North Miami Senior High School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

North Miami Senior High School

13110 NE 8TH AVE, North Miami, FL 33161

http://nmhs2.dadeschools.net/

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North Miami Senior High School is to provide an engaging and collaborative learning environment for students to instill the values of responsibility and citizenship, and to integrate technology to support students in becoming communicative and active leaders in the community and the world.

Provide the school's vision statement.

The vision of North Miami Senior High School is to provide the skills and knowledge necessary to enable our students to be successful in all future endeavors as global citizens of the 21st Century.

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
Stewart, Miriam	Principal	The principal provides a common vision for the use of databased decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI Implementation, and communicates with parents regarding school-based RtI plans and activities. She oversees administrative tasks and ensures that school academic goals are met in the development of standardized curricula to assess teaching methods, monitors student achievement, evaluates staff, and monitors facilities. She is also responsible for all final decisions made that will impact the nature and finances of the school.
Alouidor, Enock	Assistant Principal	The role of the assistant principal is to oversee operations, the literacy department, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.
Cruz-Solomon, Jevona	Reading Coach	The instructional coach serves as part of the leadership team. This role is also responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Rush-Lissade, Tiya	Teacher, K-12	The math department chairperson serves as part of the leadership team. This role is also responsible for assisting with managing the math department and bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Lewis, Brenda	Teacher, K-12	The social studies department chairperson serves as part of the leadership team. This role is also responsible for managing the social studies department and bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Morgan-Rose, Mimose	Assistant Principal	The role of the assistant principal is to oversee the CTE and fine arts department, create a master schedule, help with budget as needed, assist in the place of the principal when necessary, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire

Name	Position Title	Job Duties and Responsibilities
		and train faculty and staff, and coordinate school schedules.
McClain, Dwan	Teacher, ESE	The exceptional student education (ESE) specialist is responsible for providing support school-wide to ensure that students with disabilities demonstrate increased participation and performance in inclusion and self-contained classes, statewide assessments, and accountability systems.

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 included meeting with the leadership team which is comprised of all the department chairpersons, lead teachers, instructional coach, and student services. During the meeting the areas of focus were discussed and feedback was given about each area. A professional development was conducted for the whole staff August 15 about the areas of focus from the SIP during each session. The information from the Parent and Student Climate survey was evaluated and that data was part of the SIP development process. Their input is carefully considered and incorporated into the plan to ensure that it reflects the collective goal, aspirations, and concerns of the entire school community.

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))

During common planning and curriculum council meetings, implementation of the areas of focus, such as benchmark-aligned instruction and differentiation, will be reviewed through student work products and data from progress monitoring assessments. At each faculty meeting, one area of the SIP will be highlighted and discussed for review. Administrative classroom walkthrough google forms will align with the areas of focus from the SIP and feedback will be provided during debriefing meetings with teachers.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) 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: 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	578
One or more suspensions	0	0	0	0	0	0	0	0	0	232
Course failure in ELA	0	0	0	0	0	0	0	0	0	107
Course failure in Math	0	0	0	0	0	0	0	0	0	181
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	576
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	649
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	708

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	717

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	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	53

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*		55	50	34	54	51	25		
ELA Learning Gains				53			33		
ELA Lowest 25th Percentile				49			36		
Math Achievement*		43	38	24	42	38	9		
Math Learning Gains				49			16		
Math Lowest 25th Percentile				60			28		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		62	64	46	41	40	31		
Social Studies Achievement*		69	66	53	56	48	45		
Middle School Acceleration					56	44			
Graduation Rate		89	89	94	56	61	94		
College and Career Acceleration		70	65	75	67	67	46		
ELP Progress		49	45	62			47		

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

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

ESSA School-Level Data Review (pre-populated)

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

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	94

ESSA Subgroup Data Review (pre-populated)

