

Miami-Dade County Public Schools

South Miami Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	28

South Miami Senior High School

6856 SW 53RD ST, Miami, FL 33155

<http://smsh.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 South Miami Senior High School is to prepare students for the experiences of lifelong learning necessary for productive citizenship. South Miami Senior High School believes that a safe, nurturing, educational atmosphere which requires high academic performance and achievement must provide students with the opportunity to explore new challenges, to take risks, to set and achieve goals, to expand their sense of worth and to make contributions to both their school and community. It is our mission to provide this environment and promote success for all our students.

Provide the school's vision statement.

The vision of South Miami Senior High School is to prepare students to succeed in tomorrow's global community.

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
Penton, Hebert	Principal	Mr. Penton oversees all facets of the school, ensuring the school moves consistently toward the school's mission and vision. In doing so, he works to create and maintain a positive school culture for both students and staff to maximize both the daily and long-term teaching and learning processes. He manages all personnel, the school budget, staff observations, school safety, recruitment and retention of both students and staff, and community engagement.
Alvarez, Christina	Assistant Principal	Ms. Alvarez oversees the language arts, reading, English language learner, mathematics, exceptional student education, magnet, advanced academic, clerical, and student services departments as well as the media center. She also supervises activities, articulation, choice programs, the master schedule, new teachers, EESAC, curriculum council, graduation, testing, tutoring, teacher certification, professional development, substitute teachers, report cards and progress reports, school messenger, technology, and textbooks. She manages 11th and 12th grade discipline, opening of school procedures, the website, standards-based curriculum, and the school improvement process.
Nelson, Stanley	Assistant Principal	Mr. Nelson oversees the science, social studies, electives, fine arts, JROTC, physical education, vocational, world languages, and athletics departments. He also manages custodial and cafeteria personnel, the zone mechanic, the school nurse, and school plant and facilities. Furthermore, he supervises 9th and 10th grade discipline, parental involvement, detention, SCSi, Title I, and the United Way campaign. Additionally, he coordinates key distribution and collection, student and staff parking, the employees of the year committee, free/reduced lunch program, closing of school procedures, and standards-based curriculum.
Bouzon, Marilyn	Other	Ms. Bouzon serves as the school's activities director. She manages the school's calendars and manages the team that coordinates the logistical planning of schoolwide and on-campus events, including spirit events, parent meetings, and incentive-driven student programs. She collaborates with other school leaders to ensure school events are efficiently programmed and aligned with schoolwide goals.
Caceres, Sarah	Reading Coach	Ms. Caceres is our academic recovery coach and professional learning and growth leader on our PLST. She supports the reading department and schoolwide literacy initiatives, including our staff to student mentoring program. She analyzes data and assists with facilitating data student and teacher data chats. She organizes school-driven professional learning opportunities and remains current on district policies and procedures related to her areas of supervision, communicating as necessary directly with the administrative team.

Name	Position Title	Job Duties and Responsibilities
Perez, Janette	Other	Ms. Perez is our Media Specialist and a member of our school leadership team. She manages the common area of the Media Center and communicates regularly regarding the needs of both students and staff as regards media usage and needs. Ms. Perez collaborates with the student services department in making students aware of resources available to them, especially as regards academic resources and supports. Ms. Perez supervises our freshman experience courses and serves as both our HIP and Silver Knight sponsor.
Sesin, Laura	Other	Ms. Sesin oversees the school's entire testing program, including but not limited to all district and state, Cambridge, AP, PSAT, SAT, ACT, PERT, and industry certification testing. She coordinates testing schedules, collaborates with department chairpersons and administrators, and communicates school-wide testing data. She trains staff on testing procedures and adheres to all testing policies, requirements and timelines.
Carbajales, Rodolfo	School Counselor	Mr. Carbajales is the student services department chairperson. He ensures his team stays current on graduation requirements, school-wide curricular goals and initiatives, and course placement guidelines. He also oversees the implementation of all district mental health programs and resources, ensuring social and emotional learning is valued and kept a priority. He also helps maintain a college-going culture in supervising our CAP adviser and ensuring students are receiving the necessary tools to succeed beyond high school.
Hunter, Lizzie	Magnet Coordinator	Ms. Hunter is our magnet lead teacher and the digital innovator on our PLST. She collaborates with the leadership team in planning and implementing all magnet recruitment events and community outreach. She manages our school's social media platforms and is a key contributor to our school's online presence and branding. She oversees all curricular issues related to the magnet programs and assists with ensuring those students are properly placed in these courses. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.
Arevalo, Lissette	Math Coach	Ms. Arevalo is the mathematics department chairperson and math coach. She oversees all curricular issues related to the mathematics classes as well as assists with ensuring students are properly placed in these courses. She analyzes data and makes recommendations for curricular interventions and programs. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.

