

Miami-Dade County Public Schools

Miami Killian Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Miami Killian Senior High School

10655 SW 97TH AVE, Miami, FL 33176

<http://killian.dadeschools.net/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Killian Senior High School is to create an academic community of empowered learners in an environment of mutual respect and integrity that nurtures responsible citizens and motivates all students to achieve personal excellence.

Provide the school's vision statement.

Miami Killian Senior High School is committed to providing a well-rounded educational environment in which students will develop their core values.

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
Burth, Earl	Principal	Principal - Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment.
Jove, Jodie	Assistant Principal	Assistant Principal – Assist the principal in overseeing the daily functions of the school and ensure that students are receiving a quality education in a safe environment.
Gonzalez, Jennifer C.	Instructional Technology	Test Chair - Provide assistance to teachers with analyzing data to drive instruction.
Hernandez, Barbara	Magnet Coordinator	Provide assistance to teachers and students as it relates to all magnet programs, using rigor and relevance to drive instruction and provide opportunities for students to academically succeed.
Moreno, Marcel	Administrative Support	Assist the Leadership Team in overseeing the daily functions of the school and ensure that students are receiving a quality education in a safe environment.
Barnett, Mark	Other	Activities Director - Works with students, staff, parents and the community to increase school morale and foster a positive school culture.
Smith, Kelvin	Assistant Principal	Assistant Principal – Assist the principal in overseeing the daily functions of the school and ensure that students are receiving a quality education in a safe environment.

Stakeholder Involvement and SIP Development

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

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

The process for involving stakeholders with the SIP development is to design a team of leaders at the school site that will be responsible for the creation, implementation and monitoring of the School Improvement Plan (SIP). The team will collaborate to ensure that the mission and vision of the school are upheld and that the action steps are implemented with fidelity. Each phase of the SIP will be discussed, reviewed and approved by the Educational Excellence School Advisory Council (EESAC). Once approved by all EESAC stakeholders, the SIP will be reviewed with the faculty and staff during faculty meetings and Curriculum Council Meetings. Additionally, the SIP will be available for the community and parents on the school's website and our Parent Resource Center.

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 for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards by conducting SIP meetings on a regular basis with all members of the school leadership team to collaborate and discuss the effectiveness and progress of implementation. Modifications will be made as needed. The SIP will be reviewed and discussed in every faculty meeting. District assessment data, State assessment data and school-wide data will be shared with the staff for the purpose of driving instruction and implementing differentiated instruction in teacher lessons.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	81%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) 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: C 2019-20: C 2018-19: C 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	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
	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	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	0
Students retained two or more times	0	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	49	341
One or more suspensions	0	0	0	0	0	0	0	0	0	0	240
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	120
Course failure in Math	0	0	0	0	0	0	0	0	0	0	215
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	310
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	381
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	403

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	0	403

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	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	14

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	49	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	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	0
Students retained two or more times	0	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*	44	55	50	38	54	51	39		
ELA Learning Gains				43			38		
ELA Lowest 25th Percentile				35			37		
Math Achievement*	33	43	38	27	42	38	22		
Math Learning Gains				40			18		
Math Lowest 25th Percentile				49			20		
Science Achievement*	50	62	64	42	41	40	52		
Social Studies Achievement*	63	69	66	67	56	48	49		
Middle School Acceleration					56	44			
Graduation Rate	93	89	89	94	56	61	93		
College and Career Acceleration	75	70	65	65	67	67	65		
ELP Progress	64	49	45	64			49		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	94

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	53			
AMI				
ASN				
BLK	44			
HSP	64			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	64			
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	38	Yes	3	
ELL	44			
AMI				
ASN				
BLK	44			
HSP	52			
MUL				
PAC				
WHT	57			
FRL	49			

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	44			33			50	63		93	75	64
SWD	22			20			31	61		43	6	
ELL	23			19			50	38		85	7	64
AMI												
ASN												
BLK	28			24			22	45		53	6	
HSP	48			35			60	65		82	7	64

