Miami Sunset Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Miami Sunset Senior High School

13125 SW 72ND ST, Miami, FL 33183

http://sunsethigh.dade.k12.fl.us/

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Sunset Senior High School is to provide the students with a personalized learning environment, academic rigor, innovative skills and knowledge to prepare them for challenging and rewarding careers in a global economy.

Provide the school's vision statement.

Students will acquire the knowledge to function effectively in today's technology driven world by becoming self-directed, lifelong learners that are able provide positive contributions to society.

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
Castaing, Eric	Science Coach	Ensure that the support staff service the instructional and administrative needs of the Science Department. When necessary, chairs work with faculty and support staff to make certain that the goals of the department are met in conjunction with the vision and mission of the school.
Horowitz, Rachel	Instructional Coach	Ensure that the support staff service the instructional and administrative needs of the English/Language Arts/ Reading Department. When necessary, chairs work with faculty and support staff to ensure that the department's goals are met.
Lux, John	Principal	Oversees the daily activities and operations within a school. His main duties include disciplining or advising students, approving Teachers' curriculum and ensuring the school environment is safe for all students and staff members.
Munoz, Raydelin	Assistant Principal	Deals with school management issues, student activities and services, community relations, personnel, and curriculum instruction, in defining and enforcing school policies and guidelines for students, staff, and faculty.
Martinez, Michelle	Instructional Technology	Ensure that the support staff service the instructional and administrative needs of the Social Studies Department. When necessary, chairs work with faculty and support staff to make certain that the goals of the department are met.

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

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

The process for involving stakeholders begins with the school leadership team, as they review school-based data ahead of Synergy available via Power Bi. The school leadership team anticipates, and projects trends based on observations from the raw data results at the end of the school year, comparing with data from previous years. Upon school opening, teachers and staff partake in a robust data analysis, completing a similar analysis to the school leadership team. This analysis is compared to the findings of the school leadership team. The SIP is then prepared and shared with the members of the EESAC committee. Parents, students (mandatory for secondary schools and families, as well as business or community leaders) are asked for their input for the SIP's development. It should be noted that heavy consideration is placed on the information from the School Climate Survey regarding elements of the SIP involving school culture. Our community involvement specialist will work with our PTSA to gain insight and input on the SIP. This process is then shared once more with faculty and staff at a general faculty meeting.

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

The SIP will be regularly monitored for effective implementation. The school leadership team will reconvene to review the implementation process and protocols quarterly, in order to make adjustments to the identified action steps. The master schedule was built to create common planning for teachers in Language Arts, which will facilitate implementation of the plan as designed. Data will be analyzed through the use of Data chats with teachers, to determine the impact the action steps are having on increasing the achievement of students in meeting the State's academic standards. Particularly for those students with the greatest achievement gap, the school will offer pull-out intervention during the school day, as well as after regular school hours. The school has also developed a community partnership with Blossom Group of Florida, to provide Mental Health services, as well as additional tutoring opportunities for students. Based on the findings from the quarterly review sessions, the school will revise the plan, as necessary, to ensure continuous improvement.

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	95%
2022-23 Economically Disadvantaged (FRL) Rate	78%
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: 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	
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	233
One or more suspensions	0	0	0	0	0	0	0	0	0	142
Course failure in ELA	0	0	0	0	0	0	0	0	0	187
Course failure in Math	0	0	0	0	0	0	0	0	0	113
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	291
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	341
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	435

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	375

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	11

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*	44	55	50	45	54	51	44		
ELA Learning Gains				54			42		
ELA Lowest 25th Percentile				39			27		
Math Achievement*	46	43	38	34	42	38	30		
Math Learning Gains				39			30		
Math Lowest 25th Percentile				43			25		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	78	62	64	44	41	40	54		
Social Studies Achievement*	71	69	66	80	56	48	51		
Middle School Acceleration					56	44			
Graduation Rate	84	89	89	93	56	61	92		
College and Career Acceleration	37	70	65	43	67	67	55		
ELP Progress	49	49	45	47			61		

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	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	84

