

Miami-Dade County Public Schools

Miami Northwestern Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	0

Miami Northwestern Senior High

1100 NW 71ST ST, Miami, FL 33150

<http://northwestern.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 Northwestern Senior High is dedicated to assisting every student with authoring their page in the Bulls' rich legacy of pride, tradition and excellence since 1955. Within a safe and supportive environment, we provide rigorous educational curriculum that allows students to achieve academic success and continue the tradition of matriculating students to higher educational institutions, technical/vocational college, and military services. We honor achievement and engage students in relevant school-wide and community activities to promote pride in ourselves, our school and our community.

Provide the school's vision statement.

We strive to ensure that all students are college and career ready by providing access to rigorous accelerated curriculum and expecting proficiency across all subject areas. In partnership with families and community, our goal is to create relevant learning opportunities for students -- both inside and outside the classroom -- that help them become lifelong learners, develop knowledge, critical thinking skills, and strong caliber of character. Our ultimate goal is to empower students to succeed and lead productive, fulfilling lives in a technologically advanced world.

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
Tate-Wyche, Dr. Bridgette	Principal	Dr. Tate-Wyche oversees schoolwide instruction and operations. She also provides leadership and support in schoolwide efforts to address the academic and socio-emotional needs of all students.
Williams, Veronica	Assistant Principal	Ms. Williams oversees the ELA, ESOL, magnet, reading, Dual Enrollment, assessment, and the student services departments. She also coordinates credit recovery, the CRISIS team, curriculum bulletin, paraprofessionals, student registration, transfers, and withdrawals. Additionally, she supervises Teach for America, teacher certification, class size compliance, EESAC, FLVS, SIP and Instructional Reviews.
Pouca, Kedler	Assistant Principal	Mr. Pouca oversees activities, athletics, internal funds, payroll, PAVAC and the Science department, and he coordinates the custodial staff. Additionally, he coordinates building maintenance, hurricane shelter.
Riddick, Xavier	Assistant Principal	Mr. Riddick oversees Math, ESE, foreign language, JROTC and electives departments. Additionally, he supervises the paraprofessionals, security, school police, and Critical Incident Management. He also coordinates PD/ MINT/PLST, RJP, temporary instructors, FASI emergency drills, schoolwide discipline, and Title I.
Ferrer, Yasel	Assistant Principal	Mr. Ferrer oversees Social Studies, foreign language, ESOL Compliance and electives departments. Additionally, he supervises Critical Incident Management. He also coordinates FASI emergency drills, schoolwide discipline, and Title I
Davis, Takisha	Instructional Coach	Ms. Davis is an education professional responsible for providing support and guidance to teachers and educators in improving their mathematics instruction. Ms. Davis role involves observing classroom teaching, offering feedback, and collaboratively developing effective math curriculum, strategies, and resources. Ms. Davis also analyze student performance data, identify areas for improvement, and assist teachers in implementing research-based instructional methods to enhance math learning outcomes. Ms. Davis serves as mentors and professional development facilitators, helping teachers build their expertise in math education, ultimately promoting student achievement in mathematics.
De'Gregory, Lawanda	Instructional Coach	Mrs. De'Gregory is an education specialist who plays a critical role in supporting teachers and educators in enhancing the quality of English language arts instruction. Mrs. De'Gregory responsibilities include observing classroom teaching, providing constructive feedback, and collaboratively developing effective ELA curriculum, teaching strategies, and resources. Mrs. De'Gregory also analyze student performance data, identify areas for improvement, and assist teachers in implementing research-based instructional methods to improve literacy skills, reading

Name	Position Title	Job Duties and Responsibilities
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comprehension, writing, and communication. Mrs. De'Gregory serves as mentors and professional development leaders, helping teachers build their expertise in ELA education, ultimately promoting student achievement in English language arts.

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.

Miami Northwestern Senior High School builds and sustains partnerships to support Student Achievement. With these partnerships we meet periodically to discuss school and student achievement. A few of the partnerships are listed below:

At Miami Northwestern Senior High is in a unique partnership with FIU. The Education Effect is a university community school partnership designed to support 100% graduation from high school and ensure every student is college and career ready. To achieve this goal, FIU has three primary focuses: support teaching and learning increase parental and community engagement and promote a college and career going culture. The partnership leverages the resources from the university with the needs and interests of the students, faculty and staff.