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 SIP begins to be developed just before our district-level Synergy conference. The principal, assistant principals, reading coach, and core department chairpersons reflect on end of the year data from the prior year to begin narrowing areas of focus. At the Synergy conference, those who attend the conference dive deeper into the data to create more specificity in the goals and possible action steps. The SIP is then discussed at each monthly curriculum council and EESAC meetings. Notes from those discussions are referenced when developing goals and action steps throughout the school year.

SIP Monitoring

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

The SIP is monitored on a regular basis by the School Leadership Team while conducting classroom walkthroughs and communicating with stakeholders. Students with the greatest achievement gaps are explicitly addressed by the action steps in the SIP's ESSA goals. During each phase, the school will revise the plan to ensure continuous improvement.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	91%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	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	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	419	
One or more suspensions	0	0	0	0	0	0	0	0	0	222	
Course failure in ELA	0	0	0	0	0	0	0	0	0	118	
Course failure in Math	0	0	0	0	0	0	0	0	0	460	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	468	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	594	
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	603	

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	623

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	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	20

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*	44	55	50	40	54	51	37		
ELA Learning Gains				44			41		
ELA Lowest 25th Percentile				26			43		
Math Achievement*	36	43	38	26	42	38	19		
Math Learning Gains				42			25		
Math Lowest 25th Percentile				50			41		
Science Achievement*	50	62	64	40	41	40	50		
Social Studies Achievement*	61	69	66	64	56	48	44		
Middle School Acceleration					56	44			
Graduation Rate	84	89	89	97	56	61	93		
College and Career Acceleration	60	70	65	68	67	67	75		
ELP Progress	59	49	45	48			40		

** 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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	84

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	2
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	48			
AMI				
ASN				
BLK	39	Yes	3	
HSP	56			
MUL				
PAC				
WHT	78			

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%
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	2	
ELL	42			
AMI				
ASN				
BLK	39	Yes	2	
HSP	50			
MUL				
PAC				
WHT	68			
FRL	48			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			36			50	61		84	60	59
SWD	27			29			59	55		18	6	
ELL	23			28			42	47		71	7	59
AMI												
ASN												
BLK	21			35			27	38		33	6	
HSP	43			35			50	61		61	7	58
MUL												

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
PAC												
WHT	79			64				85		71	5	
FRL	42			32			49	54		60	7	59

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	40	44	26	26	42	50	40	64		97	68	48
SWD	19	34	24	15	31	44	30	54		95	47	
ELL	14	31	23	16	35	49	25	42		97	80	48
AMI												
ASN												
BLK	29	37	18	11	24		24	47		100	60	
HSP	39	42	26	26	43	52	40	66		97	68	48
MUL												
PAC												
WHT	70	94		31			55			96	64	
FRL	37	42	24	24	43	52	36	62		97	66	45

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	37	41	43	19	25	41	50	44		93	75	40
SWD	22	28	33	20	33	46	48	35		94	49	
ELL	18	42	46	11	26	38	38	23		92	79	40
AMI												
ASN												
BLK	22	31		15	20		42	21		96	50	
HSP	38	41	43	18	26	42	49	44		93	77	40
MUL												
PAC												
WHT	58	50		38	35		80	72		95	63	
FRL	34	38	41	17	25	41	45	40		93	75	41

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	38%	54%	-16%	50%	-12%
09	2023 - Spring	33%	51%	-18%	48%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	56%	-24%	50%	-18%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	52%	-14%	48%	-10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	65%	-21%	63%	-19%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	66%	-9%	63%	-6%

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.

9th grade ELA raw data shows that 33% of students met proficiency on the FAST PM3. 2022 results for FSA ELA had this grade level with 38% of students meeting proficiency. Although this constitutes a five percentage point decline in proficiency, 54% of students improved or maintained their state score from the year prior. 26% of 9th grade students did not have an FSA score from the year prior. 20% of 9th grade students who took the PM3 declined by a point or more as compared to their FSA scale score from the year prior. Due to this analysis we are observing that a contributing factor in the decline is that this 9th grade class began with lower scores than the prior class, accounting for the decline in overall proficiency.

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

The 85% graduation rate for the Class of 2022 showed the greatest decline from the prior year's 97%. Numerous factors contributed to this twelve percentage point decline, including significant learning loss factors post-COVID, along with increased required passing scores for graduation exams.