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	93

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	46			
ELL	56			
AMI				
ASN				
BLK	52			
HSP	58			
MUL				
PAC				
WHT	62			
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	43			
ELL	45			
AMI				
ASN				
BLK	64			
HSP	51			
MUL				
PAC				
WHT	62			
FRL	49			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			46			78	71		84	37	49
SWD	27			28			70	47		14	6	
ELL	21			39			87	50		62	7	49
AMI												
ASN												
BLK	57			46							2	
HSP	43			46			75	70		38	7	48
MUL												
PAC												
WHT	48			47							3	
FRL	41			44			70	71		38	7	42

| 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	45	54	39	34	39	43	44	80		93	43	47
SWD	22	52	41	28	45	45	28	57		93	18	
ELL	26	42	31	29	38	37	25	64		91	69	47
AMI												
ASN												
BLK										100	27	
HSP	44	53	39	34	39	44	43	80		92	45	47
MUL												
PAC												
WHT	60	74		41	40			91		96	30	
FRL	43	50	37	33	38	41	41	74		93	41	44

| 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	44	42	27	30	30	25	54	51		92	55	61
SWD	20	27	14	25	29	24	36	41		94	19	
ELL	25	38	33	22	26	25	44	49		93	69	61

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												
BLK												
HSP	43	42	27	30	30	26	54	50		92	57	61
MUL												
PAC												
WHT	60	52		33	20					100	33	
FRL	42	40	26	28	29	24	50	47		93	56	58

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	41%	54%	-13%	50%	-9%
09	2023 - Spring	36%	51%	-15%	48%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	56%	-2%	50%	4%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	52%	-9%	48%	-5%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	65%	3%	63%	5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	66%	2%	63%	5%

III. Planning for Improvement

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

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

The data component that showed the lowest performance is Acceleration, 36%. Trends that we observe include a lack of engagement across the student body, and severe apathy for post-secondary pursuits. Many students are foregoing applying to college, or challenging themselves with honors and advanced placement courses, as evident by our dwindling enrollment in Advanced Placement courses. Two decades ago, the school bolstered a robust Advanced Placement course offering, with nearly twenty courses and multiple sections across all subject areas. This past school year, we offered only eight, total. For the first time in a decade, the school's annual college tour was not realized, due to a lack of student interest.

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

The data component that showed the greatest decline from the prior year is Social Studies, US History End of Course exam, declining 12 percentage points from 80% in 21-22 SY to 68% in 22-23 SY. The factors that contributed to this decline include large, overcrowded classes; as well as an increased number of English Language Learners, which are recently arrived to the United States. A factor that may also play into this decline is an overwhelming sense of apathy in the student population, a remnant of COVID-19 era. This year's cohort (Class of 2024) began high school amid the global pandemic. Our school's population during the 20-21 SY was nearly 80% distant learning. The disconnect that these students experienced during their foundational high school year, has had a direct impact on the overall performance of this cohort on state and standardized exams, as evident by the ELA, Math, and Science scores of the 21-22 SY. When reviewing the testing schedule, the number of retake students from the Class of 2024 was the largest that the school has experienced. According to a study by Vassar College, the Class of 2024 has exhibited nearly five to seven months of learning loss. Several New York Times articles have also reported on these factors (based on research from the Tenney School), and the students who have been the most effected by COVID-19 learning loss, up to nine months, are those from lower socioeconomic backgrounds, as well as immigrant communities.

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 data component had the greatest gap when compared to the state average is ELA. The factors that contributed to this gap include a mostly Hispanic population, where the majority of students have learned English as a second language. Trends that we observe include that while there may be a gap, we've held consistent, year to year, as a testament to the hard work of our English teachers, particularly in the 9th and 10th grade. Additionally, we've used the master schedule to homogenously group students into intensive reading courses, if they are not demonstrating proficiency levels. Also, we've had the support of both curriculum specialist from the district, as well as personalized professional development. With the use of a reading coach, who has successfully modeled lessons for our staff, we've been able to also engage students in targeted pull-out tutoring programs. Successfully using the data from PM 1 and PM 2 as a guide for instruction, teachers have been able to target areas that exhibited the greatest need for reinforcement.