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

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	48			
AMI				
ASN				
BLK	54			
HSP	55			
MUL				
PAC				
WHT	73			
FRL	55			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	53	49	24	49	60	46	53		94	75	62
SWD	24	40	39	30	52	50	35	28		83	48	
ELL	15	48	52	18	46	60	33	33		96	63	62
AMI												
ASN												
BLK	33	53	52	23	46	59	45	55		95	74	62
HSP	31	47	38	33	64	67	45	42		94	83	61
MUL												
PAC												
WHT	73											
FRL	33	52	50	24	49	60	46	57		95	76	65

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	25	33	36	9	16	28	31	45		94	46	47
SWD	26	25	19	7	24	26	45	33		89	24	
ELL	11	30	37	8	17	29	24	23		92	29	47

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	24	33	34	8	16	29	30	42		95	43	48
HSP	26	35	50	13	16	18	40	57		85	62	40
MUL												
PAC												
WHT												
FRL	25	33	35	9	16	27	32	47		94	47	49

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	36%	54%	-18%	50%	-14%
09	2023 - Spring	33%	51%	-18%	48%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	56%	-26%	50%	-20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	52%	-29%	48%	-25%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	65%	-17%	63%	-15%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	66%	-23%	63%	-20%

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 was overall Math at 27% proficiency, although results showed an improvement when compared to last year (25%), an increase of 2 percentage points. Factors that may have contributed to last year's low performance include: new Math teachers in Algebra and Geometry, new Math coach and revisions in the master schedule for Geometry, which limited collaborative planning for some teachers.

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

U.S. History E.O.C. Data showed the greatest decline of 10 percentage points when compared to the previous year (2023 at 43% vs. 2022 at 53%). After a review of additional school data, factors that contributed to this decline include: 47% of those students who did not meet proficiency had 15 or more absences, and 83% of those students who did not meet proficiency were not proficient in the ELA Grade 10 Reading Test. Of the 3 U.S. History teachers, 2 had attendance concerns, with more than 10 absences during the school year. The 2 teacher's combined proficiency is 34.5%. The teacher with less than 5 absences had a proficiency rate of 57%.

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.

Overall Math data showed the greatest gap when compared to the state. Overall performance in Math was 27% proficiency, compared to the state at 52%. Performance in Algebra was 30% proficiency (compared to the state average at 54%) and Geometry was 22% proficiency (compared to the state average at 49%). Although the Math data component showed the lowest performance overall at 27% proficiency, results showed an improvement when compared to last year (25%), an increase of 2 percentage points. Algebra data showed an increase of 7 percentage points, when compared to the previous year, from 23% in 2022 to 30% in 2023. Factors that may have contributed to the gap when compared to the state average include: percent of students who were not proficient in Math from the previous year and the lack of school-wide alignment of instructional strategies.

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

While ELA and Biology showed improvements, Algebra data showed the most improvement. New actions included reteaching the lowest performing standards and benchmarks based on topic assessments, progress monitoring, and mid-year assessments. Additionally, during common planning, teachers, coaches, and administrators were able to plan effective, explicit, and engaging lessons. Teachers developed standard-aligned instruction that maximized students' chances of meeting their academic expectations. Also, collaborative teacher-student data chats, academic coach-teacher data chats, and teacher-admin data chats were proven to be an effective measure to help meet the goals and steps that led to a successful outcome.

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

Potential area of concern includes Student Attendance with 14 % of students with 10+ absences and Excessive Tardies.

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

Student attendance
Increase student proficiency in ELA & Math
Improve graduation rate, by decreasing the number of 11th and 12th grade students who still need to meet state assessment requirements for graduation
Addressing the Lowest 25

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

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

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

According to the 2022-2023 F.A.S.T and EOC data, 34% of the students in 9th & 10th grade met proficiency in ELA when compared to the state at 50%. In overall Math, 27% of students in Algebra and Geometry met proficiency when compared to the state at 52%. Based on the data and the identified contributing factors of inconsistent collaborative planning and lack of school-wide alignment of instructional strategies, we will implement the Targeted Element of Benchmark-aligned instruction.

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

With the implementation of Instructional Support/Coaching, we will increase the proficiency of students in 9th and 10th Grade for both of ELA and Math by at least 5 percentage points (to 39% in ELA and to 32% in Math respectively) on the 2023-2024 state assessments, by June 2024.

