

Miami-Dade County Public Schools

Secondary Student Success Center 804 School



2023-24

Schoolwide Improvement Plan (SIP)

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Secondary Student Success Center 804

7100 NW 17TH AVE, Miami, FL 33147

outreach.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.

To foster relationships with community partners in order to provide wrap-around services to successfully meet the diverse needs of Educational Alternative Outreach Program (EAOP) students.

Provide the school's vision statement.

We strive to foster relationships with community partners through innovation, opportunity and access to assist with eradicating the school to jail house pipeline, which is prevalent in our communities.

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
Iber, Alberto	Principal	Provide instructional leadership to faculty and staff to promote academic excellence, foster collaboration to support a positive school climate, and coordinate all school resources to ensure all stakeholders are equipped with the means to deliver quality educational programs to our students.
Nixon, Albertha	Assistant Principal	Provide instructional leadership to faculty and staff to promote academic excellence, foster collaboration to support a positive school climate, and coordinate all school resources to ensure all stakeholders are equipped with the means to deliver quality educational programs to our students.
Alonso, Nadeshka	Other	Provide guidance and support in the administration of statewide test.
Townslly, Marshonda	School Counselor	The Educational Alternative Outreach Program guidance counselor assists school personnel, parents, and students with relevant educational and personal/social goals and develop and implement effective programs for all students while functioning as a member of a school's multidisciplinary team. The school counselor provides leadership in the school through the implementation of a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development.
Lopez-Perez, Vivienne	Staffing Specialist	Serves as the Local Education Agency (LEA) representative for the school.
Cabell, Ben	Attendance/ Social Work	Provide comprehensive school social work services to parents, students and school staff, addressing barriers that limit a student from receiving full benefit from their educational experience. The school social worker will also address attendance concerns and respond to referrals from school administration, teachers, and others by providing direct services and by assisting families in accessing appropriate community resources.
Gonzalez, Alejandro	Instructional Technology	The school's information technology specialist coordinates, organizes, and facilitates the effective utilization of administrative and instructional technology and administrative applications within the total school environment to enhance student achievement.
Bencosme, Aura	Psychologist	The Educational Alternative Outreach Program school psychologist functions as a member of the total educational team. The psychologist brings to the team specialized knowledge and skills related to learning processes, techniques of assessment of learning and social adjustment, research design, and modification of behaviors.

Name	Position Title	Job Duties and Responsibilities
Perez de Ayllon, Nidia	ELL Compliance Specialist	The ELL Compliance Specialist provides comprehensive support to students by ensuring compliance with ELL guidelines and that appropriate instruction is provided to ELL Learners.
Rozier, Elaine	Reading Coach	The Reading Coach will direct instructional services related to reading for students and provide technical assistance to teachers implementing the Comprehensive Reading Plan at the school level. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based reading instruction. The Reading Coach plays a pivotal role in the success of the school's reading program.
Waters, Sabrina	SAC Member	Provides specialized knowledge and skills related to student centered learning processes, techniques of assessment of learning and social adjustment, research design, and modification of behaviors to improve social and academic outcomes for students.
Jones, Latonya	Math Coach	The Mathematics Coach will direct instructional services related to mathematics for students and provide technical assistance to teachers implementing the Comprehensive Mathematics Plan at the school level. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based mathematics instruction.
Martin-Major, Teresa	Teacher, K-12	<p>As an educator in Miami-Dade County Public Schools this is a professional position responsible for the instruction of Language Arts and Reading 6-8 grade student requiring credit recovery.</p> <p>JOB TASKS/RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Instructs students, using various teaching methods, including lectures and demonstrations. 2. Prepares course objectives and outline for course of study following curriculum guidelines.
Olius, Charlemagne	Teacher, K-12	<p>As an educator in Miami-Dade County Public Schools this is a professional position responsible for the instruction of Language Arts and Reading 6-8 grade student requiring credit recovery.</p> <p>JOB TASKS/RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Instructs students, using various teaching methods, including lectures and demonstrations. 2. Prepares course objectives and outline for course of study following curriculum guidelines.

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.

Family and stakeholder engagement is critical to developing a schoolwide program. A diverse group of families/parent leaders (including parents of English Learners and students with disabilities) will provide input on the development of the schoolwide plan by offering or connecting families/parents to training to enhance the instructional program and academic achievement of all students at the school. Their input is provided through the Educational Excellence School Advisory Committee (EESAC) where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the EESAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement. The school will make changes to the schoolwide plan based on input from families/school leaders who are available and welcoming to all stakeholders create trusting relationships by communicating quickly and effectively when questions arise

SIP Monitoring

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

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, faculty meetings, and EESAC meetings. To ensure continuous improvement, the plan will be revised through analyzing what the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus

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 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: MAINTAINING 2017-18: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	3	9	14	26	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	32	55	90	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	26	49	76	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	43	73	120	

