Miami Edison Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Edison Senior High School

6161 NW 5TH CT, Miami, FL 33127

http://edison.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.

Miami Edison Senior High School seeks to be a safe, supportive, and nurturing community which inspires all students to perform at high levels of learning. High standards and continuous improvement are embedded within our school culture to inspire lifelong learners to flourish in a global society.

Provide the school's vision statement.

The vision of Miami Edison Senior High School is to deliver a relevant and rigorous academy based curriculum designed to meet the educational needs of our diverse population. Students will be empowered through engaging social educational relationships, real world experiences, and community and business partnerships. Students are equipped with the essential tools to enable them to achieve their highest potential in their post secondary endeavors and to become lifelong learners.

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
Dominique, James	Principal	
Campbell, Juan	Assistant Principal	
PIERRE-JOSEPH, ALIETTE	Curriculum Resource Teacher	
RILEY, MARK	Teacher, K-12	

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.

An effective communication plan is crucial to inform stakeholders about the School Improvement Plan (SIP) process. The development of Miami Edison Senior School Improvement Plan (SIP) was a collaborative effort that involved key stakeholders, including the school leadership team, staff, parents, students, and community leaders. Surveys were conducted to gather opinions and feedback from parents, students, and staff members, identifying areas for improvement and strengths of the school. Additionally, focus groups were organized to foster open discussions and brainstorming sessions among representatives from different stakeholder groups. Data from these efforts were carefully analyzed, identifying common themes and challenges. Planning workshops were then held, allowing stakeholders to actively participate in shaping the SIP by proposing strategies, goals, and action steps. The school leadership team, working collaboratively with teachers and staff, drafted the SIP based on the gathered input and suggestions. The draft plan was shared with all stakeholders, inviting them to provide further feedback and suggestions for refinement. After incorporating relevant feedback, the SIP was finalized, ensuring it aligns with the school's vision and mission while being realistic and measurable. Once

implemented, stakeholders will continuously monitor and evaluate the SIP's progress, fostering a sense of ownership and commitment to its success. The involvement of all stakeholders in the SIP development process ensures a comprehensive and effective plan that leads to positive outcomes for the entire school community.

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

Monitoring the School Improvement Plan (SIP) for effective implementation and impact on increasing student achievement, especially for those with the greatest achievement gap, is crucial for ensuring continuous improvement. The school will employ a systematic approach to track the progress of the SIP throughout the academic year and the various phases of the SIP. Regular data collection and analysis will be conducted during each phase to assess the effectiveness of the strategies and interventions outlined in the plan. This will involve multiple methods, such as formative and summative assessments, standardized tests, classroom observations, and feedback from teachers and staff. As part of the monitoring process, the school leadership team and relevant stakeholders will meet regularly to review the data and assess the SIP's impact on student achievement. If any strategies are found to be ineffective or not producing the desired outcomes, the team will promptly identify the reasons and make necessary adjustments. This might involve seeking additional professional development opportunities for teachers, reallocating resources, or modifying instructional approaches. By consistently monitoring the SIP's progress, analyzing data, engaging stakeholders, and revising the plan as needed, the school will create a dynamic and responsive framework for fostering student achievement and narrowing the achievement gap. This process of continuous improvement will drive positive outcomes and ensure that the school remains focused on its mission to provide an equitable and high-quality education for all students.

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	99%
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)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
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	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	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	304
One or more suspensions	0	0	0	0	0	0	0	0	0	130
Course failure in ELA	0	0	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	0	0	0	104
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	309
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	322
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	335

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	389

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	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	35

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*	30	55	50	25	54	51	17		
ELA Learning Gains				48			28		
ELA Lowest 25th Percentile				43			34		
Math Achievement*	28	43	38	22	42	38	20		
Math Learning Gains				48			27		
Math Lowest 25th Percentile				76			31		
Science Achievement*	47	62	64	37	41	40	44		
Social Studies Achievement*	44	69	66	31	56	48	28		
Middle School Acceleration					56	44			
Graduation Rate	94	89	89	93	56	61	92		
College and Career Acceleration	76	70	65	76	67	67	75		
ELP Progress	38	49	45	35			38		

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	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	93

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	48			
AMI				
ASN				
BLK	50			
HSP	51			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	44			
AMI				
ASN				
BLK	49			
HSP	41			
MUL				
PAC				
WHT				
FRL	48			