Miami Northwestern Senior High School has partnered with Big Brothers Big Sisters to establish successful mentoring opportunities with businesses and local government in Miami, Florida. Through the Big Brother Big Sister Program carefully matches at-risk youth with caring, adult role models. Research proves that children enrolled in Big Brothers Big Sisters programs are more likely to improve in school and in their relationships with family and friends, and less likely to skip school or use illegal drugs or alcohol.

Miami Northwestern Communities In Schools of Miami is a dropout prevention program providing service to inner city youth located right on campus. CIS mission is to surround students with a community of support, empowering them to stay in school. The services provided to students at Miami Northwestern is to promote college readiness and a clear view and understand of careers; these services varies from job shadow trips, campus tours, annual career/job fair here at Miami Northwestern, panel groups, leadership workshop, and mentor program and tutoring. Within every service that is provided students are being advised in the path of college and or picking up a trade to get their careers going.

Additional partnerships include:

Alumni Association

Communities in School

Achieve Miami

MCI (Miami Children Initiative)

Gang Alternatives

Educational Effect

Big Brother/Big Sister

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))

Add the dates and periods monitored At Miami Northwestern Senior High the School Improvement Plan (SIP) will be regularly monitored through systematic data collection and analysis, with frequent progress checkpoints to assess its effectiveness in enhancing student achievement, particularly for those facing the greatest achievement gaps. By reviewing collected data and identifying successes and challenges, the school will make necessary adjustments and adaptations to strategies outlined in the SIP.

Collaboration among stakeholders, including school leadership, teachers, parents, and the community, will ensure a well-rounded approach to improvement. This continuous cycle of review, revision, and refinement will be documented and communicated transparently, promoting a culture of ongoing growth and learning while striving to meet the State's academic standards and diminish achievement disparities.

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	
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: 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	

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	766	
One or more suspensions	0	0	0	0	0	0	0	0	0	414	
Course failure in ELA	0	0	0	0	0	0	0	0	0	116	
Course failure in Math	0	0	0	0	0	0	0	0	0	186	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	587	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	539	
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	632	

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	777

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	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	51

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		55	50	29	54	51	28		
ELA Learning Gains				38			34		
ELA Lowest 25th Percentile				30			27		
Math Achievement*		43	38	27	42	38	11		
Math Learning Gains				53			18		
Math Lowest 25th Percentile				67			30		
Science Achievement*		62	64	49	41	40	42		
Social Studies Achievement*		69	66	41	56	48	38		
Middle School Acceleration					56	44			
Graduation Rate		89	89	95	56	61	91		
College and Career Acceleration		70	65	52	67	67	54		
ELP Progress		49	45	55			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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

2021-22 ESSA Federal Index

Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	95

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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	1	
ELL	43			
AMI				
ASN				
BLK	49			
HSP	43			
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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	29	38	30	27	53	67	49	41		95	52	55
SWD	19	20	15	26	43	63	33	40		100	22	
ELL	17	32	25	31	64	56	35	23		91	43	55
AMI												
ASN												
BLK	31	40	34	27	52	68	52	42		95	53	
HSP	19	29	19	27	54	59	43	26		91	46	60
MUL												
PAC												
WHT												
FRL	29	38	31	26	52	66	49	41		95	51	55

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	28	34	27	11	18	30	42	38		91	54	38
SWD	10	34	32	14	24	22	36	29		93	31	
ELL	18	28	16	15	38	37	50	50		54	71	38
AMI												
ASN												
BLK	29	35	29	11	17	28	41	37		96	54	60
HSP	13	25	17	9	30	35	40	32		52	59	32
MUL	27	38		8	20							
PAC												
WHT												
FRL	27	34	27	11	18	29	42	37		93	53	40

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	30%	54%	-24%	50%	-20%
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	21%	52%	-31%	48%	-27%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	65%	-10%	63%	-8%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	66%	-30%	63%	-27%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Math (27% achievement) showed the lowest performance. Contributing factors that impacted the low performance was teacher capacity in Geometry. There was inability to maintain proficiency for previously proficient students. Regression of already proficient students throughout the year.

