Miami Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Senior High School

2450 SW 1ST ST, Miami, FL 33135

http://mhs.dadeschools.net/home.html

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 Senior High School is committed to creating a safe and supportive learning environment based on the belief that all students can learn. Taking into consideration that students learn in different ways, our teachers and administrators provide a variety of instructional approaches to prepare all students for the workplace or post-secondary education. Our students will demonstrate understanding of essential knowledge and skills and be actively involved in solving problems and producing quality work. The entire learning community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum. Our goal is to enable students to become self-directed, independent thinkers, as well as productive citizens and lifelong learners in order to secure a successful future. Every student will graduate with a plan that will enable him or her to become a life-long learner and a productive citizen.

Provide the school's vision statement.

Miami Senior High School students, teachers, staff, parents and community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum, and become independent thinkers, problem solvers, productive citizens and lifelong learners.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Valdes, Benny	Principal	Oversees all aspects of Instruction, Budget, Personnel, and School Operations.
Ceballos, Elizabeth	Assistant Principal	Job responsibilities include: Supervision of Instructional Personnel, Opening of School, Curriculum, Student Services department, Registration Procedures, Faculty and Department meetings, Lunch, Arrival/Dismissal, and 12th grade discipline.
Arscott, Dwight	Assistant Principal	Job responsibilities include: 10th Grade Discipline, Payroll, Substitutes, Technology, Supervision of Math Department, Magnets programs, Athletics, Internal Funds/Treasurer, Parent Access Center, Transportation, Lunch, and Arrival/Dismissal.
Garcia, Orly	Teacher, K-12	Job responsibilities include: Oversees student data for the Social Studies department and advanced placement testing.
Fano, Anna	ELL Compliance Specialist	Job responsibilities include: Reading Department Chair and provides leadership in the development of quality instruction for all students. She also assists teachers with academic strategies in order to improve student achievement. She is responsible for ELL Compliance and ELL testing. She is also the digital innovator for the Professional Learning team.
Zabala, Felix	Assistant Principal	Job responsibilities include: Overseeing Maintenance, Security, School Operations, and Cafeteria Staff. Oversees the discipline of the 9th grade and Arrival/Dismissal of students.
Puentes, Vicky	Graduation Coach	Job responsibilities include, meeting with all students to design a post-graduation plan. Determines and shares best scholarship opportunities and supports students with college applications, technical college pathways, and military pathways.

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.

All stakeholders are presented with the school wide data as well as the school culture climate survey findings at the opening of schools, and at the EESAC/School Advisory Council meetings. Then, stakeholders are asked to review and provide their input and feedback. The School Improvement Plan is revised and submitted for each phase per the guidelines.

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))

Student data from topic tests and FAST PM 1 and PM 2 assessments will be monitored by teachers and administrators. Data analysis and chats will take place and interventions will be designed to remediate weakest standards. In addition, administrative walk throughs and conversations about what is working and what needs improvement through common planning will be addressed. During each window for of S.I.P. implementation, the team will evaluate the data and adjust the action steps to better align the process to reach the target as determined by the data.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: I
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	

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	637
One or more suspensions	0	0	0	0	0	0	0	0	0	82
Course failure in ELA	0	0	0	0	0	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	0	0	0	249
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	727
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	827
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	888
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	781

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	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	31

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
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	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	55	50	47	54	51	42		
ELA Learning Gains				54			44		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile				41			39		
Math Achievement*	36	43	38	32	42	38	21		
Math Learning Gains				56			24		
Math Lowest 25th Percentile				70			33		
Science Achievement*	64	62	64	58	41	40	54		
Social Studies Achievement*	73	69	66	73	56	48	64		
Middle School Acceleration					56	44			
Graduation Rate	94	89	89	97	56	61	96		
College and Career Acceleration	78	70	65	78	67	67	77		
ELP Progress	48	49	45	39			37		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0

2021-22 ESSA Federal Index	
Total Points Earned for the Federal Index	645
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	52			
AMI				
ASN				
BLK	64			
HSP	63			
MUL				
PAC				
WHT	74			
FRL	64			