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	30			28			47	44		94	76	38
SWD	24			17			29	28		47	6	
ELL	19			31			34	40		80	7	38
AMI												
ASN												
BLK	30			29			50	37		76	7	29
HSP	29			24			39	67		73	7	49
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	30			30			46	46		73	7	21

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	25	48	43	22	48	76	37	31		93	76	35
SWD	23	41	29	29	42	73	36	47		92	45	
ELL	12	46	41	19	52	73	28	12		90	74	35
AMI												
ASN												
BLK	25	47	48	20	47	77	36	28		94	75	42
HSP	20	51	29	18	44		35	33		83	79	15
MUL												
PAC												
WHT												
FRL	24	47	42	21	46	76	38	31		93	75	33

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	17	28	34	20	27	31	44	28		92	75	38
SWD	27	36		30	29		43	33		88	48	
ELL	9	23	29	18	38	42	29	22		87	81	38
AMI												
ASN												
BLK	17	27	33	16	25	28	44	24		95	74	39
HSP	21	29		31	38		38	35		77	85	33
MUL	20											
PAC												
WHT												
FRL	17	29	39	19	26	29	43	24		92	75	39

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	24%	54%	-30%	50%	-26%
09	2023 - Spring	22%	51%	-29%	48%	-26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	56%	-30%	50%	-24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	52%	-27%	48%	-23%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	65%	-24%	63%	-22%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	66%	-23%	63%	-20%

III. Planning for Improvement

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

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

The data component that showed the lowest performance was English Language Arts (ELA) when compared to other content area data components. In 2023, English Language Arts (ELA) proficiency averaged 23%, whereas Algebra averaged 27% proficiency, Geometry recorded 25% proficiency, Science achieved 41% proficiency, and US History reached 42% proficiency. In comparison to the district where ELA averaged 51% proficiency in 9th grade, 54% proficiency in 10th grade. Last year's low performance in ELA can be attributed to several contributing factors. Firstly, we had only one academic coach who was in the classroom teaching 10th grade for more than half of the year, which limited the availability of instructional support and individualized attention for the students. Additionally, our 9th Grade English teacher was on leave for a significant portion of the school year, leading to an interventionist covering and instructing the class. These staffing challenges disrupted the continuity of instruction and impacted students' progress in ELA. Despite an increase in literacy proficiency, the data indicates that ELA remains the data component with the lowest performance according to the spring 2023 state assessments.

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

The data component that exhibited the most significant decline from the prior year was 9th-grade ELA, showing a regression from 28% proficiency in 2022 to 22% proficiency in 2023. Several factors contributed to this decline, with the primary factor being the extended leave of our 9th-grade ELA teacher for a substantial portion of the year. As a result, the responsibility to cover and instruct the class fell upon the 9th-grade interventionist. This disruption in consistent instruction likely impacted student learning outcomes and contributed to the decline in proficiency observed in 9th-grade ELA. Moving forward, our focus will be on providing additional support and resources to ensure a more stable learning environment for our students in this subject area.

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.

When analyzing the results from Spring FAST/EOC assessments, Geometry has been identified as the subject area showing the greatest gap when compared to the state average. 25% of students taking geometry were proficient as compared to the state average of 49% and district average of 52%. One of the primary factors contributing to this decline is the extended absence of our dedicated geometry teacher for approximately two months due to medical reasons. This absence disrupted the continuity of instruction and impacted student learning outcomes in the subject.

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

Throughout the school year, the data component that demonstrated the most remarkable improvement was US History, with proficiency surging from 26% to 42%. This impressive progress can be attributed to the implementation of strategic planning, which included benchmark-aligned lessons in the classrooms and the creation of extended learning opportunities, devised collaboratively by both teachers and the Curriculum Support Specialist. Additionally, the US History classes effectively utilized research classes for remediation based on topic assessments, enabling students to strengthen their grasp of essential concepts. Moreover, continuous collaboration during common planning between history teachers and instructional support staff significantly contributed to the notable growth observed in US History. The collective efforts of these initiatives showcase our commitment to fostering academic excellence and student achievement.

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

After a thorough analysis and reflection on the early warning system data for 2023, a notable concern has emerged regarding the number of Level 1 students in reading within grades 9-10, as evidenced by

the Fast 2023 PM3 reading assessment. Specifically, there are 74 students in 9th Grade and 94 students in 10th Grade who achieved a Level 1 score in reading. While it is not unusual for the reading levels of students at Miami Edison Senior High School to historically be low, the fact that more than half of our 9th and 10th-grade students are currently performing at a level 1 is a significant cause for concern. This concern extends beyond just reading proficiency, as it can potentially affect the overall results and growth in proficiency in other content areas. Addressing this issue and providing targeted support to improve reading proficiency will be a top priority to ensure the academic success of our students and positively impact their performance in all subjects.