According to the 2022-2023 Spring FAST Data from PowerBI and the 2022-2023 FLDOE FSA assessment data, there was 2 percentage point increase in ELA proficiency (from 29% to 31%), and in math there was a 0 percentage point increase or decrease which kept math at (27%), a 9-percentage point increase in science from (49% to 58%), and a 4-percentage point decrease in social studies (from

41% to 37%).

The 2021 to 2022 F.A.S.T data indicates a significant increase in student achievement in Science, as well as increases in ELA and Acceleration. The data also shows that attention needs to be placed on Social Studies student achievement. Subsequently, prior data reveals that math proficiency will also be a priority, which was at 27% in 2022.

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

U.S. History data declined (-4%) in 2022 - 2023 which showed the greatest decline overall according to the current data findings and F.A.S.T. assessments.

The contributing factors to the decline in the U.S. History data is due to the following:

The proficiency goal was set too high compared to previous years' goal and data.

Failed to look at the previous year's Reading data levels 3-5 students that showed proficiency

Failed to look at Previous years Social Science data compared to previous years of students Reading proficiency

Failed to focus on students that could reach proficiency level 2 in Reading

Capitalizing on instructional usage and time; such as boot camps and extended leaning opportunities

U.S. History Department has a 2nd year teacher facing difficulty learning the content

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

The component that had the greatest gap was math when compared to the state and when compared to proficiency during previous years. Math has moved from 32% proficiency in 2019 to 11% proficiency in 2020-2021, then to 27% proficiency and still remaining at 27% proficiency. Although the Miami Dade as a whole out performed the state by scoring overall 40% proficiency we as a school scored 5% less than the state who scored 32% proficiency.

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

Science (58% achievement) showed the most improvement. Contributing factors that impacted the Science department in having significant improvement was incorporating the flip classroom model. Sufficient collaborative planning and reflecting. High teacher attendance, which allowed the team to be at a great pace teaching content throughout the school year. Also, incorporating great test strategies that students adopted on every assessment.

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

Priority 1 - Social Studies

Priority 2 - Math

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

1- Attendance

2- Priority - Social Studies

3- Priority - Math

4- Priority - Reading

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 Social Studies**Area of Focus Description and Rationale:**

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

According to the 2022 - 2023 EOC U.S. History exam, 36% of students were proficient, compared to the 41% in 2021 - 2022. Based on this data, we will focus on increasing our targeted Bubble Students to augment proficiency in our U.S. History EOC results.

Measurable Outcome:

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

With the implementation of differentiated instruction, 5% of 11th grade students will increase in proficiency on the U.S. History EOC exam by June 2024.

Monitoring:

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

The administrative team will conduct weekly classroom walkthroughs to monitor student grouping based on data with grouping adjustments as needed to support differentiated instruction. Additionally, monthly data chats, Topic and Unit assessments, along with progress monitoring will be used as another means to monitor DI implementation and standards aligned instruction.

Person responsible for monitoring outcome:

Yasel Ferrer (ferrery@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.

According to the 2022 - 2023 EOC data, 36% of 11th grade students were proficient in U.S. History as compared to the State average of 62%, and the district's average of 65%. Based on the data and the identified contributing factors of failure to focus on differentiated instruction we did not consider our bubble students and novice teachers that need added assistance and professional development. Therefore; differentiated instruction will be our focus of concern for all Social Science courses.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The administrative team will monitor the teachers to ensure we provide effective implementation in Differentiated Instruction in U.S. History classes, if this is done effectively we will be able to increase proficiency to 42%.

Person Responsible: Yasel Ferrer (ferrery@dadeschools.net)

By When: As of 8/17/23-9/29/23, we will have the implementation of Differentiated Instruction in U.S. History classes completed and should see overall student improvement.

Schedule and monitor weekly collaborative planning meetings with the lead teacher, CSS, teachers, and administrators to share strategies and instructional practices focusing on differentiated instruction.

Person Responsible: Yasel Ferrer (ferrery@dadeschools.net)

By When: As of 8/17/23-9/29/23, teacher capacity as it pertains to differentiated instruction will increase.

Administrators will conduct weekly walkthroughs to monitor the implementation of differentiated instruction practices in U.S. History and Social Science.

Person Responsible: Yasel Ferrer (ferrery@dadeschools.net)

By When: As of 8/17/23-9/29/23, administrators will be able to gauge instructional practices to improve implementation of differentiated instruction through student data and classroom walkthroughs.

