Miami Palmetto Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Palmetto Senior High School

7431 SW 120TH STREET, Pinecrest, FL 33156

http://mpsh.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.

We demonstrate academic excellence, personal integrity, civic responsibility, and global awareness.

Provide the school's vision statement.

Vis Per Scientiam (Strength Through Knowledge)

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
Dobbs, Victoria	Principal	Principals oversee all higher-level operations in a school. They ensure that school facilities remain safe for students and faculty and plan regular maintenance of school grounds and equipment. Principals supervise teachers and education staff and keep track of student performance. Principals also research and acquire new materials and resources to improve the experience of both students and teachers.
	Assistant Principal	The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation. Specific roles include: Athletic/Activities, Supervision Dress Code, IPEGS Observations, Leadership Team, Lunch Supervision, Academic Programs, Articulation, AP Coordinator, Beginning Teachers, Community Service, Curriculum Bulletin Curriculum, Materials Department Chairs, FTE, Honor Council, Instructional Program, Intern Liaison, Magnet Programs, Master Schedule, New Teacher Orientation, Open House, Programs/Eligibility Professional Development, SACS Accreditation, School Improvement Plan, Silver Knights, Student Services, Teacher Certification, Teacher of the Year, Vertical Teaming.
Del Valle, Vivian	Assistant Principal	The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation. Specific roles include: Dress Code IPEGS Observations Leadership Team Lunch Supervision Academy Fair Budget Monitoring Child Study Team Clerical Handbook Clerical of the Year Clerical Staff Coverage Liaison Emergency Coverage ESOL Program FSA/EOC Testing Health Screening Internal Funds Honor Roll Events META Compliance M-Team Meetings Opening/ Closing of School Paraprofessionals Paraprofessional O. T. Y. Payroll RTI SPED Staffing's Student/Staff Accidents Substitute Accounting Testing Wellness Policy, Alphabet Discipline: R – Z DEPARTMENTS: Foreign Language, Mathematics, and SPED.
Hunter, Tierney	Assistant Principal	The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation. Specific roles include: Principal's Designee Athletic/Activities Supervision Dress Code IPEGS Observations Leadership Team Lunch Supervision Alternative Ed. Liaison At-Risk Program AFSCME of the Year Cafeteria Handbook Capital Improvement Coordinate Custodial Duties Critical Incident Res. Mgmt.Custodial Handbook Disaster Preparedness DropOut Prevention EESAC FLVS Contact Person Food & Nutrition Free/Reduced Lunch Hurricane Shelter Industry Certifications Insurance/Employee Lunch Schedule Physical Plant Safety-to-Life Committee School Safety Committee SCSI Security Staff Attendance Vocational Programs Work Experience Zone Mechanic Alphabet Discipline: E - K DEPARTMENT: Physical Education Science Vocational/ Business.

Name	Position Title	Job Duties and Responsibilities
Tellechea, Jesus	Assistant Principal	The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation. Specific roles include: attendance, evacuation drills, fire drills, graduation, Honor Roll events, ID badges, property control, Public Relations liaison, PTSA, School Website, staff recognition program, student awards, student/staff parking, technology program, and transportation.

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.

At the end of the 2022-2023 school year, climate surveys were given to parents, teachers, and students that generated data that drove the SIP process. Other stakeholders in the community are invited to the Educational Excellence School Advisory Committee that gathers throughout the school year to discuss the elements of the SIP.

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 monitored with fidelity to achieve effective implementation to impact the school community in a positive way and increase student achievement. Throughout the school year the SIP will be reviewed and tailored to meet the needs of the students and faculty with input from its stakeholders.

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	77%
2022-23 Economically Disadvantaged (FRL) Rate	51%
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) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

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

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

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	954
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	124
Course failure in Math	0	0	0	0	0	0	0	0	0	98
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	244
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	351
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	178

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	414

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	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	24

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	64	55	50	63	54	51	65		
ELA Learning Gains				59			55		
ELA Lowest 25th Percentile				45			33		
Math Achievement*	51	43	38	51	42	38	45		
Math Learning Gains				58			27		
Math Lowest 25th Percentile				55			17		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	68	62	64	59	41	40	63		
Social Studies Achievement*	77	69	66	76	56	48	74		
Middle School Acceleration					56	44			
Graduation Rate	92	89	89	94	56	61	94		
College and Career Acceleration	58	70	65	59	67	67	62		
ELP Progress	47	49	45	47			32		

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	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	666
Total Components for the Federal Index	11
Percent Tested	97
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	40	Yes	1	
ELL	48			
AMI				
ASN	79			
BLK	45			
HSP	65			
MUL	86			
PAC				
WHT	81			
FRL	56			

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	41			
ELL	48			
AMI				
ASN	75			
BLK	39	Yes	1	
HSP	62			
MUL	75			
PAC				
WHT	71			
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	64			51			68	77		92	58	47
SWD	30			26			37	44		13	6	
ELL	23			32			37	70		46	7	47
AMI												
ASN	78			54				75		90	5	
BLK	38			32			44	53		24	6	
HSP	62			50			67	79		56	7	49
MUL	87									77	3	
PAC												
WHT	81			68			82	85		72	6	
FRL	49			34			58	62		47	7	55