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	43			
ELL	50			
AMI				
ASN				
BLK	63			
HSP	59			
MUL				
PAC				

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%
WHT	72			
FRL	58			

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	48			36			64	73		94	78	48
SWD	21			19			34	55		46	6	
ELL	23			27			45	47		84	7	48
AMI												
ASN												
BLK	37			22			57	95		77	6	
HSP	48			37			64	72		78	7	47
MUL												
PAC												
WHT	70			41			86	83		73	6	
FRL	48			35			65	74		78	7	53

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	47	54	41	32	56	70	58	73		97	78	39
SWD	19	41	38	11	41	54	39	51		95	42	
ELL	19	42	38	23	56	70	40	54		93	80	39
AMI												
ASN												
BLK	49	36		38	48		77	83		97	74	
HSP	46	54	42	32	56	69	58	73		97	78	39

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
MUL												
PAC												
WHT	76	67		50	67					94	80	
FRL	45	53	42	31	56	70	57	72		97	78	38

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	42	44	39	21	24	33	54	64		96	77	37
SWD	20	30	27	13	24	36	25	35		99	44	
ELL	22	41	38	16	25	28	36	43		94	77	37
AMI												
ASN												
BLK	49	42		39	58		60	55		100	67	
HSP	41	43	40	21	23	31	54	64		96	78	37
MUL												
PAC												
WHT	63	50		13	10		82			93	69	
FRL	42	43	39	20	24	33	55	62		96	77	38

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	49%	54%	-5%	50%	-1%
09	2023 - Spring	37%	51%	-14%	48%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	56%	-16%	50%	-10%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	52%	-20%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	65%	-4%	63%	-2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	66%	6%	63%	9%

III. Planning for Improvement

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

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

In 2022-2023, the data for Miami High's Geometry EOC showed the lowest performance since 34% of the students scored a 3 or above on the exam. The 2022 Geometry EOC proficiency was 36% and the 2021 proficency was 17%. Contributing factors to last year's performance include changes in personnel, new standards, and a revised pacing guide. Although Geometry EOC achievement scores had the lowest performance, the two-year trend data is showing an upward trend from the 2020-2021 school year of 17% proficiency.

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

ELA 9th grade FAST PM3 results showed the greatest decline from the prior year. ELA 9th grade achievement decreased by 7 percentage points in 2023 with 37% as compared to 45% in 2022. Factors that contributed to this decline include new standards, new assessments, and the need for further professional development in lesson planning.

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.

Geometry EOC had the greatest gap when compared to the state average of 48%. During the 2022-2023 school year, Miami High's Geometry EOC achievement was 32%. This showed a 16% gap in Geometry from the state average of 48%. Contributing factors include learning the new standards, new book, and new pacing guides. There was a learning curve.

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

ELA 10th grade FAST PM3 showed the most improvement despite the new standards and state exam. During the 2022-2023 school year, Miami High's ELA 10th grade achievement was 49%. It was 2% higher than Miami High's 2022 overall ELA achievement level of 47%. The actions taken by our school to achieve this growth included weekly collaborative planning, interventions through tutoring and Saturday Academy, and embedding writing across all 10th grade English classes.

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

Student attendance below 90% for 10th through 12th grade is a concern since research shows that when students are not in class, they cannot learn. We will continue to promote coming to school daily and contacting parents. In addition, we will provide targeted interventions for the ELA and Math level 1 students. We plan to allocate more resources to afterschool tutoring and Saturday Academy.

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

Algebra I proficiency
Geometry proficiency
ELA - 9th Grade proficiency
L25% students in 9th and 10th grade ELA
L25% students in Algebra I and Geometry

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

#1. Instructional Practice specifically relating to ELA

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

According to 2022-2023 FAST PM3 data, 37% of 9th grade students were proficient in ELA as compared to the state average of 47% and district average of 51%. Based on the data and the identified contributing factors of a high number of level 1 and 2 ESOL students, lesson plans that do not set high expectations, we will implement ELL support, and professional development.