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 is both math and science scores. New actions that our school undertook in this area, which may have had a direct impact in this improvement include working with our master schedule, in order to identify those students who were not demonstrating proficiency levels in reading, in order to homogenously group them in an Environmental Science course, allowing them additional remediation in biology standards. In regard to mathematics, again we turned to our master schedule, grouping our weakest students with our strongest teachers. We offered daily tutoring for both Algebra 1 and Geometry, and used positive reinforcement through an incentives program, to reward those students who attended with consistency. Additionally, students who earned proficiency rates on the End of Course exams were also rewarded with a pizza party.

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

According to our Early Warning indicators, areas of concern include attendance. According to student attendance reports accessed via Power Bi, 8% of our school population exhibited the worst attendance, with over 31 absences. Whereas 23% of our school population exhibited between 16 and 30 school absences. While we were below comparable ETO schools, we were above the district average. The reporting categories of 11 to 15 and 6 to 10 school absences, not only were we above the district, at 19% and 27%, respectively, but we were also above ETO schools. The only area that we were below district levels was with school absences of 5 and under, with 20%. This is worrisome, at best, because if students are not in the building, they are missing valuable instructional time. While efforts are placed by the school leadership team, to work with our Community Involvement Specialist, as well as our counselors and other vital school resource personnel, such as our social worker, students are still demonstrating poor attendance habits. This may also be connected to lingering COVID-19 related habits, that students have a disconnect between attending school and its impact on their overall learning.

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

For the 2023-2024 school year, our highest priority is Acceleration. We will compose our school improvement plan for the upcoming school year with these factors in mind, in order to increase rigor and relevance to ensure that our students are prepared for college and careers. As a school, we collectively made the decision to ramp up rigor across all grade levels, beginning in the 23-24 SY, as evident by the efforts of our student services department, which undertook a streamline approach during subject selection. Our efforts were shared with all stakeholders through a series of parent meetings, held in person, ahead of articulation, sharing our mission and vision for the coming school year. Subsequently, we've opted to boost our already robust dual enrollment program, by offering more on-campus courses. Additionally, we've also taken this summer to expand our vast elective offerings, seeing where we can

incorporate Advanced Placement STEM-focused courses, such as AP Chemistry, AP Pre-Calculus, and AP Computer Science, that will complement our Magnet programs.

We may also look into ways to continue to combat attendance issues, by placing further restrictions on participation in school-wide events, such as pep rallies, field trips, or any other type of reward activity that the school deems requires attendance protocols. While efforts were placed during the second semester to curtail the rise in unsatisfactory attendance issues, these solutions need to be implemented earlier in the school year and with fidelity.

The School Leadership Team will make an effort during Synergy to examine the various avenues to explore options that are sustainable throughout the course of the school year, that will garner success.

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 Career & Technical Education

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.

For the 2023-2024 school year, our highest priority is Acceleration. We will compose our school improvement plan for the upcoming school year with these factors in mind, in order to increase rigor and relevance to ensure that our students are college and career ready. Additionally, the counselors will review students' graduation trackers to ensure that students are on-track to graduate and have met state requirements.

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

In order to increase our Acceleration by 10%, the school has focused on increasing our dual enrollment program, by offering more on-campus courses. Additionally, we've increased our Advanced Placement elective offerings, seeing where we can incorporate higher-level STEM-focused courses, that will complement our Magnet programs, such as AP Pre-Calculus, AP Chemistry, and AP Computer Science.

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

The School Leadership Team will meet monthly with the Curriculum Council, to review the implementation of new courses on campus, including AP and Dual Enrollment. The selected teachers of these courses will meet as well, as a way to create a support system, to ensure that students are held to a higher standard of rigor. Additionally, the Assistant Principal over Curriculum will work directly with Student Services to ensure that students are on track to graduate.

Person responsible for monitoring outcome:

Raydelin Munoz (raymunoz@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The counselors will use the evidence-based intervention Data Driven Decision Making to identify students who are missing acceleration courses.

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

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

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 APC will work in tandem with the student services department to filter through our student population to identify students who meet the necessary qualifications to participate in Dual Enrollment. As a result, students will be identified who are eligible for Dual Enrollment.

Person Responsible: Raydelin Munoz (raymunoz@dadeschools.net)

By When: This action step will be completed between August 11 and September 11, 2023.