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	63	59	45	51	58	55	59	76		94	59	47
SWD	23	45	43	21	39	46	21	53		90	31	
ELL	28	43	44	32	44	45	39	55		95	60	47
AMI												
ASN	62	64		55	56			100		100	85	
BLK	24	38	36	22	42	45	23	45		89	30	
HSP	65	58	49	52	59	55	64	76		94	60	45
MUL	86	58		67	90							
PAC												
WHT	76	71	47	67	64	67	73	86		96	65	
FRL	45	50	42	34	53	51	37	66		91	49	26

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	65	55	33	45	27	17	63	74		94	62	32
SWD	27	36	20	22	27	17	45	43		84	27	
ELL	35	51	47	32	35	24	37	47		95	50	32

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
AMI												
ASN	78	75		69	50		83	84		100	68	
BLK	28	33	17	13	18	13	30	42		87	34	
HSP	67	56	39	48	28	20	62	76		95	63	35
MUL								83				
PAC												
WHT	77	61	31	58	31	16	76	84		97	73	
FRL	49	45	29	31	22	14	51	63		91	50	30

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	62%	54%	8%	50%	12%
09	2023 - Spring	64%	51%	13%	48%	16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	56%	-13%	50%	-7%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	52%	5%	48%	9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	65%	0%	63%	2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	66%	10%	63%	13%

III. Planning for Improvement

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

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

The lowest performance component was Math Achievement. Although the Algebra 1 scores increased from the previous year, the Geometry scores decreased. We have increased the scores for Algebra 1 the last 3 years, so we want to see those scores increasing the next couple of years. Contributing factors for the decrease include not all teachers attended the training on the new benchmarks and assessment.

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

The component that showed the greatest decline was Geometry. We had two new teachers in the building and one of them was new to High School math.

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 compared to the state was 9th grade English, +16 points. Factors that contributed to the positive gap was that the 9th grade teachers were our strongest English teachers. We also incorporated after-school tutoring to prepare for the FAST Assessments.

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

The data component that showed the most improvement was Algebra 1. We incorporated after-school tutoring sessions for students to prepare for the Algebra 1 EOC. Teachers also used Topic Assessment data to drive instruction in the classroom.

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

The potential areas of concern is the Graduation and Acceleration Rate.

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

The highest priorities for school improvement for the upcoming school year will be focusing on Algebra 1, Graduation Rate, and increasing participation in the Instructional Support Team.

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 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.

According to the 2022-2023 B.E.S.T. Geometry EOC data, 57% of students scored 3 or above, compared to the 2021-2022 Geometry EOC data, 60% of students scored 3 or above. Based of the data and the identifying contributing factors, the score decreased by 3%. We will implement the targeted element of Benchmark-Aligned Instruction for the 2023-2024 school year.

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

With the implementation of Data-Driven Instruction, the B.E.S.T. Geometry EOC data will increase by 3%, using student performance data for instructional planning and delivery, by the end of the 2023-2024 school year.

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

The Administration will have monthly meetings with the teachers to ensure planning using data-driven instruction.

Person responsible for monitoring outcome:

Victoria Dobbs (vdobbs@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.)

Teachers will be utilizing Data Driven Instruction to guide their instruction and show that data to students in order for them to engage more in the learning process.

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

By using the evidence-based intervention of Data-Driven Instruction, teachers will use student performance data for instructional planning and delivery. They will have individual data chats on a quarterly basis to discuss with students mastery of benchmarks.

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.

School staff will have a professional development on data-driven instruction and STEM. As a result, teachers will get a better understanding on how to use data to make instructional decisions while they are planning.

Person Responsible: Sayda Sahury-Clasca (ssahury-clasca@dadeschools.net)

By When: 8/15/23

Departments will meet to discuss how to implement data-driven instruction. As a result, during the first meeting of the year teachers will collaborate to develop best-used strategies during planning.

Person Responsible: Victoria Dobbs (vdobbs@dadeschools.net)

By When: 8/22/23

Administrators will meet with teachers by department to have a data analysis meeting. As a result, teachers will understand how they are planning instruction after deciphering data.

Person Responsible: Victoria Dobbs (vdobbs@dadeschools.net)

By When: 9/19/23

#2. ESSA Subgroup specifically relating to Black/African-American

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.

It was determined through 2023-2024 ESSA Subgroup Information that Black/African American students are in critical need as posted on CIMS. Based on the data, we will focus on Ongoing Progress Monitoring for the ESSA Subgroup in English classes to address this need within our school.

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

With the implementation of Ongoing Progress Monitoring, 41% of the Black/African American student subgroup will meet the Federal Percent of Points Index for 2023 the school year.

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

Faculty and staff will become familiar with all Black/African American students in their classes and under their supervision. Faculty and staff will then implement any instructional strategies for those students to increase achievement on the various assessments. Administrators will meet with teachers during quarterly Data Chats to ensure that strategies are being implemented with fidelity.

