

South Dade Senior High School



Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	0

South Dade Senior High School

28401 SW 167TH AVE, Homestead, FL 33030

<http://sdhs.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 administration, faculty, staff, parents, and community of South Dade Senior High School are responsible for providing our diverse student body with a clean and safe environment and the discipline, integrity, knowledge, and skills necessary to succeed and become productive members of an increasingly complex society.

Provide the school's vision statement.

The vision of South Dade High School is to provide a safe, nurturing, and meaningful educational environment, which challenges students to achieve success, academic excellence, and autonomy in our ever-changing technology-driven world. We strive to create productive members of a multicultural society who demonstrate good citizenship, social responsibility, and a lifelong love of learning, guaranteeing that no child is left behind.

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
De Armas, Jay	Principal	Provide leadership in developing, implementing and supporting school-wide efforts; encouraging positive school culture and addressing students' academic and social-emotional needs.
Crary, John	Assistant Principal	Under the direction of the principal, serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs related to curriculum and school grade.
Vergara, Michael	Assistant Principal	Under the direction of the principal, serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs related to curriculum and school grade.
Granada, Daniel	Instructional Coach	Support teachers in planning, delivering, and assessing quality Math instruction. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Smith, Gina	Instructional Coach	Support teachers in planning, delivering, and assessing quality Reading instruction. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.

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 authors of this SIP incorporated feedback from teachers and students using school climate survey results, as well as anecdotal evidence. Parents, families, and community leaders provide input on the School Improvement Plan via EESAC meetings and conversations with school leaders. The school leadership then incorporated all of this feedback to create the 2023-24 School Improvement Plan.

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 School Improvement Plan is a living document that is reviewed and revised tri-annually during the school year. Revisions and adjustments are vetted through EESAC and faculty meetings to ensure that the school community is united in the alterations. Revisions are driven by student data and perceived school needs as reported by staff, community members and students.

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	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

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

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

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

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	1111
One or more suspensions	0	0	0	0	0	0	0	0	0	0	358
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	452
Course failure in Math	0	0	0	0	0	0	0	0	0	0	465
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	1049
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	1020
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	1367

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	1314

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	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	96

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

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

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39	55	50	33	54	51	33		
ELA Learning Gains				43			38		
ELA Lowest 25th Percentile				33			29		
Math Achievement*	33	43	38	30	42	38	24		
Math Learning Gains				51			25		
Math Lowest 25th Percentile				59			26		
Science Achievement*	56	62	64	67	41	40	71		
Social Studies Achievement*	61	69	66	60	56	48	48		
Middle School Acceleration					56	44			
Graduation Rate	93	89	89	93	56	61	93		
College and Career Acceleration	66	70	65	40	67	67	46		
ELP Progress	37	49	45	45			31		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	96
Graduation Rate	93

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	554
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	40	Yes	2	
ELL	42			
AMI				
ASN				
BLK	56			
HSP	55			
MUL				
PAC				
WHT	59			
FRL	54			

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	39	Yes	1	
ELL	44			
AMI				
ASN				
BLK	47			
HSP	51			
MUL	44			
PAC				
WHT	57			
FRL	50			

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	39			33			56	61		93	66	37
SWD	19			17			25	36		50	6	
ELL	15			22			31	38		74	7	37
AMI												
ASN												
BLK	35			29			58	57		61	6	
HSP	39			33			55	61		69	7	37
MUL												
PAC												
WHT	43			41			50	64		53	6	
FRL	39			34			55	58		67	7	34

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	33	43	33	30	51	59	67	60		93	40	45
SWD	20	35	30	18	38	42	53	43		90	16	
ELL	10	35	33	21	49	60	58	32		85	60	45
AMI												
ASN												
BLK	28	44	30	28	46	60	57	62		92	27	
HSP	33	43	32	30	52	59	69	59		93	42	45
MUL	59	50		33	33							
PAC												
WHT	42	49		32	50	60	69	68		95	48	
FRL	31	43	33	29	50	59	66	59		93	39	46

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	33	38	29	24	25	26	71	48		93	46	31
SWD	16	25	16	13	18	17	37	40		95	18	
ELL	12	33	30	21	30	29	61	25		89	53	31
AMI												
ASN												
BLK	32	37	21	14	20	24	65	45		94	29	
HSP	33	39	31	25	27	28	72	48		92	51	31
MUL	58	50										
PAC												
WHT	37	40	33	26	18		67	56		95	48	
FRL	31	37	28	23	25	26	71	47		92	46	30

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	35%	54%	-19%	50%	-15%
09	2023 - Spring	37%	51%	-14%	48%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	56%	-25%	50%	-19%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	52%	-17%	48%	-13%

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

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	66%	-8%	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.