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

With the implementation of establishing and implementing instructional frameworks for lesson planning, an additional 10% (for a total of 47%) of the 9th grade population will score at grade level or above in area of ELA, by 2023-2024 FAST PM3 by May 2024.

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

The Leadership Team: Benny Valdes-Principal, Elizabeth Ceballos- Assistant Principal, Davalyn Suarez-English Department Chair and Anna Fano- Reading Department Chair will conduct quarterly data chats according to FAST PM1, PM2, and Progress Learning to adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that an instructional framework planned for in collaborative planning is aligned to the new B.E.S.T Standards and explicit instruction. Administrators will review lesson plans for alignment, remediation, and intervention. Student and teacher data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Benny Valdes (pr7461@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.)

Within the Targeted Element of ELA proficiency, our school will focus on the Evidence-based Intervention of: Establishing and Implementing Instructional Frameworks. Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

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

Establishing and Implementing Instructional Frameworks will assist with promoting and sustaining effective lesson planning with student data in mind and with meeting students' individual needs. Explicit instruction will be monitored through collaborative planning, administrative observations, and ongoing progress monitoring (OPMs).

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.

8/14 - Provide Professional Development for ELA and Intensive Reading teachers on establishing and implementing instructional frameworks that are aligned to the ELA B.E.S.T Standards. As a result, teachers will identify resources that are appropriate and/or needed for effective lesson planning.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

8/14- Teachers will develop lesson plans that follow the MDCPS instructional framework and are aligned to the ELA B.E.S.T standards during collaborative planning. As a result, teachers will plan effective lessons.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

8/14- Teachers will attend weekly planning meetings to brainstorm challenges, remediation and acceleration needs, and share higher order questions to implement in upcoming lessons. As a result, teachers will model explicit instruction aligned to standards and text sets for upcoming units.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

#2. Instructional Practice specifically relating to Math

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

According to 2022-2023 B.E.S.T Algebra 1 and Geometry EOC math data, 39% of Algebra students and 32% of Geometry were proficient in Math as compared to the state average of 50% in Algebra and 48% in Geometry, and district average of 65% in Algebra and 70% Geometry. Based on the data and the identified contributing factors of: new pacing guides in Geometry and new standards in Algebra I.

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

With the implementation of establishing ongoing progress monitoring, an additional 5% (for a total of 44%) of Algebra 1 students will score at grade level or above in area of Algebra I on the 2023-2024 FAST PM3 by June 2024. Additionally, 5% (for a total of 37%) of Geometry students will score at grade level or above in area of Geometry, on the 2023-2024 Geometry EOC by June 2024.

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

The Leadership Team: Benny Valdes-Principal, Dwight Arscott- Assistant Principal, and Melba Munguia-Math Department Chair will conduct quarterly data chats according to topic tests. Teachers will use data trackers and have students track their own data as part of the ongoing progress monitoring. Administrators will review data trackers during common planning. During Leadership Team meetings analyzed data will be reviewed to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Dwight Arscott (darscott@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.)

Within the Targeted Element of Math proficiency, our school will focus on the evidence-based intervention of Ongoing Progress Monitoring (OPM). Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

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

Ongoing Progress Monitoring will assist teachers with real time data to make data-driven decisions. Ongoing Progress Monitoring will be monitored through the use of data trackers to drive instructional planning.

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.

8/14- Provide Professional Development for Math teachers on establishing and implementing an Ongoing Progress Monitoring (OPM) system that is aligned to Math skills that meet the demand of the Benchmarks. As a result, teachers will identify resources that are appropriate and/or needed for OPM.

Person Responsible: Dwight Arscott (darscott@dadeschools.net)

By When: September 29, 2023

8/14- Teachers will develop lesson plans that include Ongoing Progress Monitoring that are linked to the B.E.S.T. Math Benchmarks. As a result, teachers will be able to monitor student progress and plan accordingly.

