers' attendance will improve by 50% within the upcoming academic year.

Monitoring:

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

The Teaching Trojans Recognition will be monitored monthly by the administrative team utilizing the attendance database to provide support for the faculty and staff that deemed necessary.

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.)

The evidence-based interventions being implemented are incentives for attendance and Employee Assistance Program (EAP) services that will intervene with professional guidance in the areas needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The two strategies incentivizing teachers for their attendance and Employee Assistance Program (EAP) services were selected because O'Sullivan (2022) contends that it is more cost-effective to use funding to financially incentivize teachers to ultimately improve learning outcomes than to use business-as-usual strategies which fail to take teacher agency and their humanity into account. (p.3)

Furthermore, these strategies will provide opportunities for the leadership team to intervene in a non-threatening manner while providing the faculty and staff with the support needed to be successful at their jobs. Lastly, this shift will also create a positive yet nurturing atmosphere that will encourage the staff to work harder and feel supported throughout the process.

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 a calendar for the quarterly (every nine weeks) recognitions to highlight teachers who have come to work every day during the entire nine weeks in efforts to encourage instructors to report to work daily, and decrease the teachers absenteeism by 50% in the 2023-2024 academic year.

Person Responsible: Angel Robinson (301648@dadeschools.net)

By When: September 15, 2023

Create and implement a timeline to highlight the instructors via email, social media, shout-out on the school PA system, and monthly faculty meetings in efforts to boost morale and increase the teacher work attendance.

Person Responsible: Steven Herrera (stevenherrera@dadeschools.net)

By When: August 11, 2023

Set-up a community stakeholder meeting with the local business owners to pursue donations for the initiative to build relationship with community leaders and defray the cost of the incentives.

Person Responsible: Juan Ramirez (jramirez53@dadeschools.net)

By When: September 29, 2023

Implement a quarterly (every nine weeks) raffle for the identified faculty and staff to win a promotional trip donated by a community stakeholder in efforts to encourage instructors to report to work daily, and decrease the teachers absenteeism by 50% in the 2023-2024 academic year.

Person Responsible: Angel Robinson (301648@dadeschools.net)

By When: September 29, 2023

#2. 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 2023 School Climate survey data, 32% of our teachers stated they “Would not recommend this school to others.” As a result, the Trojan Sunshine Club is an area of focus to build a positive culture and environment within our learning community to decrease this percentage by 50% in the 2023-2024 academic year. The Trojan Sunshine Club will also support the Trojan Community during emergencies as well as plan social activities for the staff enjoyment while creating a positive culture.

Measurable Outcome:

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

If we implement the Trojan Sunshine Committee, the teachers will feel a sense of comradery, which will impact the school’s culture positively as well decrease the absenteeism and survey rating for the upcoming year.

Monitoring:

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

The Trojans Sunshine Club will be monitored monthly by the administrative team utilizing the Microsoft forms spreadsheet to recognize the faculty and staff during their birthday month

Person responsible for monitoring outcome:

Angel Robinson (301648@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based interventions being implemented are recognizing the faculty and staff’s birthdays, anniversaries and providing them with a token to indicate recognition of different milestones they may experience during the academic year, as well as supporting the staff during difficult times they may experience during the academic school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Trojan’s Sunshine Club is the strategy that was selected because a vast number of instructors stated that they “would not recommend this school to others”, which is a clear indication that 32% of instructors are not happy at work. There is a correlation between the two issues - absenteeism and teachers not recommending the work environment. Therefore, both matters must be addressed.

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 a Microsoft form, to collect data, and monthly calendar, to showcase the birthdays/ special occasions of the faculty and staff to provide the Trojan Sunshine Committee with accurate information when recognizing the learning community.

Person Responsible: Sydnia Machado (260164@dadeschools.net)

By When: September 8, 2023

Recognize the July, August, and September Birthdays via PA, email and social media platform in order to boost morale, increase buy-in and provide learning community(i.e. teachers and students) opportunities to form personal bonds/ relationships with colleagues outside of their departments.

Person Responsible: Angel Robinson (301648@dadeschools.net)

By When: August 31, 2023

Celebrate the July, August, and September Birthdays during the 1st faculty meeting to model the expectation for the Trojan Sunshine Committee in efforts to create a positive culture.

Person Responsible: Angel Robinson (301648@dadeschools.net)

By When: September 29, 2023

#3. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

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

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

Based on the 2023 academic data, English and United States History are areas of concern. 68% of our ninth and tenth grade students were not proficient on their (English)FAST PM3 assessment, and United States History decreased in proficiency by 23% percentage points. To target the deficient students, the Miami Learns: Professional Learning Communities (PLC) will be implemented consistently throughout the academic year to establish the best practices needed to support academic growth and enrichment in the following areas: (A) School wide Literacy: Notice and Note, (B) Student Engagement: Metacognition, (C) Instructional Technology Integration: Schoology, Canva, Read 180, OneDrive, and (D) SAMR. Incorporating the different learning styles within the PLCS will provide opportunities for the teacher leaders to model the best practices for the participants to accommodate all student learners.