The APC will coordinate with Miami Dade College to identify the courses that are offered both on-campus and at the Kendall campus. As a result, there has been an increase in Dual Enrollment courses offered at the school site.

Person Responsible: Raydelin Munoz (raymunoz@dadeschools.net)

By When: This action step will be completed between August 11 and September 11, 2023.

The school's master schedule was configured to offer both on-site and off-site dual enrollment courses, at Miami Dade College's Kendall campus. As a result, students now have the opportunity to earn college credit while still enrolled in high school.

Person Responsible: Raydelin Munoz (raymunoz@dadeschools.net)

By When: This action step will be completed between August 11 and September 11, 2023.

#2. Positive Culture and Environment specifically relating to Other

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

Based on the results of the School Climate Survey, from the 22-23, 34% of our faculty and staff felt that adequate disciplinary measures are not used to deal with disruptive behavior. As a result, the School Leadership Team has decided to focus on sustainable discipline practices, using a tiered approach and based on the Code of Student Conduct to improve overall school climate through a focus on discipline, setting high expectations for rigor and relevance.

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

After implementing several action steps throughout the course of the school year, we expect that the 23-24 School Climate Survey will reflect a decrease of five percentage points in the faculty and staff who feel that adequate disciplinary measures are not used to deal with disruptive behavior.

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

The area of focus of Positive Culture and Environment, specifically relating to Discipline will be monitored through the use of SCSI Reports and Detention Logs to reach our desired outcome.

Person responsible for monitoring outcome:

John Lux (johnclux@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school leadership team will implement the evidence-based strategy of Response to Early Warning Systems (EWS). The school administration will meet regularly with stakeholders to review implementation of strategies and ensure they are completed with fidelity.

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

Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

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 School Leadership Team will review the code of student conduct and create a tiered system of progressive discipline to be shared with all stakeholders, including students, parents, faculty and staff. As a result, all stakeholders will understand what the expectations of behavior will be.

Person Responsible: John Lux (johnclux@dadeschools.net)

By When: This action step will be completed between August 17 through September 13th through our student orientations and open house parent meetings.

On a daily basis, the Security Monitors and the SCSI teacher, will conduct hall sweeps to address concerns such as tardies and uniform violations. As a result, the students will be held accountable for not adhering to school rules.

Person Responsible: John Lux (johnclux@dadeschools.net)

By When: This action step will be completed between from August 28 through September 29th.

Using positive reinforcement for students complying with school rules and regulations, staff will identify and recognize a student of the week, by grade level, that will be highlighted through our school's morning announcements. Additionally, teachers who are found with students at 100% compliance will be recognized as well.

Person Responsible: John Lux (johnclux@dadeschools.net)

By When: This action step will be completed between from September 11 through September 29th.

#3. Instructional Practice specifically relating to ELA

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

Based on the data review, our school will implement the Targeted Element of Standards Aligned Instruction. We selected the overarching area of English/Language Arts, which demonstrated only 39% proficient on the 2023 FAST, PM 3. As we are not meeting the needs of all learners, we must improve our ability to enhance student engagement, through differentiation and standards based collaborative planning, to provide scaffolding to move these students toward proficiency.

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

If we successfully implement Standards Aligned Instruction, the results from the 2024 PM3 data will reflect an increase of at least five percentage points in student scores.

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

The Leadership Team will conduct regular walkthroughs to ensure quality instruction is taking place. Data chats at the end of the quarter, to review current data in real time, and follow-up with data analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Raydelin Munoz (raymunoz@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 Standards Aligned Instruction, our school will focus on the evidence-based strategy of Differentiated Instruction, which will assist in systematic approach of instruction to meet the needs of all students.

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

Differentiated instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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 APC will create a master schedule to address the need for common planning for the English/ Language Arts department. As a result, the 9th and 10th grade ELA teachers will be afforded the opportunity to share best practices, as well as ample time to meet with the School Leadership Team for Data Chats.

Person Responsible: Raydelin Munoz (raymunoz@dadeschools.net)

By When: This action step will be completed between August 14 -September 29.