Person responsible for monitoring outcome:

Tierney Hunter (tierenyhunter@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.)

English teachers will use Ongoing Progress Monitoring with the Black/African American students, utilizing performance data to show improvement or responsiveness to classroom instruction.

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

English teachers using Ongoing Progress Monitoring, along with differentiating instruction on a consistent basis and implemented with fidelity, can increase achievement for Black/African American students and produce learning gains. As a result, English teachers will be able to focus on Black/African American students and can target the areas of support where students need to increase scores to 41% for the 2023 Federal Percent of Points Index.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Teachers will analyze Black/African American student's previous years' assessment data. As a result, teachers will be able to identify Black/African American students that show a need for support.

Person Responsible: Victoria Dobbs (vdobbs@dadeschools.net)

By When: 9/15/23

Teachers will administer the baseline assessment to gather accurate data. As a result, teachers will be able to collect and analyze the data from the assessments and determine the standards that need more attention for the Black/African American students.

Person Responsible: Victoria Dobbs (vdobbs@dadeschools.net)

By When: 9/15/23

Teachers will meet monthly to determine effective ways to incorporate data-driven instruction, accommodations, and modifications in their lessons for all Black/African American students through Ongoing Progress Monitoring. As a result, students will increase mastery of the benchmarks.

Person Responsible: Victoria Dobbs (vdobbs@dadeschools.net)

By When: 9/29/23

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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

According to the Staff Retention Data on Power BI, 17% of our teachers have under 3 years of teaching experience. Teacher retention is vital to the continuity of education, therefore these teachers need support, professional development and comradery.

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

With the implementation of the evidence-based intervention of Empower Teachers and Staff, teachers will be supported, and 100% of new teachers will return for the 24-25 school year.

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

To retain new teachers in the profession, new teachers will participate in quarterly chats focused on supporting their unique needs. Administration will meet with the new teachers quarterly to provide supports to ensure their success and return for the next school year.

Person responsible for monitoring outcome:

Victoria Dobbs (vdobbs@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.)

Empowering teachers and staff is when a leadership team provides supports for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

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

The teacher-teacher observation program will empower all teachers with a special focus on retaining new teachers. Teacher-teacher-driven observation programs empower teachers to take ownership of their own learning and get specific and actionable feedback from their peers. This program will generate teacher buy-in, provide actionable feedback and create a collaborative 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.

At the opening of school professional development new teachers will meet and be encouraged to participate in at least one teacher-teacher observation session per quarter. As a result, teachers will volunteer to join in the teacher-teacher observation.

Person Responsible: Sayda Sahury-Clasca (ssahury-clasca@dadeschools.net)

By When: 8/15/23

New teachers will have submitted the names of the teachers they want to observe and who will be observing them. As a result, new teachers will have an opportunity to choose who they would like to observe.

Person Responsible: Sayda Sahury-Clasca (ssahury-clasca@dadeschools.net)

By When: 8/25/23

The schedule for the first quarter of teacher-teacher observations will be created. As a result, teachers will have a schedule to conduct the observation.

Person Responsible: Sayda Sahury-Clasca (ssahury-clasca@dadeschools.net)

By When: 9/1/23

#4. Graduation specifically relating to Graduation

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

According to the graduation rates from 2022-2023, the graduation rate decreased by 2%, from 94% to 92%. Based on the data, using Deliberate Practice with students in danger of not graduating, will increase student graduation.

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

With the implementation of Deliberate Practice, training students to improve habits and ways of thinking, will increase the graduation rate by 3%, in 2024.

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

Counselors and teachers will monitor students who are in danger of not graduating, and meet quarterly with students to review graduation requirements. Administration will follow up with teachers and counselors quarterly to ensure students are on track for graduation.

Person responsible for monitoring outcome:

Victoria Dobbs (vdobbs@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.)

Counselors and teachers will be using the evidence-based intervention of Deliberate Practice with students who are in danger of not graduating.

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

We decided to use Deliberate Practice with students in danger of not graduating to train them to high levels of skill efficiency. Students will be able to transform their current habits and ways of thinking into successful habits and ways of thinking that will improve the graduation rate.

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.

Counselors will identify Seniors who are not on track to graduate. As a result, the Counselors will have a baseline of at-risk students who need more attention to graduation requirements.

Person Responsible: Victoria Dobbs (vdobbs@dadeschools.net)

By When: 8/25/23

Teachers with Senior students, will be informed what students they have that are in danger of not graduating. As a result, they will be invited to become a mentor for those students.

Person Responsible: Trisha Jarrett (tjarrett@dadeschools.net)

By When: 9/15/23

Groups of students will be matched with teacher mentors. As a result, students that are at-risk of not graduating will have a teacher mentor to help with the process.

Person Responsible: Trisha Jarrett (tjarrett@dadeschools.net)

By When: 9/29/23

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 stakeholders discuss the different ways funding will be allocated to ensure that students' needs are being met during the EESAC meetings. Funding can be allocated to provide SAT/ACT tutoring for students as well as purchasing positions for particular classes.