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
MUL												
PAC												
WHT	54			41			50	75		77	6	
FRL	39			33			48	60		74	7	60

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	38	43	35	27	40	49	42	67		94	65	64
SWD	17	33	34	14	35	44	34	50		89	32	
ELL	11	31	32	17	45	45	30	36		100	74	64
AMI												
ASN												
BLK	32	48	40	20	33	40	37	49		91	54	
HSP	39	41	33	28	39	51	42	73		94	68	64
MUL												
PAC												
WHT	44	42		31	57		50	71		95	63	
FRL	34	40	36	26	40	49	39	63		93	63	58

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	39	38	37	22	18	20	52	49		93	65	49
SWD	21	35	36	22	28	29	37	38		90	24	
ELL	12	40	44	16	21	16	38	46		94	60	49
AMI												
ASN												
BLK	28	30	33	15	19	35	37	31		95	47	
HSP	40	40	39	24	18	14	55	56		92	69	49
MUL	60											
PAC												
WHT	44	36		28	13		56	58		93	84	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	34	36	37	20	19	19	49	45		92	60	50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	35%	54%	-19%	50%	-15%
09	2023 - Spring	40%	51%	-11%	48%	-8%

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	37%	52%	-15%	48%	-11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	65%	-19%	63%	-17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	66%	-7%	63%	-4%

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.

Based on the 2023 state assessments, mathematics was the data component that demonstrated the lowest performance. Three-year trend data shows that although math proficiency has steadily increased, the proficiency in mathematics has not moved above 34% proficient. Additionally, when compared to the District, we were 20 points below (District 54%, MKSH 34%).

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

The data component that showed the greatest decline was our ELL subgroup, specifically in the area of English Language Arts. According to the 2023 FAST state assessment data, only 25% of our ELL students demonstrated proficiency. The greatest factor that contributed to this decline was an influx of ESOL Level 1 students enrolled at our school after the start of the school year.

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.

Mathematics was the data component that had the greatest gap when compared to the state average. Our school fell significantly below the state's average with only 34% of our 9th and 10th graders combined demonstrating proficiency. The factors contributing to this gap were the absence of an instructional math coach, lack of collaborative planning among the math department, and low-levels of student engagement.

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

Science was the data component that showed the most improvement. According to the 2023 Biology EOC exam, science demonstrated an increase of 10-percentage points, increasing from 36% in 2022 to 46% in 2023. The actions that contributed to this improvement were district support offered by the Science Curriculum Support Specialist and the use of technology software to enhance teaching and learning.

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

According to the EWS data from Part 1, our area of concern is the percentage of students scoring a Level 1 on the Algebra 1 and Geometry EOCs combined. The 2022-2023 mathematics data revealed that 25% of our students scored a Level 1 compared to 12% at the District level.

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

For the 2023-24 school year, our highest priorities for school improvement include the following: increasing student engagement; implementing research-based strategies in the tested areas that will maximize learning gains; increasing overall mathematics proficiency in Algebra 1 and Geometry combined; increasing student and staff morale, and increasing and monitoring our graduation rate.

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 Student Engagement**Area of Focus Description and Rationale:**

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

Based on the data from the 2022-23 Student Climate Survey, our school will focus on increasing student engagement through an array of strategies, best practices and incentives. According to walkthroughs, lesson plans, and observation of student active learning, it is evident that student engagement needs to increase. This was a reflection of the 2022-23 Student Climate Survey, which indicated that 58 percent of students were neutral, disagreed or strongly disagreed that "My teacher makes learning fun and interesting.". Students will be exposed to a hands-on approach that will warrant exciting and innovative lessons.

Measurable Outcome:

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

With the implementation of collaborative structures and differentiated instruction, there will be at least a 5 percent increase on the 2023-24 Student Climate Survey specific to the question, "My teacher makes learning fun and interesting."