Measurable Outcome:

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

If we implement (A) School wide Literacy: Notice and Note, (B) Student Engagement: Metacognition, (C) Instructional Technology Integration: Schoology, Canva, Read 180, OneDrive, and (D) SAMR, this will provide the teachers with a toolbox of strategies to assist their students with the necessary support needed to master the content. This will also result in academic growth for the students.

Monitoring:

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

The Miami Learns: Professional Learning Communities will be monitored monthly by the administrative team alongside the teacher leaders utilizing a best practice rubric focusing on (i.e. (A) School wide Literacy: Notice and Note, (B) Student Engagement: Metacognition, (C) Instructional Technology Integration: Schoology, Canva, Read 180, OneDrive, and (D) SAMR) that will correlates to our school's needs to provide support for the faculty and staff that deemed necessary to warrant academic growth for all students.

Person responsible for monitoring outcome:

Angel Robinson (301648@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based interventions being implemented are in-house professional learning opportunities while partnering with Miami Learns, a community stakeholder, to guarantee the instructional practices are current and yield academic results for students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

After conducting a SWOT Analysis during the 2022-2023 academic year, the PLC yielded itself as the most sufficient method to address more than one concern within the building. These concerns were overall school culture and student academic achievement. The strategy serves as a solution to both issues. Teachers can take the lead through a shared vision, while building the capacity of their peers working towards a common goal.

Furthermore, the strategies will provide opportunities for the leadership team to intervene in a non-threatening manner while providing the faculty and staff with the support needed to be successful at their jobs. Lastly, this shift will also create a positive yet nurturing atmosphere that will encourage the staff to work harder towards the academic goals of the school and feel supported throughout the process.

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 a monthly Professional Learning calendar outlining the courses that will be offered and their designated location the entire nine weeks in efforts to keep the entire faculty updated with the course offerings.

Person Responsible: Gina Bryson-Prieto (gmbryson@dadeschools.net)

By When: September 15, 2023

Establish the teacher leaders for each course to provide teachers with leadership opportunities that will allow them to model research-based techniques that will incorporate the different learning styles for the participants to accommodate all student learners within their classrooms.

Person Responsible: Angel Robinson (301648@dadeschools.net)

By When: September 29, 2023

Set-up a community stakeholder meeting with Miami Learns to discuss on-going professional development resources .

Person Responsible: Juan Ramirez (jramirez53@dadeschools.net)

By When: September 29, 2023.

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

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

Based on the 2023 academic data, 68% of our ninth and tenth grade students were not proficient on their (English) FAST PM3 assessment, and United States History decreased in proficiency by 23% percentage points. To target the deficient students, Professional Learning Communities (PLC) will be implemented consistently throughout the academic year to establish the best practices needed to support academic growth and enrichment in the following areas: (A) ESOL Strategies: Concept Mapping, Dialogue Journals, Language Ladders and Cooperative learning and (B) Student Engagement for special needs students: Metacognition and decrease this percentage rate by 15% in both grade levels.

Measurable Outcome:

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

If we implement (A) ESOL Strategies: Concept Mapping, Dialogue Journals, Language Ladders and Cooperative learning and (B) Student Engagement for special needs students targeting Metacognition, this will provide the teachers with a toolbox of strategies to assist their students with the necessary support needed to master the content. This will also result in academic growth for the students.

Monitoring:

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

The Professional Learning Communities will be monitored monthly by the administrative team alongside the teacher leaders utilizing a best practice rubric focusing on (i.e. : (A) ESOL Strategies: Concept Mapping, Dialogue Journals, Language Ladders and Cooperative learning and (B) Student Engagement for special needs students: Metacognition that will correlates to our school's needs to provide support for the faculty and staff that deemed necessary to warrant academic growth for all students.

Person responsible for monitoring outcome:

Angel Robinson (301648@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based interventions being implemented are in-house professional learning opportunities targeting the identified areas of A) ESOL Strategies: Concept Mapping, Dialogue Journals, Language Ladders and Cooperative learning and (B) Student Engagement for special needs students: Metacognition to guarantee the instructional practices are research-based and yield academic results for students

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

After conducting a SWOT Analysis during the 2022-2023 academic year, professional learning communities yielded itself to the most sufficient method to address more than one concern within the building. These concerns were overall school culture and student academic achievement. The strategy serves as a solution to both issues. Teachers can take the lead through a shared vision, while building the capacity of their peers working towards a common goal.