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

In the forthcoming school year, our foremost improvement priorities will revolve around five critical areas. Our primary areas of focus will include:

1. Elevating Literacy Achievement
2. Enhancing Geometry Proficiency Data
3. Enhancing Graduation Rates
4. Nurturing a Positive School Culture
5. Tackling Attendance Challenges Among Students and Teachers

Through dedicated attention to these crucial domains, Miami Edison Senior High aims to cultivate an inclusive and thriving learning environment that nurtures the academic success and growth of all our students.

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 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.

Based on the 2023 FAST PM3 data, 9th-grade students exhibited a proficiency rate of 22%, in contrast to the district, where 51% of students were proficient, and the state, where 48% demonstrated proficiency. In the 10th grade, 23% of students achieved reading proficiency, while the district reported 54% proficiency, and the state indicated 50% proficiency. The data points, coupled with identified contributing factors, reveal significant challenges in ELA. Specifically, the absence of the 10th-grade ELA teacher led to our academic coach assuming the role of the 10th-grade English teacher for more than half of the year. Furthermore, the lack of a 9th-grade ELA teacher resulted in the interventionist instructing 9th-grade ELA students for more than half of the year. As a result, our targeted element will be implemented in the area of English Language Arts, ELA.

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

With the implementation of Differentiation, Miami Edison Senior High School Literacy Department will see a 5% increase of the 9th and 10th grade students scores by 2024 Spring PM3 Reading assessment.

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

The targeted element of ELA will be closely monitored through the effective implementation of differentiation, where students will be grouped according to FAST PM1 and PM2 data and provided with DI folders that correspond to their performance level from both assessments. During Di in the teacher-led stations, the instructor will carefully tailor and scaffold lessons to address each student's needs and promote increased proficiency. The leadership team: Principal, Mr. Dominique, VP, Dr. Lloyd, and AP, Ms. Woodbine will conduct teacher-to-administrative data chats to evaluate the effectiveness of Differentiated Instruction in English classrooms upon the completion of PM1 and PM2.

Person responsible for monitoring outcome:

James Dominique (pr7301@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.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

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

Differentiated instruction is expected to significantly contribute to overall school improvement by addressing individual student needs, improving engagement, and being driven by data findings from FAST PM1 and PM2 assessments. We drilled down to this specific intervention based on our analysis of low ELA proficiency rates and identified contributing factors, such as teacher shortages. The anticipated outcome of implementing this intervention is a notable improvement in ELA proficiency levels, achieved by tailoring instruction to individual needs, providing appropriate scaffolding, and closely monitoring progress, which should lead to higher proficiency rates in subsequent assessments, thereby contributing to our school's overall academic advancement.

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.

9/8/23- ELA and Reading instructors will engage in a comprehensive review and analysis of the PM1 data. This assessment will guide the grouping of students according to their performance levels. Subsequently, instructors will furnish color-coded DI folders meticulously designed to target each student's unique needs.

Person Responsible: Juan Campbell (campbell@dadeschools.net)

By When: September 25, 2023

9/22/23- After the completion of the PM1 Reading assessment, teachers will engage in teacher-to-student data chats and teacher-to-admin data chats to discuss and analyze the assessment results. These data chats will serve as valuable opportunities to review student performance, identify strengths and areas of improvement, and develop effective strategies to support each student's learning journey on the path to proficiency.

Person Responsible: Juan Campbell (campbell@dadeschools.net)

By When: September 25, 2023

9/25/23- ongoing- ELA and Reading teachers will actively participate in weekly common planning sessions to collaborate and design standard-aligned lessons for their teacher-led stations. These lessons will be thoughtfully tailored and scaffolded to address the specific needs of all students, ensuring a supportive and inclusive learning environment.

Person Responsible: Juan Campbell (campbell@dadeschools.net)

By When: September 25, 2023.

9/25/23- ongoing-
The administrative team will participate in weekly collaborative planning sessions and conduct regular walkthroughs to guarantee the successful implementation of lessons developed during these planning sessions. Administration will assess exit tickets, daily end products products, and TLC resources via folder checks to ensure the assignments meet students' needs and contribute to enhanced student proficiency.