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

Academic coaches and administrative team will conduct regular classroom walkthroughs to monitor the implementation of benchmark-aligned instruction. Administrators will observe teacher delivery of benchmark-aligned instruction weekly and review evidence in student assignments/work products/exit tickets on a bi-weekly basis. In addition, administrators will review lesson plans weekly to ensure lessons are indicative of benchmark -aligned instruction.

Person responsible for monitoring outcome:

Miriam Stewart (mbouciquot@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.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increase the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

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

According to the 2022-2023 F.A.S.T and EOC data, 34% of the students in 9th & 10th grade met proficiency in ELA when compared to the state at 50%.In overall Math, 27% of students in Algebra and Geometry met proficiency when compared to the state at 52%. Based on the data and the identified contributing factors of inconsistent collaborative planning and lack of school-wide alignment of instructional strategies, we chose to implement Instructional Support/Coaching because the coaching cycles will assist with meeting the goal and ensure lessons are benchmark-aligned.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

During collaborative planning, the instructional coach, department chairpersons, and teachers will unpack focused B.E.S.T standards to plan effective lessons that are benchmark-aligned. As a result, the teachers will gain a deeper understanding of how to effectively plan benchmark-aligned lessons.

Person Responsible: Jevona Cruz-Solomon (cruz-solomon@dadeschools.net)

By When: August 15th-September 29th

Teachers and the instructional coach will develop lesson plans utilizing resources including the Item Specs, Pacing Guides, and other district resources to ensure that the lessons are clear, logical, sequential, and aligned to benchmarks. As a result, the teachers will implement lessons that follow the instructional framework and meet alignment to the B.E.S.T benchmark objectives.

Person Responsible: Jevona Cruz-Solomon (cruz-solomon@dadeschools.net)

By When: August 28th-September 29th

Administrators and the instructional coach will conduct walkthroughs and monitor the implementation of the lessons developed during the collaborative planning sessions, for whole group and small group instruction. As a result, administrators will provide timely feedback to teachers and ensure lessons activities are implemented with fidelity.

Person Responsible: Mimose Morgan-Rose (mmrose@dadeschools.net)

By When: September 5th-September 29th

Instructional Coach and Department Chairpersons will provide support with lesson-planning for teachers identified as in need of additional assistance with benchmark-aligned lesson plans. As a result, these select teachers will improve their ability to plan effective benchmark-aligned lessons.

Person Responsible: Brenda Lewis (plewis1@dadeschools.net)

By When: September 5th-September 29th

#2. Instructional Practice specifically relating to Differentiation

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 EOC data, 43% of the students in U.S. History met proficiency when compared to the state at 63%. Based on the data and the identified contributing factors of limited reading proficiency of 11th-grade students based on the prior year for the 10th Grade ELA FSA Test, and lack of effective implementation for differentiated instruction infused into the instructional framework, we will implement the Targeted Element of Differentiation.

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

With the implementation of differentiated instruction, we will increase the proficiency in U.S. History by at least 5 percentage points (to 48%) on the 2023-2024 U.S. History EOC, by June 2024.

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

Students will be grouped using 10th-grade ELA F.A.S.T Data, ELL Levels, and District results on the mini-assessments. Instructional focus calendars will be developed and the instructional frameworks will be modified, as needed, to implement differentiated instruction along with progress monitoring for reteaching opportunities. Teachers, the academic coach, and department chairpersons will meet weekly during collaborative planning to review student end products from differentiated instruction lessons and restructure lessons to address students' targeted needs. Administrators will conduct classroom walk-throughs weekly to monitor the implementation of differentiated instruction/small groups.