Person Responsible: Dwight Arscott (darscott@dadeschools.net)

By When: September 29, 2023

8/14- Teachers will attend weekly collaborative planning meetings to share resources and disaggregate student data in order to continue the implementation of Ongoing Progress Monitoring.

Person Responsible: Dwight Arscott (darscott@dadeschools.net)

By When: September 29, 2023

#3. Instructional Practice specifically relating to Professional Learning Communities

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

Due to the successful experience we had last year with the cross-curriculum PLC and our non-structure PLCs through the Biology and U.S. History common planning, our EOC data improved in both Biology and U.S. History. In 2022-2023, Miami High scored 60% in Biology EOC proficiency compared to 58% proficiency on the 2021-2022 Biology EOC. Additionally in 2022-2023, Miami High scored 72% on the U.S. History EOC compared to 73% proficiency on the 2021-2022 U.S. History EOC.

We decided to utilize professional learning communities within all content areas and across our curriculum as our Instructional Practice. Based on the updward trend EOC data and the identified contributing factors of teachers working together to use research-based strategies and to discuss concerns about student achievement, we will increase the implementation of professional learning communities as an instructional practice. Therefore, we will adopt a school-wide focus on improving student learning through a variety of methods that include, discussions with other members of the PLC, data collection, and research-based inquiry and practice.

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

With the implementation of more Professional Learning Communities as an instructional practice, we will increase our Biology and U.S. History scores by 10%. With the PLC, 10% of 130 teachers will participate by June 2024.

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

The Leadership Team: Benny Valdes-Principal, Elizabeth Ceballos- Assistant Principal, Dr. Erick Hueck-Science Dept. Chair and Mrs. Miriam Yanes- Social Science Dept. chair will conduct weekly walkthroughs. In addition, the leadership team will visit and observe the weekly PLC meetings to ensure the teachers are collaborating and utilizing the research-based strategies.

Person responsible for monitoring outcome:

Elizabeth Ceballos (eceballos@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.)

Within the targeted element of using Professional Learning Communities of: instructional practices, our school will focus on Job-Embedded Professional Learning by increasing the number of PLC's we have in our school. This will assist by providing teachers richer learning opportunities through collaboration, teamwork, and the used of research-based strategies.

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

Job-Embedded Professional Learning refers to teacher learning that is grounded in day-to-day teaching practices and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

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.

8/14- Schedule time within the school master schedule for all the members of the PLC to meet. As a result, the PLC team will be able to collaborate during common planning.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

8/14- Create an interest survey to obtain a list of faculty and staff that are interested in joining the PLC team. As a result, our PLC team will be established, and we will begin to schedule weekly meetings to establish structures and regulation in the configuration of the school's action steps and overall objectives.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

8/14- Schedule a meeting with the department chairs and the Assistant Principal over curriculum to identify the PLC 's main purpose and expectations. As a result, the PLC team will establish structure and guidance in the alignment of the school's purpose, expectations and goals.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

#4. 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 Power BI, Miami High was able to retain 88% of its faculty for the 2023-2024 school year. This meant the retention rate had decreased by 1% as compared to the 2021-2022 retention rate of 89%. Based on the data and the identified contributing factors of teachers leaving the school to pursue other career opportunities for personal reasons such childcare or commuting time, or due to dissatisfaction with compensation; our goal is to augment the targeted element of Teacher Retention and Recruitment. Teachers will see Miami High as a home away from home. This area of focus will promote a positive culture and will work as a recruitment tool for teachers and paraprofessionals for the next 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 school initiatives and activities for teachers, our teacher retention rate will increase by 5% by June 2024.

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

The Leadership Team: Benny Valdes-Principal, Elizabeth Ceballos- Assistant Principal, the Student Government Association Advisor -Vicky Puentes and the Activities Director-Marysol Rivero will engage teachers and their families to identify the contributing factors of Teachers leaving and develop our new "Miami High - a home away from home initiative" to ensure the teachers are feeling empowered and part of a family. Our new teacher retention initiative will consist of creating activities such as a PLC, department luncheons, team building at pep rallies, and professional learning choice options during mandatory professioinal learning days just to mention a few to make sure our teachers feel welcome and appreciated at all times.