#2. 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.

According to the 2021 - 2022 ESSA Subgroup data summary and the 2021-2022 Accountability components by subgroup data our Students With Disabilities (SWD) were our lowest performing group that showed below the 41 percentile amongst all other subgroups.

Measurable Outcome:

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

With the implementation of Rti and screening students abilities for class and academic placement, we will be able to closely monitor the SWDs to support this subgroup in reaching a 7% increase across all content areas measured against all mandated state assessments.

Monitoring:

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

The administrative team will conduct weekly classroom walkthroughs to monitor student grouping based on data with grouping adjustments as needed to support proper student placement. Additionally, monthly data chats, Topic and Unit assessments, along with progress monitoring will be used as another means to monitor the Rti process is used with fidelity.

Person responsible for monitoring outcome:

Xavier Riddick (xriddick@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.)

"Rti is a structured program designed to help at-risk students make enough progress and ideally achieve comparable results to their peers. It involves screening students to see who is at risk, deciding whether supporting intervention will be given in class or out of class, using research-based teaching strategies within the chosen intervention setting, closely monitoring the progress, and adjusting the strategies being used when enough progress is not being made."

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the 2021 - 2022 ESSA Subgroup data summary and the 2021-2022 Accountability components by subgroup data our Students With Disabilities (SWD) were our lowest performing group that showed below the 41 percentile amongst all other subgroups. Based on the data and the identified contributing factors of failure to focus on the Rti process we did not consider our SWD that need added support and assistance. Therefore; monitoring students progress through the Rti process will be our focus of concern for all SWD across all content areas.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The administrative team will closely monitored the effective implementation of Rti across each content areas. If this is done effectively we will be able to increase student performance and achievement in each identified area.

Person Responsible: Xavier Riddick (xriddick@dadeschools.net)

By When: As of 8/17/23-9/29/23, we will have the implementation of Intervention to support all SWDs in each content area should see overall student improvement.

The administrative team will schedule and monitor weekly collaborative planning meetings with the lead teacher, CSS, teachers, and administrators to share strategies and instructional practices focusing on improving the Rti process.

Person Responsible: Xavier Riddick (xriddick@dadeschools.net)

By When: As of 8/17/23, student learning as it pertains to monitoring instruction and progress will increase before 09/29/2023 .

Administrators will conduct weekly walkthroughs to monitor the implementation of instructional practices for SWDs are being met with fidelity and systems are in place.

Person Responsible: Xavier Riddick (xriddick@dadeschools.net)

By When: As of 8/17/23-9/29/23, administrators will be able to gauge instructional practices to improve instruction through student data and classroom walkthroughs.

#3. Positive Culture and Environment specifically relating to Early Warning System**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 2022 - 2023 student attendance data, 50% of our students had 16 or more absences, flagging them as truant. This was identified as an area in critical need of improvement because poor attendance is linked to deficits in academic achievement.

Measurable Outcome:

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

Successful implementation of consistent attendance initiatives coupled with monthly progress monitoring will decrease the number of truant students by 10%, as evidenced by district attendance and truancy reports. We should see result to this outcome by 9/29/23 as we strategically make phone calls and parent contact concerning student attendance.

Monitoring:

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

The area of focus of attendance will be monitoring by reviewing monthly attendance reports, district truancy reports and the daily attendance bulletin.

Person responsible for monitoring outcome:

Arlinda Smith (smitha28@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 students with 10 or more absences, which will include calls to parents, and more direct measures like 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.

Strategic Attendance Initiatives will increase student daily attendance. Improved student daily attendance will increase instructional time, thereby improving academic achievement and student engagement.

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.

Administration will meet monthly with student representatives from SGA and school club leaders to discuss the ongoing improvement of student attendance and identify incentives to motivate students to attend school on a daily basis.

Person Responsible: Yasel Ferrer (ferrery@dadeschools.net)

By When: As a result, student motivation and attendance will improve by 8/17/23 - 9/29/23.

The monitoring of weekly truancy and attendance and discussing during leadership meetings to target students struggling with attendance and hold parent conferences and conduct home visits, if necessary.

Person Responsible: Arlinda Smith (smitha28@dadeschools.net)

By When: As a result, student attendance will improve by 8/17/23 - 9/29/23.