Algebra 1 was our lowest compared to how we thought we would have performed. After careful analysis, we believe it necessary to really frontload Pre-Algebra to our students early in the year. With the Standards shifting under BEST, our students had many deficiencies that led to the low performance. We are also providing Algebra A/B to all students entering SDSHS with a level 3 in 8th grade math.

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

Biology showed the greatest decline from the previous year. This was due in large part that it was the first year of our 11th grade Biology cohort. The hope was that these data would be higher than our previous approach, but the data was stagnant. This demonstrates a need to closely examine the Environmental Science curriculum to ensure that it is aligned with Biology standards.

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.

ELA results displayed the greatest gap when compared to the state average. With 70% of our students entering SDSHS reading below grade level, this continues to be our largest gap with other schools in the state. We performed better this year, but the gap is still sizeable.

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

Geometry proficiency was higher than in years past. This was due to implementing back-to-back Geometry instruction for Level 2 students. This year, we have built back-to-back Geometry classes for all students that are below proficiency in order to continue this trend and increase the chances for learning gains.

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

Attendance is the biggest concern for our school. Truancy has been an issue since Covid, and the lack of concern from both students and families is disconcerting. To no one's surprise, rates of absenteeism were directly correlated with low student performance on the State tests.

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

Our highest priority is to simultaneously focus on raising proficiency levels while also focusing on learning gains. Our second highest priority is increasing student attendance rates, while decreasing the skipping of classes by students. Our third priority is ensuring that teachers remain on pace while providing critical remediation. Our final priority is building staff comradery to develop a network of supportive educators.

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 Math**Area of Focus Description and Rationale:**

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

According to statewide standardized Math data, Math proficiency declined from a pre-pandemic high of 45% proficiency to 33% proficiency in the 2022-23 school year. This was an improvement from the previous year's 28% proficiency rate, but it lagged behind the improvement of schools across the state. Students are entering high school with gaps in their understanding, and thus math teachers must simultaneously fill these gaps while attempting to build on top of them. Further, with the return of learning gains, it is critically important that math teachers address student deficiencies and push them towards proficiency. Also, there was an emphasis on proficiency over learning gains, and there is a concern that teachers may have developed certain habits during this time and decreased their focus on the Lowest 25%. Based on the data and the identified contributing factors that led to this decline in math performance, we will implement the evidence based intervention of instructional support/coaching to improve the targeted element of Math.

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, overall proficiency of those students in Algebra 1 and Geometry will increase to at least 45% by the end of the 2023-24 school year.

Monitoring:

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

The Principal, Assistant Principal for Curriculum and the Math Coach will regularly conduct walkthroughs to provide support and encouragement to teachers. The two primary focuses will be standards-based instruction and pacing. Since South Dade's students often enter with mathematical deficiencies, there will be an emphasis on possible interventions to fill in these gaps.

Person responsible for monitoring outcome:

John Crary (johnbcrary@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 increases 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.

We have an extremely experienced math coach with a history of positively supporting teachers and generating learning gains in accountability areas. This ongoing support, in conjunction with a renewed focus on increasing teacher capacity by the Assistant Principal for Curriculum should result in increased performance on statewide tests.

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 Instructional Coach will develop brief biweekly assessments to monitor the progress of student's mastery of concepts in Algebra and Geometry. Based off of these assessments, the coach will plan with the teachers the focus of RTI days. In addition, we will leverage the interventionist to address the need areas uncovered in these assessments. As a result, teachers and students will recognize the areas for improvement and remediate accordingly.

Person Responsible: Daniel Granada (dgranada@dadeschools.net)

By When: August 14, 2023 to September 29, 2023

The Coach and APC will walk classrooms together weekly to identify areas of success and potential support. Based off of these walkthroughs, the two will develop instructional coaching plans for identified staff members, as well as anticipated student outcomes. As a result, teachers will receive targeted support and discover additional instructional strategies.

Person Responsible: John Crary (johnbcrary@dadeschools.net)

By When: August 14, 2023 to September 29, 2023

Following every second topic test, the Math Coach and APC will convene informal data chats to discuss trend data, successes, and potential concern areas. For teachers struggling in particular standards, the two will coordinate opportunities for teachers to visit each other and observe best practices. As a result, teachers will have clear priorities in both supporting their students, as well as how to grow in a professional capacity.