Person Responsible: Juan Campbell (campbell@dadeschools.net)

By When: September 25, 2023

#2. Instructional Practice specifically relating to Math

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

According to the 2023 B.E.S.T Geometry EOC results , 25% of students taking geometry were proficient as compared to the state average of 49% and district average of 52%. Based on the data and the identified contributing factor of our dedicated geometry teacher being on leave for approximately two months due to medical reasons. This absence disrupted the continuity of instruction and impacted student learning outcomes in the subject, our targeted element will be implemented in the area of math, specifically geometry.

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

With the implementation of data-driven instruction, an additional 5% of 10th-grade students will score at grade level or above on the 2024 Spring BEST Geometry EOC.

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

The math, specifically geometry, targeted element will be meticulously monitored through the adept application of data-driven instruction. After a comprehensive analysis and disaggregation of data, teachers will engage in data discussions with students centered on outcomes from the spring math assessment. They will gather and evaluate both qualitative and quantitative data sources, including assessments, exit tickets, and observations, to monitor student advancement and the impact of instructional methods. This data will inform flexible grouping strategies designed to address individual learning needs and rectify areas of deficiency.

Person responsible for monitoring outcome:

Juan Campbell (campbell@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.)

Data-driven instruction is an educational methodology that relies on the analysis of student performance data to inform and enhance teaching practices. By continually assessing and interpreting data from assessments, tests, and other sources, educators can make informed decisions about adjusting their instructional strategies, interventions, and curriculum to meet the specific needs of students. This iterative process ensures that teaching approaches are aligned with student progress, promoting improved learning outcomes and a more tailored educational experience.

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

Implementing data-driven instruction in geometry offers a tailored approach to improving student outcomes at Miami Edison Senior High School. By analyzing student performance data, we can precisely identify problematic areas within the geometry curriculum, allowing for focused curriculum adjustments and customized interventions that address individual needs. Moreover, this approach informs targeted professional development for teachers, ensuring they have the tools and strategies to effectively teach challenging geometry concepts. Regular progress monitoring and resource allocation based on data insights enable real-time adjustments, ultimately enhancing student proficiency and success in geometry while aligning our efforts with specific academic needs in this subject.

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.

9/22/23- teachers will use a combination of quantitative and qualitative data derived from formative assessments, exit tickets, and classroom observations, to establish adaptable student groups. These groups are tailored to address areas of deficiency, allowing instructors to modify their teaching methods to better suit individual needs and enhance learning outcomes.

Person Responsible: Juan Campbell (campbell@dadeschools.net)

By When: September 25, 2023

9/25/23- ongoing- teachers will conduct individualized one-on-one data chats with students. During these discussions, they will collaboratively establish goals for the academic year.

Person Responsible: Juan Campbell (campbell@dadeschools.net)

By When: September 25, 2023

9/25/23, teachers will distribute data trackers to students, serving as tools for monitoring and tracking their journey towards proficiency. These trackers allow students to visualize their growth and identify areas that require further attention. By actively engaging in their own learning progress, students are empowered to take ownership of their education. This process fosters a sense of responsibility and motivation for continuous improvement.

Person Responsible: Juan Campbell (campbell@dadeschools.net)

By When: September 25, 2023

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

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

Based on the Attendance data and Early Warning Indicators, analysis of staff attendance during the 2022-23 school year reveals that 19% of staff had no absences, 17% were absent between 0-5 days, 30% were absent between 5-10 days, and 34% were absent for more than 10 days. This is in contrast to the previous year, where 13% had no absences, 26% were absent between 0-5 days, 13% were absent between 5-10 days, and 48% were absent for more than 10 days. Given these findings, the focal point of attention for the targeted element will be Teacher Attendance.

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

Through the adoption of attendance initiatives, a projected reduction of 5% in staff absences is anticipated across the categories of 0-5 days absent, 5-10 days absent, and more than 10 days absent, as measured in the upcoming school climate survey reporting.

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

Attendance initiatives for staff will be closely monitored through a combination of data collection, regular analysis, and feedback mechanisms. Attendance records will be consistently tracked and compared to baseline data to measure the impact of implemented initiatives. Additionally, staff feedback and input will be sought through surveys or discussions to gauge their perception of the initiatives' effectiveness and gather suggestions for improvements. Ongoing assessment and adjustments based on quantitative and qualitative data will ensure that the attendance initiatives remain relevant and produce positive outcomes for staff attendance.