The principal will implement The Spotlight "Student of the Month" for perfect attendance and shoutout via announcements, social media and school website.

Person Responsible: Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

By When: As a result, student motivation and attendance will improve by 9/29/2023.

#4. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

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

Because of the implementation of Collaborative Planning was identified as a critical need from the data reviewed due to the low achievement in U.S. History. The 2022-2023 U.S. History achievement decreased 4 percentage points from 41% to 36%. Additionally, 2022 math proficiency remained stable at 27 percentage points with the 2023.

Measurable Outcome:

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

Successful implementation of collaborative planning to support and enhance benchmark aligned instruction to monitor all assessed content areas resulting in a 5% increase of proficiency for all 2024 state assessments.

Monitoring:

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

The administrative team and academic coaches will look for alignment between lesson plans and the benchmarks. Additionally, walkthroughs will be utilized to ensure lessons being taught align to the B.E.S.T Standards. Weekly planning sessions will be conducted to monitor data related to Benchmark-aligned instruction.

Person responsible for monitoring outcome:

Veronica Williams (vwilliams28@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.)

Collaborative Planning is an educational approach that relies on the teacher's meeting to plan with the end in mind for the weekly or daily lesson Teachers also use student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Collaborative planning may include developing Instructional Focus Calendars (IFC) to inform teachers on specific Benchmarks to target during instruction throughout the year, based on data outcomes from each benchmark.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative Planning and Benchmark-Aligned Instruction will ensure that teachers are planning effective lessons according to the F.A.S.T. assessment and district pacing guides, and Instructional Focus Calendars, thereby improving student academic achievement. Combined with data from progress monitoring weekly classroom walkthroughs will be conducted to ensure compliance and student achievement results.

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.

Instructional coaches will meet with teachers weekly during common planning to ensure all benchmarks are being met according to district pacing Instructional Focus Calendars to the level of instruction planned for each learner.

Person Responsible: Veronica Williams (vwilliams28@dadeschools.net)

By When: As a result this step will be implemented 08/17/2023 - 09/29/23

Instructional coaches will monitor student achievement via data chats with teachers. As a result, all classroom instruction will address remediation of benchmarks not mastered to proficiency, while adhering to the pacing guides.

Person Responsible: Xavier Riddick (xriddick@dadeschools.net)

By When: As a result this step concerning remediation and data driven instruction will be monitored from 08/17/2023 - 09/29/2023.

Administrators will conduct weekly walkthroughs to monitor that instruction is benchmark aligned and remediation is occurring student engagement and subject matter proficiency to ensure all learners demonstrate evidence of mastering the benchmarks according to assessment data. As a result, post-observation walkthroughs will include feedback to assist teachers in achieving benchmark-aligned instruction.

Person Responsible: Veronica Williams (vwilliams28@dadeschools.net)

By When: As a result this step concerning administration walkthroughs for student mastery aligned to the benchmarks will be monitored from 08/17/2023 - 09/29/2023

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 of reviewing school improvement funding allocations and ensuring needs-based resource allocation involves a systematic approach. It begins with a thorough analysis of student data to identify areas requiring improvement, followed by collaborative discussions to prioritize interventions. After evaluating existing resources, a strategy is developed to allocate funds and resources to interventions aligned with the School Improvement Plan's goals, focusing on addressing achievement gaps. Transparency and documentation accompany this process, fostering communication with stakeholders, while ongoing monitoring allows for adjustments to maximize the impact of resources on student achievement and continuously adapt to evolving needs.

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.

Miami Northwestern Senior High School will employ a multifaceted approach to disseminate the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Program (SWP) to diverse stakeholders. Written summaries and reports, crafted in parent-friendly language and translated as needed, will be hosted on the school's website, complemented by regular email newsletters and engaging social media updates. Parent workshops, school meetings, and events will provide in-person explanations, while collaborative partnerships with local businesses, organizations, and media outlets will extend the reach of information. Information sessions and multilingual outreach will ensure inclusivity, and regular progress reports will detail achievements and adaptations. Through this comprehensive plan, the school aims to facilitate transparency, engagement, and shared commitment among students, families, staff, local partners, and the wider community.