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.

When comparing data proficiency points with state averages, the largest gap is in Algebra 1. While the state's average shows 54% of students meeting proficiency, only 32% of students at SMSH met proficiency in 2023 (raw data). This tested area has demonstrated significantly low performance results in the previous years, but we are encouraged that we showed an increase of nine percentage points when data is disaggregated from 26% in 2022 to 35% in 2023. We will continue to identify the practices contributing to the improvement.

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

Algebra 1 results showed the greatest improvement when comparing 2022 data to results from 2023. 2023 raw data results show a 12 percentage point increase for students achieving proficiency from 20% to 32% of students achieving at least a level 3. Much effort has been made to support Algebra 1 students and teachers including grade level collaboration, tutoring opportunities, and district support.

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

A potential area for concern is attendance, with 324 students below 90% attendance; this constitutes 20% of our total population. While this is a three percent improvement from the year prior, when we had 23% of our population below 90% attendance, we would like to work on further reducing this number. An additional area of concern is the increase in the number of students scoring Level 1 in reading and math. In 2022-2023, 23% of our students scored a Level 1 in ELA and 21% in math. 2023-2024 school year student data shows that 34% of our students scored a Level 1 in ELA and 29% in math. This indicates we need to continue working to improve the academic performance of our lowest scoring students.

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

Given our students low reading scores and the clear importance for students to improve reading comprehension for achievement in all subject areas, our highest priorities for this coming year will revolve around maximizing learning gains to move all students closer to proficiency. We will attain these gains by continuing to utilize our Academic Reading Coach strategically and by continuing to encourage high student engagement in classroom instruction. This focus will not diminish our attention to also maximize proficiency in all tested areas. We will also continue efforts to maximize our graduation and acceleration rates through close monitoring and regular updates and check-ins with students, parents, and staff to ensure all stakeholders understand their roles in helping students achieve success.

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

On the 2021-2022 climate survey 41% of student respondents agreed or strongly agreed that teachers made them want to learn; on the 2022-2023 climate survey, 55% of student respondents agreed or strongly agreed that teachers made them want to learn. This increase of 14 percentage points indicates the efforts we made last year to increase student engagement had a positive impact on student motivation; thus we will continue work in this area to further maximize these results.

Measurable Outcome:

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

With the implementation of Effective Questioning and Response Techniques to improve Student Engagement, an additional five percent of students taking the 2023-2024 FAST PM3 ELA exam will score proficient in May 2024, bringing our proficiency to 49% to meet this year's state proficiency rating.

Monitoring:

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

The school leadership team will monitor student engagement during bi-weekly classroom walkthroughs, providing feedback to teachers specifically related to student engagement, specifically as it relates to questioning and response techniques. Lesson plans will be reviewed during these walkthroughs to ensure a variety of class activities are included to keep students engaged. Learning environments will also be observed to ensure they are being maximized to enhance student engagement and thus learning.

Person responsible for monitoring outcome:

Hebert Penton (herbpenton@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.)

Effective Questioning and Response Techniques are an important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, and/or gauge whether students understand what is being taught (formative assessment).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective questioning was selected as a strategy because it can be applied across subject areas and classroom models. Continually checking-in with students to gauge their levels of engagement ensure that the teaching being implemented in class is resulting in the intended learning.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

At our school-site August PD on 8/15/23, a session was included on best practices to maximize student engagement through collaborative strategies and technological tools to begin professional conversations regarding how to facilitate classroom activities that are both engaging and rigorous.

Person Responsible: Christina Alvarez (calvarez@dadeschools.net)

By When: August 15, 2023

During Class Meetings, to be held on August 28-29, 2023, the school leadership team will present information on student engagement and how students can track their own levels of attention during class.

Person Responsible: Christina Alvarez (calvarez@dadeschools.net)

By When: August 31, 2023

At the September Curriculum Council meeting, scheduled for September 11, 2023, the Academic Recovery Coach will review John Hattie's research on high yield strategies, highlighting those with the largest effect sizes as well as those that align with effective questioning and response techniques.

Person Responsible: Christina Alvarez (calvarez@dadeschools.net)

By When: September 11, 2023

#2. 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.