Person responsible for monitoring outcome:

James Dominique (pr7301@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.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

Implementing teacher attendance initiatives at Miami Edison Senior High School aligns perfectly with our needs by addressing the issue of teacher absenteeism that can disrupt the learning environment and affect student outcomes. These initiatives serve to create a more consistent and stable teaching environment, which directly benefits our students' education. By introducing incentives and rewards tied to teacher attendance, we incentivize and recognize the commitment and dedication of our educators. This, in turn, fosters a culture of accountability and responsibility, ultimately improving teacher attendance and enhancing the overall educational experience for our students while aligning with our school's mission to provide a high-quality education.

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.

9/8/23- the Teacher Attendance Initiative Committee will be created. This committee will be tasked with devising initiatives aimed at bolstering attendance among staff members. Their initial step will involve crafting a comprehensive survey, designed to solicit feedback from staff regarding challenges pertaining to attendance and potential solutions. By leveraging the insights gathered from this survey, the committee will steer the formulation of impactful strategies that align with staff needs and contribute to a culture of improved attendance.

Person Responsible: James Dominique (pr7301@dadeschools.net)

By When: September 25, 2023

9/20/23- a recognition program that rewards staff members with excellent attendance records for the month will be implemented. This could include certificates, small rewards, or public acknowledgment.

Person Responsible: James Dominique (pr7301@dadeschools.net)

By When: September 25, 2025

9/25/23- During the departmental meetings, administrators, teachers and staff will engage in team building activities to strengthen relationships among staff, making work more enjoyable and encouraging attendance.

Person Responsible: James Dominique (pr7301@dadeschools.net)

By When: September 25, 2023

#4. Graduation specifically relating to Graduation

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.

In the past three years, there has been a steady and consistent increase in graduation rates at Miami Edison Senior High. Based on this three-year trend, the graduation rate for 2023 reached 94%, following 93% in 2022 and 92% in 2021. While the current trend is promising, our continued emphasis will be on graduation to sustain this positive trajectory and ensure ongoing progress in the right direction reaching our desired goal of 96%.

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

By introducing goal-oriented learning in the senior classes, we expect to witness a notable 2% rise in the graduation rate for the 2023-24 school year.

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

The progress of goal-oriented learning will be overseen via data trackers implemented across all senior classes. Seniors will be encouraged to set personalized goals for their final year, ensuring they meet graduation requirements or establish a plan to fulfill them. Furthermore, senior chat nights will facilitate discussions among counselors, administrators, parents, and students, aiming to ensure attainable graduation pathways. This comprehensive strategy fosters focused determination among seniors to successfully achieve their graduation goals during their senior year.

Person responsible for monitoring outcome:

James Dominique (pr7301@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.)

Goal Oriented Learning refers to ensuring 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.

Goal-oriented learning is an educational approach centered around setting clear and measurable objectives for students' learning outcomes. In this approach, students actively participate in defining their learning goals, which can be academic, skill-based, or personal growth objectives. These goals serve as a guiding framework for their learning journey, providing a sense of purpose and direction. Goal-oriented learning involves regular self-assessment, tracking progress, and adjusting strategies as needed to achieve the established goals. This approach empowers students to take ownership of their learning, enhances motivation, and fosters a deeper understanding of the subject matter as they work toward specific, meaningful targets.

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.

9/6-7/23- seniors will participate in a collective SAT/ACT registration process during their English and Reading classes. This initiative aims to optimize their chances of achieving a concordant score for graduation and take full advantage of the available opportunities.

Person Responsible: James Dominique (pr7301@dadeschools.net)

By When: September 25, 2023

9/16/23- ongoing- a proactive strategy will be implemented to support seniors who haven't fulfilled reading and math graduation requirements. By identifying these students early, they will receive additional instructional support through Saturday School which will begin September 16, 2023, and boot camps, focusing on SAT/ACT preparation that can serve as concordant scores for graduation. This personalized approach aims to enhance students' reading and math skills, ensuring they meet the necessary requirements and providing alternative pathways for success

Person Responsible: James Dominique (pr7301@dadeschools.net)

By When: September 25, 2023

9/25/23, counselors will organize a senior parent night where seniors can interact with counselors, administrators, and parents to discuss their goals, progress, and any challenges. These chats foster a supportive environment and address potential roadblocks.