Person responsible for monitoring outcome:

Elizabeth Ceballos (eceballos@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.)

Within the targeted element of Teacher Retention and Recruitment, our school will focus on the Evidence-based Intervention of: Celebrate Successes. Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard. We will continue to support teachers through daily walkthroughs and teachers' involvement in common planning. Additionally, we hope to increase teachers' engagement and empower teachers through constant feedback in order to improve student outcomes and teacher retention.

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

Celebrating Successes will assist in decreasing the number of teachers who leave Miami High by 5%. The initiatives will provide the school with a systematic approach to identifying teacher retention issues, improving teacher morale, and providing extrinsic rewards. With this strategy, the teachers will receive regular incentives to keep them focused on instructional development and to promote teacher engagement and collaboration.

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.

8/14 - Create an incentive program entitled "Miami High – A home away from home" for teachers. As a result, this program will celebrate teacher successes by publicly giving them special recognition and achievements for their accomplishments.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

8/14 - Create an early intervention protocol as part of the "Miami High – A home away from home" program. As a result, this protocol will support those teachers who feel that staff morale is low.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

8/14 Provide teacher-leaders opportunities to lead grade-level meetings and committees.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

8/14 - Provide teachers incentives and support through Title 1, the Alumni Association, and a variety of grants. As a result, this will allow teachers to expand their role beyond the classroom and participate in leading professional learning with our faculty and staff.

Person Responsible: Elizabeth Ceballos (eceballos@dadeschools.net)

By When: September 29, 2023

Title I Requirements

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

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

For each phase of the School Improvement Plan, the areas of focus and the action steps are communicated with teachers, parents, students, and community members through The Educational Excellence School Advisory Council (EESAC) meeting. Meeting are held at least once a quarter afterschool at the Media Center. Each meeting is advertised via e-mail and the EESAC website. During

each meeting, all stakeholders can contribute their valuable input about the action steps and the school's progress for each area of focus.

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))

It takes a village to help each and every student at our school. Our parnternships with all stakeholders is crucial to advancing our mission of every student graduating with a plan and becoming a productive citizen. At every freshman orientation and grade-level parent meeting, we share with our families and students that we have an open-door policy. We see parents within school hours without appointments and have a counselor on hand in the evenings to meet with parents after they finish work. Our PTSA contributes in spreading the word of what is happening in the classroom such as upcoming standarized tests and posting of quarter grades.

We communicate this information through our social media platforms. During Open House and the grade-level parent meetings, we share with parents HOW to monitor their child's progress through accessing the electronic gradebook, reviewing posts in Schoology, reviewing their child's test scores, and finally examining their child's report card and graduation tracker document found in their child's "student portal." There are many resources the parent has at his or her fingertips; therefore, we take the time to connect them with those resources.

The Community stakeholders are also involed through their work with the College and Career office and their attendance at the quarterly EESAC meetings. In addition, Miami High's Alumni Association is instrumental in providing grant money to teachers for additioal resources to support student learning and achieve positive outcomes. The alumni association also provide scholarship monies to our seniors in need who wish to continue their post-secondary education.

The school's website houses the Family Engagement Plan at
https://www.miamiseniorhigh.org/

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))

We plan to continue to implement these school-wide initiatives that will promote rigorus instruction, enrichment, and support for all learners:
-Common planning in all tested areas
-Team collaboration
-Differentiation of instruction
-Moniotring topic tests for all subjects
-Set the expectations of school-wide collaboration and being prepared for instruction
-Provide administrative support of resources, parent contact, and instructional modeling as needed
-Minimize school-wide distractions
-Promote the participaton of Professional Learning Communities
-Encourage Professional Learning related to rigor, differentiation, unpacking new standards, curriculum acceleration for advanced students, and Advanced Placement courses

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 developed with the coordination and integration of district resources.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

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

Budget Approval

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

No