From the 2021-2022 school year to the 2022-2023 school year, students with 31+ absences decreased by four percentage points from 17% to 13%. Students with 16-30 absences also decreased three percentage points from 29% to 26%. However, the percentage of students with 15 or fewer absences increased nine percentage points from 53% to 62%. While we have made improvements in student attendance by reducing the number of students with the highest number of absences, we need to continue to improve student attendance for students with a moderate (but still above the recommended limit) number of absences. Given our population's lower academic performance, every minute of instruction counts; thus we need to ensure as many students as possible are present each day to maximize the effectiveness of 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 Strategic Attendance Initiatives to address student attendance, we will reduce the number of students with 15 absences or more by the end of the 2023-2024 school year from 62% to 57%.

Monitoring:

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

In addition to monthly attendance reports, the daily attendance bulletin will be monitored to identify students to target with increasing school absence totals. Students identified will receive scaled interventions including phone calls home, attendance contracts, home visits, and meetings to determine the possible need for additional services.

Person responsible for monitoring outcome:

Hebert Penton (herbpenton@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.

Poor attendance often equates to poor academic performance and behavior issues. To maximize our academic performance, we need to ensure students are in school. We will work to encourage this through strategic interventions as well as incentives, including public recognition and student activities specifically for students with excellent or improved school attendance.

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.

From August 28, 2023 - September 1, 2023, our Community Involvement Specialist and outside agency assigned Social Worker will begin contacting students who have already accumulated more than two absences in the first seven days of school.

Person Responsible: Hebert Penton (herbpenton@dadeschools.net)

By When: September 1, 2023

By September 1, 2023, school staff will generate a list of students from the 2022-2023 school year who accumulated 15 or more school absences. These students will be placed on attendance contracts to encourage improved attendance for the 2023-2024 school year.

Person Responsible: Hebert Penton (herbpenton@dadeschools.net)

By When: September 1, 2023

By September 27, 2023, students with perfect attendance will be recognized through a display in our lobby and receive an incentive during lunch time.

Person Responsible: Hebert Penton (herbpenton@dadeschools.net)

By When: September 27, 2023

#3. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

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

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

Given that the Black/African American subgroup has earned 39% on the Federal Index for two years in a row, this is a group requiring an area of focus. From 2021-2022 to 2022-2023, this subgroup achieved a 31% increase in math achievement, yet a 6% decrease in ELA achievement and a 9% decrease in social studies. In 2021-2022, only 24% of this subgroup attained proficiency in science, compared to 40% for the entire school.

Measurable Outcome:

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

With the implementation of Ongoing Progress Monitoring, this subgroup will increase ten percentage points in ELA proficiency from 29% to 39% and will increase ten percentage points in social studies proficiency from 47% to 57% on the end of year 2023-2024 state assessments.

Monitoring:

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

According to PowerBI, we have 58 students (less than four percent of our school population) who fall into this subgroup. This smaller number makes it feasible to regularly monitor this subgroup in terms of grades, attendance, and progress monitoring results. Such monitoring will take place at least monthly, with meetings and interventions being implemented as warning signs arise.

Person responsible for monitoring outcome:

Hebert Penton (herbpenton@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 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.

By monitoring Black/African American subgroup students regularly, we can quickly respond with interventions should a student start to struggle in an area where extra support can be provided.

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.

By September 1, 2023, a list of these specific students will be developed to include multiple monitoring points, such as prior test scores, GPA, attendance histories, etc. This list will then be divided and assigned to staff to assist with regular monitoring.

Person Responsible: Christina Alvarez (calvarez@dadeschools.net)

By When: September 1, 2023

By September 15, 2023, a Zoom meeting will be hosted with the adults who will be monitoring these students to review the data provided and provide guidelines for meeting with their assigned students.

Person Responsible: Christina Alvarez (calvarez@dadeschools.net)

By When: September 15, 2023

By September 27, 2023, adult mentors will meet with their assigned students to review their progress thus far and offer support as needed.

Person Responsible: Christina Alvarez (calvarez@dadeschools.net)

By When: September 27, 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.

Given that the Students with Disabilities subgroup has earned 39% on the Federal Index for two years in a row, this is a group requiring an area of focus. From 2021-2022 to 2022-2023, this subgroup achieved a 7% increase in both ELA and math achievement, a 28% increase in science, yet a 7% decrease in social studies. In order to provide a free and appropriate public education to all students, we need to ensure we are more positively impacting the academic performance of this population of students.

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, the Students with Disabilities subgroup will increase five percentage points in ELA proficiency from 19% to 24% and five percentage points in social studies proficiency from 54% to 59% on the end of year 2023-2024 state assessments.

Monitoring:

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

According to PowerBI, we have 231 students (15% of our school population) who fall into this subgroup. This subgroup will be monitored through classroom walk-throughs with a focus on differentiation as well as through data analysis of each official formative assessment to note trends and areas needing improvement.