Person Responsible: James Dominique (pr7301@dadeschools.net)

By When: September 25, 2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The dissemination of the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Plan (SWP) to stakeholders, including students, families, school staff, leadership, local businesses, and organizations, will be executed through a multifaceted approach. This includes regular updates and presentations at school faculty meetings, EESAC meetings, parent-teacher conferences, and community events. Furthermore, a dedicated section on the school website will host downloadable versions of these documents, translated into accessible language for parents. Email newsletters, social media platforms, and automated phone messages will ensure timely communication, enabling stakeholders to remain informed about the progress and developments of the plans.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is committed to fostering strong, positive relationships with parents, families, and the wider community to fulfill its mission and enhance student support. Regular parent-teacher conferences, open houses, and workshops will provide platforms for engagement and collaboration. Additionally, the school will maintain open lines of communication through newsletters, emails, and a dedicated web portal where parents can track their child's progress, assignments, and attendance. The establishment of a Parent-Teacher Association (PTA) will further facilitate involvement, while partnerships with local organizations and businesses will create opportunities for community engagement and resource-sharing, ensuring a holistic and inclusive approach to student success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school's strategy involves enhancing the academic program through targeted measures to augment both the quantity and quality of learning time, ultimately fostering an enriched and accelerated curriculum. By introducing targeted interventions via after school and saturday school tutoring, refining instructional strategies through data analyziation, and incorporating interactive technologies, the school seeks to cultivate an immersive and engaging educational environment. This effort aims to cultivate a dynamic educational environment that propels students toward academic excellence while ensuring a comprehensive and enriched curriculum.

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))

This plan is meticulously crafted through seamless coordination and integration with various Federal, State, and local services, resources, and programs, fostering a holistic and synergistic approach. By aligning with initiatives supported under ESSA, violence prevention efforts, nutrition programs, housing support, Head Start initiatives, adult education offerings, and career and technical education initiatives, the school ensures a comprehensive support network that addresses students' multifaceted needs. This collaborative approach ensures that each student benefits from a cohesive framework that not only bolsters their academic journey but also nurtures their overall development and well-being.

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 school employs a comprehensive approach to enhance students' skills beyond academic subjects, including offering counseling, on-site mental health services via the trust counselor, tailored support programs, mentoring initiatives, and other strategic measures. These multifaceted resources are designed to address various aspects of students' well-being and personal growth. By providing access to these services, the school seeks to cultivate a supportive environment that nurtures students' emotional

and social development, equipping them with essential life skills that extend beyond traditional classroom learning.

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))

The school places a strong emphasis on preparing students for their future by fostering awareness of postsecondary opportunities and the workforce. This involves offering career and technical education programs that equip students with practical skills for various professions. Additionally, the school endeavors to expand students' access to coursework that allows them to earn college credits while in high school, hence dual enrollment and advanced placement courses. These efforst enables a smoother transition to higher education. By engaging students in diverse learning pathways and exposing them to real-world opportunities, the school aims to empower them to make informed decisions about their educational and career paths.

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).

The school has put in place a comprehensive tiered model to prevent and manage behavioral issues, complemented by early intervening services that are coordinated with activities and services outlined in the Individuals with Disabilities Education Act (IDEA) and ESSA. This approach offers a spectrum of targeted interventions to address behavior at various levels, promoting a harmonious and inclusive school atmosphere that supports all students.

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))

The school prioritizes continuous professional development for teachers, paraprofessionals, and other staff to enhance instructional practices and optimize the utilization of academic assessment data. This includes training sessions, workshops, and collaborative forums to refine teaching methods and interpret assessment results effectively. Additionally, the school focuses on attracting and retaining effective educators, particularly in high-need subjects, through mentorship programs, incentives, and targeted recruitment efforts. By fostering a culture of ongoing learning and support, the school aims to elevate instruction quality and ensure a highly skilled and dedicated teaching workforce.

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))

The school employs a range of strategies to facilitate a seamless transition for preschool children from early childhood education programs to local elementary school programs. These strategies include collaborative meetings between preschool and elementary school staff to share information about each child's developmental progress and individual needs. Orientation sessions, school tours, and meet-and-greet events are organized to familiarize children with the school environment, teachers, and routines. Additionally, the school provides parents with resources and guidance to support their child's transition and offers targeted support services for children requiring additional assistance during this crucial phase, ensuring a successful and confident start to their elementary school journey.