Person Responsible: John Crary (johnbcrary@dadeschools.net)

By When: August 14, 2023 to September 29, 2023

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-23 SIP Survey, 26% of teachers expressed that they collaborated with others in the school quarterly, annually or never. South Dade Senior High School is a very large institution, and it is easy to become siloed within departments and classrooms. Further, there is limited effort to engage staff in meaningful events beyond the school day and celebrate successes. Collaboration amongst staff is a driver to increase engagement within the school site, overall job satisfaction and ultimately the retention of the staff. Based on the data and the identified contributing factors of disengagement of some staff, we will implement the evidence-based intervention of Celebrate Successes to address the targeted element of teacher retention and recruitment.

Measurable Outcome:

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

With the implementation of celebrating Successes, we anticipate a 15% increase in the number of teachers expressing that they collaborate with others in the building at least monthly on the 2023-24 SIP Survey.

Monitoring:

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

At each Sunshine Committee meeting, there will be a portion of time dedicated to debriefing events and examining progress towards goals. This will include monitoring participation of staff and developing pathways to increase engagement in activities.

Person responsible for monitoring outcome:

Jay De Armas (dearmasj@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.)

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Celebrating Successes will demonstrate to staff that they are valued in what is often an undervalued profession. Teachers will see the efforts of the school to recognize their dedication and determination, and in turn will continue to put forth maximum effort to improve students' lives and the school community in general.

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 Sunshine Committee will hold its first informational meeting to recruit staff members to assist in events to celebrate staff and build overall community within the school. During this meeting, a general calendar will be generated to plan events for staff throughout the year. As a result, the school will have a definitive plan to celebrate successes.

Person Responsible: John Crary (johnbcrary@dadeschools.net)

By When: August 23, 2023

The first Curriculum Council meeting will re-establish the Random Acts of Staff and Teacher Appreciation (RASTA) committee through which departments adopt a month and plan random celebratory acts for the staff. As a result, members of each department will take responsibility to help the school reach its goal of celebrating successes.

Person Responsible: John Crary (johnbcrary@dadeschools.net)

By When: September 12, 2023

During each Faculty Meeting, the Leadership Team will select one instructional and one non-instructional staff member as "Platinum Performers" for the month. Selected staff members will receive a Starbucks gift card and a trophy, and they will also be featured on social media when they receive the award. As a result, staff will feel celebrated for their contributions.

Person Responsible: Jay De Armas (dearmasj@dadeschools.net)

By When: September 5, 2023 through September 29, 2023

#3. Instructional Practice specifically relating to Student Engagement**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 2022-23 School Climate Survey, 42% of students agreed with the statement "My teachers make learning fun and interesting". Since the onset of the pandemic, student engagement and motivation have been slow to return to pre-pandemic levels. The administrative team has documented these challenges through walkthroughs and classroom observations. We recognize that teaching strategies and educator's instructional practices are the primary driver in increasing these areas. Based on the data and the identified contributing factors of decreased student motivation, we will implement the evidence-based intervention of Deliberate Practice to address the targeted element of Student Engagement.

Measurable Outcome:

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

With the implementation of Deliberate Practice, we project at least a 15% increase in the number of students that agree with the statement "My teachers make learning fun and interesting" by the administration of the 2023-24 School Climate Survey.

Monitoring:

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

The administrative team and coaches will regularly walk classrooms, providing feedback to both teachers and students to address the levels of engagement across content areas. In addition, these same staff members will provide bite-size Professional Development to ensure teacher are aware of the many student engagement strategies at their disposal.

Person responsible for monitoring outcome:

Jay De Armas (dearmasj@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.)

Deliberate practice is a way of training designed to bring students to high levels of skill efficiently. The idea is to transform novice habits, movements, and ways of thinking into expert habits, movements, and ways of thinking.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We need to ensure that teachers are preparing lessons that target the various types of learners in their classrooms. By focusing on deliberate practice, teachers will implement strategies that meet students where they are and push them to higher levels of achievement and self-efficacy. This concerted effort in preparing and executing lessons will have the added bonus of increasing student engagement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The administrative team will demonstrate an instructional practice to increase student engagement at each faculty meeting. During walkthroughs, administrators will shout out those teachers seen implementing the practice during their lessons. As a result, there will be increased usage of evidence-based strategies in the school's classrooms.

Person Responsible: Jay De Armas (dearmasj@dadeschools.net)

By When: August 14, 2023 to September 29, 2023

Administrators will adopt unique stationary to provide feedback to teachers during walkthroughs. These notes will highlight student engagement strategies observed during the walkthrough as well as any possibilities for support or expansion of strategies. As a result of these handwritten notes, teachers will have immediate feedback regarding their implementation of deliberate practices.