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))

Miami Northwestern Senior High School is dedicated to nurturing positive relationships with parents, families, and community stakeholders to fulfill our mission, cater to student needs, and ensure transparent communication about student progress. This will be achieved through a welcoming and inclusive environment, regular communication channels encompassing newsletters and digital platforms, informative parent engagement workshops, parent-teacher conferences, family-centered events, and multilingual support. Parent advisory groups and volunteering opportunities will foster active participation, while community partnerships and feedback mechanisms will ensure a collaborative approach to enhance the overall educational experience and achieve our shared goals.

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))

Miami Northwestern Senior High School is dedicated to enhancing its academic program by extending learning time through after-school programs and enrichment activities, employing differentiated instruction to cater to individual student needs, and designing an enriched and accelerated curriculum that integrates real-world applications and interdisciplinary projects. Acceleration pathways, project-based learning, technology integration, and comprehensive student support services will be implemented to further enrich the learning experience. Ongoing teacher professional development, assessments, and strong parent engagement will ensure the successful execution of these strategies, enabling the school to provide a high-quality education that prepares students for academic excellence and real-world success.

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 developed in close coordination and integration with various Federal, State, and local services, resources, and programs to create a holistic and comprehensive approach to school improvement. Collaborations with programs supported under the Every Student Succeeds Act (ESSA) ensure alignment with federal educational priorities and standards. Integration with violence prevention programs fosters a safe and conducive learning environment. Partnerships with nutrition programs address students' health and well-being, while engagement with housing programs addresses potential barriers to education. Integration with adult education programs extends support to families beyond school walls. Coordinated partnerships with career and technical education programs prepare students for future success. This interwoven approach leverages diverse resources to address the multifaceted needs of students, families, and the broader community, ultimately fostering a well-rounded and impactful school improvement plan.

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))

Miami Northwestern Senior High School adopts a comprehensive approach to enhance students' skills beyond academic subjects, encompassing counseling services, school-based mental health support, specialized assistance, mentoring programs, and various strategies for holistic development. Through professional counseling, mental health services, and specialized interventions, students receive personalized guidance and support tailored to their individual needs. Mentorship initiatives and peer networks provide positive role models and a sense of belonging, while life skills and social-emotional learning programs equip students with essential skills for personal and interpersonal success. The involvement of parents, community partnerships, and a restorative discipline approach further reinforce this holistic framework, ensuring that students' social, emotional, and mental well-being is nurtured alongside their academic growth.

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))

Miami Northwestern Senior High School places a strong emphasis on preparing students for postsecondary opportunities and the workforce through a multifaceted approach. This includes a college and career readiness curriculum, career exploration programs, robust career and technical education (CTE) offerings, dual enrollment and Advanced Placement (AP) courses for earning postsecondary credit, college application support, workforce preparation workshops, alumni and industry networking, individualized counseling, and engaging parents in the process. By integrating these strategies, the school ensures that students are equipped with the knowledge, skills, and resources needed for a successful transition to higher education, vocational pathways, and the workforce, fostering their growth as well-rounded and capable individuals.

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).

Miami Northwestern Senior High School adopts a comprehensive schoolwide tiered model to prevent and address problem behavior, seamlessly coordinated with activities and services under the Individuals with Disabilities Education Act (IDEA). This approach involves universal prevention strategies that

establish a positive school climate, targeted interventions for students needing additional support, and intensive assistance for those with significant challenges. Early Intervening Services (EIS) identify potential disabilities and provide academic and behavioral support. Coordinated efforts between general education and special education teams, data-driven decision-making, professional development, and active parent involvement ensure a unified and effective approach to promoting positive behavior and academic success, while addressing the unique needs of 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))

Miami Northwestern senior High School is dedicated to fostering continuous professional growth among teachers, paraprofessionals, and school personnel through a range of initiatives. These include dynamic professional development workshops, collaborative data teams to analyze assessment data and adapt instruction, subject-specific curriculum development, coaching and mentoring opportunities, and pathways for teacher leadership. To address recruitment and retention, specialized training and incentives are provided for high-need subjects, coupled with competitive compensation packages. The school values a supportive and inclusive professional environment, encouraging collaboration through Professional Learning Communities (PLCs) and a comprehensive teacher evaluation system. By prioritizing ongoing learning, data-driven instruction, and effective educator recruitment and retention, the school aims to ensure high-quality instruction and positive student outcomes.

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