The APC and School Assessment Coordinator will disseminate aggregate data for the FAST PM 1 to all ELA teachers. As a result, all grade 9 and 10 teachers will have the data to identify those students who are below proficiency and facilitate DI grouping.

Person Responsible: Raydelin Munoz (raymunoz@dadeschools.net)

By When: This action step will be completed between August 14 -September 29.

The ELA teachers will identify students who are scoring in the lowest 25% and recommend these students for additional intervention. As a result, these students will be invited to participate in extended learning opportunities, such as after-school tutoring.

Person Responsible: Raydelin Munoz (raymunoz@dadeschools.net)

By When: This action step will be completed between August 14 -September 29.

#4. 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.

Based on the data review, our school will implement the Targeted Element of Standards Aligned Instruction. We selected the overarching area of Math, which demonstrated only 48% proficiency on the 2023 B.E.S.T. Although both Algebra 1 and Geometry demonstrated a significant increase as compared to the previous year, learning gains are vital. Therefore, we will continue focusing on the instructional practice of differentiation and standards based collaborative planning.

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

If we successfully implement Standards Aligned Instruction, the results from the 2024 B.E.S.T. data will reflect an increase of at least five percentage points in student scores.

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

The Leadership Team will conduct regular walkthroughs to ensure quality instruction is taking place. Data chats at the end of the quarter, to review current data in real time, and follow-up with data analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Raydelin Munoz (raymunoz@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 Standards Aligned Instruction, our school will focus on the evidence-based strategy of Differentiated Instruction, which will assist in a systematic approach to instruction to meet the needs of all students.

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

Differentiated instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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 provide departmental data to teachers through preliminary data chats. This will include data from 2023 state assessments. As a result, students will be identified that may need additional supports, both during class time and after school.

Person Responsible: Raydelin Munoz (raymunoz@dadeschools.net)

By When: This action step will be completed between August 14 through September 29, 2023.

The Math Department Chair will meet with district curriculum support specialists. As a result, time will be scheduled for the interventionist to model exemplary lessons in Algebra 1 and Geometry classrooms, offering additional supports.

Person Responsible: Raydelin Munoz (raymunoz@dadeschools.net)

By When: This action step will be completed between August 14 through September 29, 2023.

The Algebra 1 and Geometry teachers will identify students performing in the lowest 25%. As a result, students will be recommended for additional intervention, such as after-school tutoring.

Person Responsible: Raydelin Munoz (raymunoz@dadeschools.net)

By When: This action step will be completed between August 14 through September 29, 2023.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

n/a

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

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

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

The methods for dissemination of this SIP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations) include, but are not limited to our monthly EESAC meetings, School Messenger, social media accounts, our school's website (http://miamisunsetsenior.com), and parent meetings, provided in a language a parent can understand.

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

The school 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 with its continued partnership with the school's active PTSA, via the school's website (http://miamisunsetsenior.com), School Messenger, and social media accounts. Parent meetings, such as Chat with an AP, will be held in person and over Zoom.

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

The school plans to strengthen the academic program by increasing the amount and quality of learning time and help provide an enriched and accelerated curriculum through Advanced Placement and Dual Enrollment 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))

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, adult education programs, and career and technical education programs, the school will seek to identify those students who would benefit from Project Upstart. Additionally, the school will work extensively with the Adult Education program on our campus, to ensure opportunities for members of our school community to excel and achieve academic success.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas through the use of our Mental Health Coordinator, our Behavior Management Teacher, and through our community partnership with the Blossom Group of Florida.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The 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 is shared by our CAP counselor through classroom visitations. The school coordinates college-campus visits, both locally and across the state. The school offers Cooperative Diversified Education, with on-the-job training. The students who participate in this program are identified and vetted by our program director. Additionally, we offer Dual Enrollment programs during the school day, both on campus, taught by our faculty, as well as transporting students to Miami Dade's Kendall campus for classes.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The 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) are overseen by the SPED Program Specialist. These services are coordinated between the Behavior Management Teacher and our school-based psychologist.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The 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 include using data obtained from the end-of-year PD Needs Assessment survey. Professional learning activities are planned with our SIP in mind and reflect the need of the staff to highlight STEM-centered learning.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Career & Technical Education	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	$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