Furthermore, the strategies will provide opportunities for the leadership team to intervene in a non-threatening manner while providing the faculty and staff with the support needed to be successful at their jobs. Lastly, this shift will also create a positive yet nurturing atmosphere that will encourage the staff to work harder towards the academic goals of the school and feel supported throughout the process.

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 a recognition to announce the teacher leaders to the faculty and staff and highlight the instructors via email, social media, shout-out on the school PA system, and monthly faculty meetings to boost morale while cultivating buy-in from the learning community.

Person Responsible: Steven Herrera (stevenherrera@dadeschools.net)

By When: September 22, 2023.

Implement a quarterly (every nine weeks) think tanks with the PLC's cohorts to determine areas of strength and growth in efforts to create a culture where a shared vision is valuable by both teachers and administration.

Person Responsible: Angel Robinson (301648@dadeschools.net)

By When: September 29, 2023

Utilize the findings from the think tank to update the Professional Learning Community best practices and goals in efforts to establish the best practices needed to support academic growth and enrichment for all learners.

Person Responsible: Michelle Simon (michsimon@dadeschools.net)

By When: September 29, 2023

CSI, TSI and ATSI Resource Review

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

The leadership team will meet and analyze the academic data in the areas of: Reading, Math, and Science. After disaggregating the data, the targeted population of students will be identified, and the number of interventions will be determined based on the subject area and number of pupils. In addition, the interventionists will be properly trained to implement interventions based on the Schoolwide literacy plan/ Professional Learning Communities.

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.

To disseminate the SIP to all stakeholders, the information will be posted on our school's website. In order to inform all stakeholders, QR Codes which links to the documents will be placed in the main office/ main security desk/ registration, and presented at the ESAC meeting where students, parents and community members are able to ask questions are section that are deemed unclear while making suggestions. In addition, the QR codes will also be placed on all our school social media platforms, as a highlight, to ensure access for all stakeholders.

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))

Hialeah-Miami Lakes Senior plans to build positive relationships with parents, families, and other community stakeholders to fulfill our school's mission to support the needs of students keeping parents informed on their child/(ren)'s progress by offering monthly Parent Academy Sessions, Mail Merging quarterly updates on their child/(ren)'s academic status, providing other opportunities for parents to community with the staff (i.e. school website, google number, social media, and class Dojo).

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)

Our plan at Hialeah-Miami Lakes Senior is to strengthen the academic program by partnering with Miami-Dade College and offering the associate degree program to accelerate our students. In addition, we offered more electives/ courses based on the students' requests, which will yield buy-in from the pupil population. Lastly, we have planned to implement in house Magnet fairs and STEM Days to showcase the programs offered onsite to the entire population.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school wide action plan integrates with the Federal, State, and Local services, resources and programs by providing professional learning communities for instructors, and school-wide announcements and campaigns on the violence prevention, nutrition programs, housing and career technical education programs for both students and parents. All this material will be presented at the monthly EESAC and Parent Academy meeting. It will also be posted on the school's website, social media pages.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The student services team will also attend the professional learning communities targeting the following areas: violence prevention, nutrition programs, housing, and career technical education programs. During this process, the student services team will support to the school-wide literacy plan which promotes academic discourse and metacognition about targeted areas.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Pupils will have opportunities to enroll in college and career readiness course through Miami-Dade College and Miami Lakes Technical College through the dual enrollment program. These programs will be made accessible through their core teachers when recommending students for both programs. Once students are identified, parents will be contacted and meeting will be setup for counselors/ administrators to assist both parents and students throughout the process.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Stellar Trojan serves as a Positive Behavior Support, which was implemented to incentivize the students for modeling positive behaviors throughout the learning environment. Once students are identified by the instructor, the students are highlighted via school PA, on all social Media accounts, given a certificate, and lunch for the day. Parents are notified about the positive things their child(ren) are doing within the learning environment, which will encourage other students to model the spotlighted behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

To target the deficient students, professional learning communities will be implemented consistently throughout the academic year to establish the best practices needed to support academic growth and enrichment in the following areas: (A) School wide Literacy: Notice and Note, (B) Student Engagement: Metacognition, (C) Instructional Technology Integration: Schoology, Canva, Read 180, OneDrive, and (D) SAMR. Incorporating the different learning styles within the PLCS will provide opportunities for the teacher leaders to model the best practices for the participants to accommodate all student learners. Teachers will create a sense of value within the building and will encourage more teachers to participate.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

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: Positive Culture and Environment: Teacher Attendance	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$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