Person responsible for monitoring outcome:

Jevona Cruz-Solomon (cruz-solomon@dadeschools.net)

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

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

According to 2022-2023 U.S. History EOC data, 43% of the students met proficiency in U.S. History when compared to the state at 63%. Contributing factors include: 83% of students were not proficient in ELA/Reading, scoring Level 1 or 2 on the prior year 10th Grade ELA FSA Test. Based on the data, differentiated instruction was not implemented and infused into the instructional framework, with fidelity. Instructional frameworks with differentiated instruction will be implemented with fidelity and regular progress monitoring for mastery will be tracked.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

During collaborative planning, teachers will review and analyze 2023 student assessment data, diagnostic data and current work products to create small group lessons. As a result, teachers will be able to address the needs of their students.

Person Responsible: Enock Alouidor (ealouidor@dadeschools.net)

By When: September 5th-September 7th

During Collaborative Planning, the instructional coach and administration will meet with teachers to conduct professional development on how to create differentiated instruction lessons. Teachers will then develop Instructional Focus Calendars aligned to assessment data results, addressing skills in need of remediation. As a result, teachers will be able to plan more effectively for Differentiated Instruction.

Person Responsible: Jevona Cruz-Solomon (cruz-solomon@dadeschools.net)

By When: September 12th-September 29th

The instructional coach and department chairpersons will provide professional development during collaborative planning to support teachers with the implementation of differentiated instruction lessons. As a result, teachers will gain an understanding on how to scaffold instructional activities to assist students requiring remediation.

Person Responsible: Enock Alouidor (ealouidor@dadeschools.net)

By When: September 12th-September 29th

Administrators will conduct walk-throughs to ensure differentiated instruction is implemented in the classroom with fidelity. As a result, administrators will provide timely feedback to teachers and ensure small group lesson activities are implemented.

Person Responsible: Mimose Morgan-Rose (mmrose@dadeschools.net)

By When: September 18th-September 29th

#3. Positive Culture and Environment specifically relating to Early Warning System

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

After a review of the 2022-2023 Student Attendance Data Map, data revealed that 18% of students in 9th-12th Grade were absent for 31 or more days of school when compared to the District at 9%. When students make attendance a priority, their grades improve, they have a greater sense of belonging and are significantly more likely to graduate. Based on the data and the identified contributing factors of limited parental involvement and additional need for resources for at-risk students, we will implement the Targeted Element of Early Warning System.

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

With the implementation of Attendance Initiatives, the percentage of students with 31 or more absences will decrease by at least 5 percentage points, from 18% to 13% by June 2024.

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

The area of focus will be monitored through weekly meetings of the Attendance Review Committee (ARC) which consists of each grade-level administrator, Dean of Discipline, SCSI coordinator, Community Involvement Specialist, counselors, and Trust Counselor. The committee will monitor daily attendance of all students. Students with 3 or more absences will be identified weekly by counseling students, contacting parents, providing services, if needed, while documenting meeting outcomes.

Person responsible for monitoring outcome:

Enock Alouidor (ealouidor@dadeschools.net)

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

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

The 2022-2023 Student Attendance Data Map revealed that 18% of students in 9-12 grade are absent 31 or more days. The rationale for the evidence-based intervention is that by addressing attendance concerns at an early stage, student attendance rates will improve and intervening will hinder students from continuing to be absent from school. This intervention will capture students at risk and requiring services or assistance to address the truancy issue.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The administrative team will meet with leadership team members to develop a school-wide attendance action plan for students, and the plan will be shared with faculty and staff during a faculty meeting. As a result, all faculty and staff will understand the procedures to be taken when addressing student attendance.

Person Responsible: Enock Alouidor (ealouidor@dadeschools.net)

By When: August 21st-September 12th

The Attendance Review Committee will be developed and staff will be assigned by grade level. Members will be trained in procedures to monitor attendance and with the process for providing services to students and parents. As a result, team members will be able to intervene with attendance issues and offer services with fidelity.

Person Responsible: Enock Alouidor (ealouidor@dadeschools.net)

By When: August 21st-September 12th

Administrative Team will review and monitor the school-wide attendance log to identify students with 3 or more absences. As a result, students will be identified early and interventions will begin in a timely manner.