Monitoring:

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

This area of focus will be monitored for the desired outcome by Administrative Walkthroughs, student observations, and lesson plans.

Person responsible for monitoring outcome:

Jodie Jove (jodiejove@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 strategy of collaborative structures and differentiated instruction provides students with opportunities to increase engagement. This in turn, will improve classroom practices and ultimately increase student learning outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative structures and differentiated instruction were selected as a way to increase student engagement and achievement. The criteria for selecting these strategies is based on the overall sentiment that teachers are not providing a stimulating and engaging environment for students as evidenced by the results of the 2022-23 School Student Climate Survey.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide teachers with Professional Development in the areas of technology to increase student engagement and using data to drive instruction. As a result, teachers will learn new tools and techniques to increase engagement. Teachers will continue to use technology in the class to engage students.

Person Responsible: Marcel Moreno (marcel_moreno@dadeschools.net)

By When: August 15, 2023

Curriculum council meetings will take place on a monthly basis with Administration and Department Chairs to discuss strategies and best practices to increase student engagement. As a result, teachers will gain new strategies to increase engagement. Best practices will be shared during Department Meetings. New teachers will be paired with MINT Mentors that will model best practices.

Person Responsible: Jodie Jove (jodiejove@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

During weekly walkthroughs, administration will monitor the effectiveness of collaborative structures and differentiated instruction, and provide teachers with timely, specific feedback after walkthroughs. As a result, teachers will be able to make the necessary instructional modifications to ensure student success.

Person Responsible: Earl Burth (burthe@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

Benchmark-aligned instruction was identified as a critical need due to the fact that this school year all 9th, 10th, and 11th graders will be taking the relatively newly-adopted FAST assessment aligned to the BEST Standards in ELA and students in Algebra I and Geometry will be taking the relatively newly-adopted BEST Algebra I/Geometry EOC aligned to the BEST Standards in Mathematics. While the majority of our schoolwide data showed positive gains based on the 2023 administration of the Algebra I and Geometry EOCs combined, the overall percent proficient was 34 percent. .

Measurable Outcome:

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

If we are successful at implementing effective benchmark-aligned instruction, our overall student proficiency in Mathematics will increase by a minimum of 5 percentage points (at least 39% proficient) as evidenced by the 2024 Algebra I and Geometry EOCs combined.

Monitoring:

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

Administration and the Instructional Coaches will ensure that benchmark-aligned instruction is taking place by attending collaborative planning sessions, monthly Curriculum Council meetings, and monthly Department meetings in the core tested areas. In addition, weekly administrative walkthroughs will serve to monitor if teachers are implementing lessons and assessments aligned to the benchmarks.

Person responsible for monitoring outcome:

Jodie Jove (jodiejove@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 strategy being implemented for the area of focus is benchmark-aligned instruction. Benchmark-aligned instruction refers to teachers executing lessons based on the standards/learning targets and ensuring that all student end-products and teaching strategies are aligned to the intended benchmarks. Moreover, benchmark-aligned instruction helps guide the planning, implementation, and assessment of student learning. This helps eliminate the achievement gap while accelerating all students to their full academic potential.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting benchmark-aligned instruction is based on the results of the 2023 Algebra I and Geometry EOCs combined wherein students demonstrated 34% proficient. Additionally, with the state's adoption of the BEST Standards and the newly adopted statewide assessments, that reflects the new benchmarks, it was unanimously decided that this was a strategy that needed to 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.

During weekly collaborative planning sessions, the Mathematics instructional coach, department chairs, and leadership team will work collaboratively with teacher teams to ensure that benchmark-aligned lessons are being planned. As a result, teachers will understand planning with an idea or end product that is aligned to the benchmarks.

Person Responsible: Kelvin Smith (kelvinsmith@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

During monthly department meetings, teachers will rotate and share a best practice that has proven successful in their class. As a result, teacher teams will develop a bank of best practices to use with their students.