Person Responsible: John Crary (johnbcrary@dadeschools.net)

By When: August 14, 2023 to September 29, 2023

Administrators over each accountability area will meet with department chairs and instructional coaches to develop frameworks and resources for student data chats. Administrators will look for evidence of these data chats during walkthroughs. As a result, students will take more ownership for their learning and recognize areas of success and growth.

Person Responsible: John Crary (johnbcrary@dadeschools.net)

By When: August 14, 2023 to September 29, 2023

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

According to the 2021-22 ESSA Subgroup Data Summary, South Dade Senior High fell 2% below the Federal minimum of 41% for Students with Disabilities. Based on the data and the identified contributing factors of inconsistent implementation of appropriate accommodations for our students with disabilities, we will implement the evidence-based intervention of Ongoing Progress Monitoring to address the academic performance of this ESSA subgroup.

Measurable Outcome:

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

With the implementation of Ongoing Progress Monitoring, we anticipate that by the end of the 2023-24 school year, the performance of students with disabilities will increase to at least 43%, no longer falling under the federal minimum.

Monitoring:

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

The Assistant Principal over ESE, the ESE Staffing Specialist and the Department Chair will leverage data to identify high-leverage interventions for students, as well as opportunities to support teachers in their instruction for students with disabilities.

Person responsible for monitoring outcome:

Michael Vergara (mvergara@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.)

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring will allow both teachers and the ESE support staff to evaluate the effectiveness of interventions and accommodations, and ultimately determine if a student's current pathway will lead them to academic success. This in turn should lead to increased academic performance.

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 ESE Department Chair and Staffing Specialist will conduct a Professional Development session during the October Faculty Meeting focusing on how to regularly monitor ESE students and implement the

accommodations for these students in both self-contained and general settings. As a result, teachers will increase their understanding of how to support ESE students within their given content areas.

Person Responsible: Michael Vergara (mvergara@dadeschools.net)

By When: During the September 6, 2023 Faculty Meeting

Midway through the first quarter, the ESE department will conduct student data reviews with the ESE department. These reviews will contain any standardized data collected from given students (e.g. state assessments, topic tests, etc.). These reviews will highlight successes and areas for improvement for each student. As a result, teachers will identify strategies for their caseload that will lead to increased academic performance.

Person Responsible: Michael Vergara (mvergara@dadeschools.net)

By When: September 27, 2023

The AP over ESE, Department Chair and Staffing Specialist will generate a list of possible interventions for ESE students in order to provide them to parents during IEP meetings. Together with the parent, they will review student data and identify possible interventions that can support the particular needs of the student. As a result, the parent and school will develop a supplemental plan to increase student academic achievement.

Person Responsible: Michael Vergara (mvergara@dadeschools.net)

By When: August 14, 2023 to 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).

The administrative team will compare progress-monitoring data with the expenditures on certain initiatives to determine the return on investment, and whether or not it is a responsible use of funds. Instructional Coaches will provide additional insight into possible areas for investment to improve student outcomes.

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 School Improvement Plan is distributed to stakeholders through a variety of methods. First, the plan is presented to the faculty during the Opening of Schools Meeting, outlining initiatives and providing opportunities for feedback. The plan is then shared with parents and community via the EESAC initial

meeting. It is then shared during student orientation, and finally with the entire community via the website, www.sdshs.net.

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 hosts several events throughout the year to engage parents and community members in order to build support for the school. These include, but are not limited to New Student Orientation, Open House, Magnet Showcase, Fun Fridays, Athletic Signing Days, and our Capping Ceremony. The school also hosts several off-campus promotional events each year. The Family Engagement Plan is available at www.sdshs.net/FEP

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 two primary areas of focus of Math and Student Engagement will focus teachers on maximizing instructional time and ensuring students are invested in the taught curriculum. The action plan, in conjunction with support from instructional coaches, a 4x4 schedule, and regular support from administrators will not only help to remediate students with skill deficiencies, but will also serve to provide enrichment to students in advanced courses. Further, the school will provide in-house, targeted professional development and planning sessions to support teachers in these initiatives.

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))

These efforts integrate best practices from the district and include efforts to remediate provided by community organizations.

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 student support staff regularly hosts parent meetings and grade-level presentations that explore strategies for mental well-being and appropriate transition to high school.

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 school schedules all students for at least one advanced course, including AP, Dual Enrollment, IB or Career and Technical Education in order to expose them to advanced coursework and potentially earn them credit toward postsecondary education.

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).

Using PowerBI, the leadership team examines early warning signs in order to provide support to students and intervene before problem behaviors negatively impact academic success.

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))

Teachers regularly engage in departmental data chats where teachers discuss results and the strategies used to achieve them. Further, professional development days are utilized to address those areas of need identified through the administrative team during walkthroughs.

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