Person Responsible: Enock Alouidor (ealouidor@dadeschools.net)

By When: September 11th-September 29th

The administrative team will use Power BI to monitor and track the Daily Attendance Report and the Targeted Student Status Form (TSSF). Then review student data with ARC team members. As a result, team members will be able to address excessive absences with students and parents in a timely manner.

Person Responsible: Enock Alouidor (ealouidor@dadeschools.net)

By When: September 11th-September 29th

#4. Graduation specifically relating to Graduation

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

After a review of the School Profile, data revealed that there has been an 8% decrease in graduation rates when comparing 2021 Graduation Rate at 94% to 2022 Graduation Rate at 86%. The predicted graduation rate for 2023 is 92%. Based on the data and the identified contributing factors of: excessive student absences, failed courses resulting in low GPA, limited parental involvement and failed assessments in the areas of Reading and Math, we will implement the Targeted Element of Graduation.

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

With the implementation of Response to Early Warning Systems (EWS), we will increase the graduation rate by at least 9 percentage points from the 2022 Graduation Rate (86%) to 95% according to the prediction on the 12th-grade data tracker, by June 2024.

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

The Graduation Review Committee which consists of the Graduation Facilitator, 12th Grade Administrator, CAP Advisor and Counselors will monitor attendance and graduation readiness for all 12th grade students on a weekly basis. The monitoring plan will focus on those students with one or more failed assessments, failed courses requiring course recovery and 3 or more absences, by conducting meetings with students and parents. In addition, the administrators, counselors and CAP advisor will meet with students in 12th grade on a bi-weekly basis to provide students with information about courses that will lead to post-secondary education.

Person responsible for monitoring outcome:

Enock Alouidor (ealouidor@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.)

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.

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

After a review of the School Profile, data revealed that there has been an 8% decrease in graduation rates when comparing the 2021 Graduation Rate at 94% to the 2022 Graduation Rate at 86%. Contributing factors include excessive student absences, failed courses resulting in low GPA, limited parental involvement and failed assessments in the areas of Reading and Math. The rationale for the evidence-based intervention is that by addressing graduation readiness at an early stage, the likelihood to graduate will improve and intervening will ensure students have met all requirements for graduation.

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

The Administrative Team and Graduation Review Committee will meet to review academic information of 12th Grade students, including course credits, attendance, GPA and assessment data in order to update the graduation tracker. As a result, the team will be able to access recent information and provide support as necessary to targeted students to ensure graduation readiness.

Person Responsible: Mimose Morgan-Rose (mmrose@dadeschools.net)

By When: September 18th-September 29th

The counselors and CAP advisor will meet with students in the cafeteria for "One Stop" shop to review failed courses that require recovery classes, course credits, attendance, and testing requirements. As a result, the students will have access to resources necessary to work towards graduating successfully.

Person Responsible: Mimose Morgan-Rose (mmrose@dadeschools.net)

By When: September 11th-September 29th

The Administrative Team will send out individualized graduation status letters to students and parents of 12th grade students, to include a meeting notice for next steps and information of the student's current credits, attendance, testing data results, GPA and community service hours. As a result, students and parents will be able to meet with administrators and counselors and be provided with updated information for next steps and to gain an understanding of readiness for graduation.

Person Responsible: Mimose Morgan-Rose (mmrose@dadeschools.net)

By When: September 25th-September 29th

The Administrative Team will meet with the Test Chairperson to review the current 11th and 12th graders who have not met assessment requirements in Reading and/or Math, and schedule select students for upcoming retake exams in both subject areas. The Administrative Team will then meet with the instructional coach and department chairs to create instructional frameworks that include ACT/SAT test prep for interventions. As a result, the team will be able to ensure that students pending graduation assessments are tested during the windows and that support is provided as necessary to targeted students to ensure graduation readiness.

Person Responsible: Enock Alouidor (ealouidor@dadeschools.net)

By When: August 21st-September 15th

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).