Person Responsible: Kelvin Smith (kelvinsmith@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

During weekly walkthroughs, administration will monitor the effectiveness of benchmark-aligned instruction and provide teachers with timely, specific feedback after walkthroughs. As a result, teachers will be able to make the necessary instructional modifications to ensure student success.

Person Responsible: Earl Burth (burthe@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

Based on 3-year trend data, our school has been identified for ATSI. Specifically, the data revealed that our SPED subgroup has fallen below the 41% threshold for three consecutive years. The most current data revealed that our SPED subgroup scored 38% proficient, only 3-percentage points below the required 41 percent.

Measurable Outcome:

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

With the implementation of a systematic intervention plan, our SPED subgroup will increase proficiency by at least 3-percentage points to reach our school goal of 41% proficient.

Monitoring:

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

The leadership team will work collaboratively to monitor the school's intervention plan and ensure that funds are being allocated to specifically meet the needs of our SPED students. Data will be monitored to ensure that students are making adequate progress and learning gains in the core content areas.

Person responsible for monitoring outcome:

Jodie Jove (jodiejove@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 intervention being implemented for this area of focus is a targeted intervention program that includes in-house interventions and Saturday Success Academy. As a result, students in our SPED subgroup will be closely monitored in an effort to narrow the achievement gap.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This specific strategy was selected in an effort to narrow the achievement gap for our SPED subgroup. As a result, the overall proficiency will increase from 38% to at least 41%

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The leadership team will meet to analyze school-wide data, specifically related to our subgroups, and collaboratively we will develop an intervention plan to meet the needs of our SPED subgroup.

Person Responsible: Earl Burth (burthe@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Administrative data chats will take place with the content area teachers to review school-wide data and ensure that teachers have a strong knowledge base of their learners.

Person Responsible: Earl Burth (burthe@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Content area teachers will have individual data chats with their students and will ensure that their students are progress monitoring and setting academic goals.

Person Responsible: Jodie Jove (jodiejove@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

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

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

Based on the data from the 2022-23 Climate Survey, our school will focus on increasing student and staff morale. This was a reflection of the 2022-23 Climate Survey, which indicated that 43 percent of the staff stated that "I would recommend this school to others". According to the data, 65 percent of the staff believed our school grade should be a "C" or below.

Measurable Outcome:

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

With the implementation of staff and student incentives, there will be at least a 10 percent increase on the 2023-24 Climate Survey specific to the question, "I would recommend this school to others". Thereby, at least 53 percent of staff would recommend this school to others.

Monitoring:

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

The administrative team will work effortlessly to increase and foster a positive school culture. Additional electives have been added to students' schedules to improve school culture. The school allows students to choose up to six electives to make their learning environment and course offerings more desirable.

Person responsible for monitoring outcome:

Jodie Jove (jodiejove@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.)

Staff and students will be highlighted on social media. Character education will be promoted in an effort to unite staff and students and improve school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building student and staff morale is a critical component to our school's improvement. Staff and students must feel appreciated in order to continue to strive and do their best throughout the school year. Through activities, incentives, and other strategies, we will increase student and staff morale thus building a more positive school culture.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The staff will be recognized on their birthday month during faculty meetings. A birthday schedule will be created with staff members and their birthday months. The Sunshine Club will recognize and honor retirees at the end of the school year with a luncheon and a gift. They will also provide flowers for staff

member that are hospitalized, suffered the loss of an immediate relative, or staff that are welcoming a baby.

Person Responsible: Mark Barnett (mbarnett@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Pep Rallies will be held and staff and students will be invited. The staff will engage in activities and events during the pep rally to show school spirit and pride.

Person Responsible: Mark Barnett (mbarnett@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Staff shout-outs will be implemented during faculty meetings wherein the administrative team will recognize staff members for going above and beyond.