Person responsible for monitoring outcome:

Hebert Penton (herbpenton@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.

By focusing on differentiation, we can ensure all student accommodations are addressed to meet each student's individual learning needs.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

At our August 15, 2023 PD day, a session was included that reviewed the Knowledge of Learners standard, which emphasized the importance for teachers of knowing each student's data, including exceptionalities and accommodations.

Person Responsible: Christina Alvarez (calvarez@dadeschools.net)

By When: August 15, 2023

By September 8, 2023, each teacher will have received IEPs for their individual ESE students. As a result, teachers will implement individual accommodations.

Person Responsible: Christina Alvarez (calvarez@dadeschools.net)

By When: September 8, 2023

At our September faculty meeting, scheduled for September 18, 2023, our ESE Program Specialist will review the most common accommodations our students require to ensure teachers can comfortably implement them.

Person Responsible: Christina Alvarez (calvarez@dadeschools.net)

By When: September 18, 2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

At Open House, the principal's address will include a review of SIP goals in both English and Spanish. At each EESAC meeting, the SIP will be presented for additional discussion and feedback from stakeholders as necessary. It can be accessed on the school webpage under the EESAC tab at:

https://www.southmiamiseniorhigh.org/apps/pages/index.jsp?uREC_ID=266546&type=d&termREC_ID=&pREC_ID=515236

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))

Relationships will build strong communication ties with all stakeholders and strengthen the school's culture and traditions. Through the annual Title 1 parent meeting and monthly EESAC meetings, parents get to share responsibility and influence the delivery of high quality instruction for all learners in the decision-making process. The Family Engagement Plan can be accessed on the school's webpage under the Family Engagement tab at: https://www.southmiamiseniorhigh.org/apps/pages/index.jsp?uREC_ID=267050&type=d&termREC_ID=&pREC_ID=710450

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))

At the beginning of the school year, students from individual grade levels will have specific and detailed meetings and be provided with clear expectations and procedures for their academic success. Interventionists will be hired to target specific achievement gaps within struggling subgroups. After school tutoring will be provided as allowable based on budget and teacher availability.

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))

Additional Federal, State, and local services are implemented as available. For instance, Title III tutoring services will be provided for ELL students to enhance their academic performance. Project UPSTART provides resources to families in transition to help students overcome barriers to learning. The Parent Academy assists with engaging parents to become full partners in their children's education. Food and Nutrition provides free breakfast and lunch for all students. The school's partnerships with Baker Aviation, Lindsey Hopkins, Miami Dade College, and Florida International University afford our students Dual Enrollment opportunities. The school's collaboration with Sunset Adult Education provides credit recovery opportunities for our students.

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))

Students are provided with a direct link to schedule meetings with their specific counselors where a mental health referral system is implemented as needed. The school receives services from Citrus Health, including nurses, psychologist, and a social worker. The district also provides a Mental Health Coordinator twice per week to assist with providing referrals. Also, students are afforded the opportunity to have mentors through numerous extracurricular activities and sports. The activities afford students the opportunity to engage and grow their skills in many areas, including but not limited to OJT, HIP, JROTC, Culinary, Gaming, Building and Trades, etc. Additionally, the school runs it's own mentoring program titled Cobra Connections for targeted student populations.

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))

CAP counseling ensures knowledge of post-secondary opportunities. Students have the opportunity to earn college credit through dual enrollment through the school's partnerships with multiple college/universities. Students can also earn postsecondary credit through the school's AICE and AP programs. Students can also be granted internships as they attain industry certifications through our CTE programs. Students are able to sign-up to learn more about district CTE programs by attending field trip to CTE Fairs. The school also partners with Baker Aviation and Lindsey Hopkins Technical College to provide students with CTE pathways and dual enrollment.

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).

Through the school wide discipline plan, which includes Restorative Justice Practices (RJP), teachers and students understand the expectations and consequences of school behavior. Functional Behavior Assessments and Behavior Intervention Plans (FBA/BIP) are developed as necessary. Also, including targeted recognition from staff and monthly incentives for students from community partners helps encourage positive behaviors and good decision-making.

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 share best practices and review academic data to realign instruction within department meetings. Professional development sessions are continually offered to teachers through the district and the school. As a Miami LEARNS school, our teachers have additional professional learning opportunities led by our Professional Learning School Team (PLST) and by our LEARNS facilitators in the district. New teachers and teachers new to the district are also assigned mentor teachers to assist with the transition.

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: Student Engagement	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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.

Yes