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 SWP to disseminate information to stakeholders includes:
- The Community Involvement Specialist (CIS) and the administrator over Title I will host informational meetings or workshops for parents/guardians to explain the SIP, UniSIG budget, and SWP. The leadership team will conduct faculty/staff meetings to provide updates on the implementational progress, challenges, and successes related to the SIP and SWP. During faculty, department, and ESSAC meetings detailed reports, presentations, and data analysis will be shared in a timely manner to keep staff and stakeholders informed about outcomes and adjustments to the SIP. The administrative team will regularly update the school website (nmshpioneers.org) with detailed information about the SIP, UniSIG budget, and SWP. Lastly the administrative team will also send out ConnectEd messages, and text messages to keep stakeholders informed of major developments and events.

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))

North Miami Senior High School believes in involving parents in all aspects of their child's academic progress. The ESSAC and Parent Academy meetings will be used to build a positive relationship with parents, families and other stakeholders. Monthly Title I meetings with parents to address the school's mission, SIP, and academic programs will also be used to build that relationship bridge with parents. Translated materials will be used in languages spoken by families to ensure inclusivity. The school also reaches out to businesses and organizations to contribute to the school's efforts, whether through resources, mentorships, or partnerships.

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 implementing some of the areas of focus and action steps of the SIP. To begin with, ensuring a comprehensive effective approach to enhancing instruction in all classrooms will take place. The first step will be to make sure all instructional frameworks and lesson plans have benchmark-aligned instruction infused in them. This will involve meeting with teachers to construct those lessons and offer feedback to make sure all the components are evident to meet the needs of the students. In addition PLC's will take place to offer training in those strategies that will help teachers provide an enriched curriculum to the students. The next step is to make sure differentiated instruction is taking place in all classrooms. This also will involve meeting with teachers, evaluating data, conducting data chats, and using that data to drive small group lessons that remediate skills for students.

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))

The plan that was developed coordinates with Project UP-START and North Miami Adult Education, Project UP-Start, under the Department of Title 1 Administration, the Education Program for Children and Your Living in Unstable Housing in Miami-Dade. The program assists schools with the identification, enrollment, and attendance of students in unstable housing to help ensure their successful academic achievement. North Miami Adult Education offers courses to a diverse group of students who are seeking the opportunity to jump-start their educational pursuits and forge a path for future career 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))

North Miami Senior ensures that students receive services such as counseling with a Trust Counselor and licensed Mental Health Coordinator. Supplemental instructional support is provided by the SPED Program specialist to be discussed with parents during the development of a student IEP's. There is an effort to provide students with services from the Division of Bilingual Education to assist students with instruction in their home language. Tutoring and enrichment services such as Saturday Academy are provided to students in the areas of reading, mathematics, science, and writing by highly qualified teachers.

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))

North Miami Senior High School has academics and magnet programs to give students postsecondary opportunities and expose them to the workforce. Those programs are; the Academy of Engineering, Culinary Arts, Academy of Finance, International Baccalaureate, JROTC, and Academy of Health Sciences/Fire Fighting Academy. Students are also encouraged postsecondary credit through Dual Enrollment, advanced placement, International Baccalaureate, and Career Technical Education (CTE) courses that earn industry certifications.

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).

North Miami Senior adheres to the Individuals with Disabilities Education Act by providing supplemental instructional support with parents during the development of students IEP's. There is also a school-wide discipline plan in place that is guided by the District Student Code of Conduct. The plan is tiered by levels of offenses and students are giving redirection which also includes making parent contact and indoor suspension. Restorative practices are put in place to offer students opportunities to correct their behavior.

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))

A monthly school calendar is created with faculty, curriculum council, department, and common planning meetings. All meetings have an agenda with activities that address the areas of focus of the SIP. During the meetings, best practices are shared and teachers work together to create benchmark-aligned lesson plans that incorporate differentiated instruction. During common planning, teachers are able to model their lessons and receive corrective feedback before teaching the lesson. Administration has a Google Doc walk-through document that is aligned to the Framework of Effective Instruction. Teachers are given immediate feedback highlighting the "glows" and "grows" of their classroom instruction. Data chats are also scheduled with the principal and teachers are able to discuss their students' assessment data.

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: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: Graduation: Graduation	$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