Person Responsible: Earl Burth (burthe@dadeschools.net)

By When: August 14, 2023 - 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 process to review school improvement funding allocations and ensure resources are allocated based on needs includes a systematic and fluid process that involves a deep dive into the school's data. Once the data has been closely analyzed, a strategic intervention plan will be implemented in an effort to minimize the achievement gaps within our SPED subgroup. The intervention plan will be consistently monitored for effectiveness and modifications will be made on a needs basis. The leadership team will work collaboratively to allocate funds and resources for interventions, which will be aligned to the School Improvement Plan (SIP). Communication with all stakeholders will take place on an ongoing basis to ensure that the needs of our SPED students are addressed.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The SIP Plan will be posted on the school's website. In addition, every staff member will have access to the SIP as well as the different phases throughout the year. Parents are welcomed to review the SIP in our Parent Resource Center and website. Our Community Involvement Specialist will be available to interpret documents for parents. Parent meetings, Parent orientations, Back to School meetings and Open House will be conducted in both languages in English and Spanish. Phone calls will be

communicated to parents, businesses and community stakeholders in both languages. During faculty meetings, the staff will review the SIP and monitor its progress. EESAC will review the SIP on a monthly basis.

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 website is being monitored by the activities director and information is constantly being reviewed and updated. The Parent Resource Center is in an open area in the registration office wherein families are invited to come in and receive assistance that will provide them with strategies and techniques to help their children with their academic needs and social. Parents will be offered resources that will provide them with assistance in the areas of education, social needs, mental health, and additional information that will build a positive home to school connection.

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)

Students will have an opportunity to enroll in advanced placement, Cambridge, Honors and Dual Enrollment courses to help improve their weighted grade point average. Through the Cambridge International Program, students will be enrolled in rigorous and relevant classes that will offer them real world experiences. Students will take advanced exams in their classes and have the opportunity to earn college credit through enriched programs and an accelerated curriculum. Additionally, this school year we have added Advanced Placement Spanish Language and Advanced Placement 2-D Studio Art to increase acceleration and offer more enrichment opportunities.

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))

N/A

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))

Students meet with their counselors on a needs basis. There is an open door policy for students to meet with their counselor to discuss academic and/or social needs during lunch. A Mental Health Specialist is on staff and readily available to assist with students that require mental health services. The counselors and Mental Health Specialist use strategies and coping skills to meet the students' needs.

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))

Through the iPrep program, students are expected to take two years of an Executive Honors Internship Program. Through these internships, students develop life-long learning skills in an array of careers and different vocations. In addition, Dual Enrollment is offered for students that would like to accelerate their credit hours and receive post-secondary credit for their classes. We also offer CTE classes in business and culinary wherein students earn certification in these areas of interest.

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).

Using the Code of Student Conduct and the Progressive Discipline Plan, students that are not in compliance with these plans are referred to administration and receive counseling as well as disciplinary action. The school has a Student Court School-Based Program that allows for their peers to listen to Level 1 and 2 violations and collaboratively provide recommendation for remediation for those students. Special Education students with an Individual Educational Plan or 504 Plan will be placed on a Behavioral Intervention Plan (BIP) according to their IEP. This Behavioral Plan will outline strategies and outcomes for students with disabilities. Students will work toward correcting their misbehaviors with the assistance of this plan.

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))

Teachers and staff will receive continuing education using current data to improve student achievement. Data chats will be conducted by administration on an-ongoing basis in order for teachers to create lesson plans and implement differentiated instruction. In an effort to recruit and retain effective teachers in high need subjects, professional development will be offered throughout the school year for teachers to receive best practices in their respective subject areas. New teachers will participate in the MINT program wherein they will be assigned a Mentor Teacher to assist them with lesson planning, knowledge of learners, classroom management, differentiated instruction, small group instruction as well as other best practices.

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: Instructional Practice: Student Engagement	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00

	Total: \$0.00
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Budget Approval

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

Yes