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	3	37	56	96

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	1	1
Students retained two or more times	0	0	0	0	0	0	3	21	36	60

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	
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	

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*		55	50		54	51	0		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		43	38		42	38	0		
Math Learning Gains							0		
Math Lowest 25th Percentile									
Science Achievement*		62	64		41	40			
Social Studies Achievement*		69	66		56	48			
Middle School Acceleration					56	44			
Graduation Rate		89	89		56	61			
College and Career Acceleration		70	65		67	67			
ELP Progress		49	45						

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

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

ESSA School-Level Data Review (pre-populated)

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

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

ESSA Subgroup Data Review (pre-populated)

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

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				

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

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												
FRL												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	0			0	0							
SWD												
ELL												
AMI												
ASN												
BLK	0			0	0							
HSP												
MUL												
PAC												
WHT												
FRL	0			0	0							

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
07	2023 - Spring	*	50%	*	47%	*
08	2023 - Spring	10%	51%	-41%	47%	-37%
06	2023 - Spring	*	50%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	58%	*	54%	*
07	2023 - Spring	*	48%	*	48%	*
08	2023 - Spring	10%	59%	-49%	55%	-45%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	40%	-40%	44%	-44%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	68%	*	66%	*

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.

PM1 in the Fall showed the lowest performance. Contributing factors may include Summer learning loss, teachers reteaching skills students should have already learned, and prior performance on the Spring 2022 FSA.

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

Immeasurable results due to test change. Reading is the subject with the greatest decline in data. Each subject had less than 10% of the students At or Above Grade level.

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.

Results of the Spring 2023 PM3 showed the greatest gap with 16% (3/19) of our students scoring Level 3 or higher compared to the state average of 53% representing a 37% gap. Three factors contributing to the gap include a transient student population, students not mastering skills in reading and math, and student attendance.

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

PM3 results showed the most improvement compared to PM1 and PM2 with the number of students scoring at or above grade level. Actions taken includes full implementation of the Coaching Cycle in Math starting the 2nd nine weeks, Reading interventions in the third nine weeks, data-chats, administrative walkthroughs and support.

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

One area of concern relative to the EWS data is performance on PM1 administered in the Fall where less than 1% of students demonstrated proficiency.

Secondly, iReady usage was a concern during semester 1.

In Reading, the percent scoring Levels 3-5 from fall to spring was 5% and in Math the percent scoring Levels 3-5 from fall to spring was 11%.

Lastly, in Reading 89% of students scored Level 1. In Math, 79% of students scored Level 1.

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

1. Increase the number of students demonstrating proficiency in Math by 5 percent.
2. Increase the number of students demonstrating proficiency in Reading by 5 percent.
3. Improve student attendance by 5 percent.
4. Provide professional growth opportunities for Teachers to support School Improvement Plan.
5. Quarterly Career Planning Activities and College and Career and Technical Education (CTE) opportunities to students with real world application.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

Based on the PM3 Spring 2023 data, we will increase the percentage of students making learning gains in ELA from 58 percentage points to 63 percentage points. In order to move from maintaining to commendable instructional strategies must be implemented with fidelity.

Measurable Outcome:

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

To improve the percentage of students making ELA learning gains from 58% in 2023 to 63% during the FAST ELA 2024 assessment

Monitoring:

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

On-going progress monitoring will occur by school administrators and instructional reading coach. Including data disaggregation and data chats with teachers to drive instructional decisions, instructional walkthroughs, teacher feedback, collaborative conversations, data chats, and examining student work folder to ensure sustainable results.

Person responsible for monitoring outcome:

Alberto Iber (albertoiber@dadeschools.net)

Evidence-based Intervention:

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

The reading coach will share best practice strategies with ELA teachers to implement with students to increase student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Administration will provide on-going walk throughs to monitor the effectiveness of the credit recovery program and student progress.

Person Responsible: Alberto Iber (albertoiber@dadeschools.net)

By When:

After i-Ready, district and state assessments, teachers will conduct data chats with students to track their performance and growth.

Person Responsible: Elaine Rozier (erozier@dadeschools.net)

By When:

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Based on the PM3 Spring 2023 data, we will increase the percentage of students making learning gains in Mathematics from 16 percentage points to 21 percentage points. In order to move from maintaining to commendable instructional strategies must be implemented with fidelity.

Measurable Outcome:

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

To improve math learning gains from 16 - 21 percentage points.

Monitoring:

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

On-going progress monitoring will occur by school administrators and math coach. Including data disaggregation and data chats with teachers to drive instructional decisions, consistent instructional walkthroughs, teacher feedback, and the implementation of school-wide initiatives and classroom activities that ensure focus on sustainable results.

Person responsible for monitoring outcome:

Alberto Iber (albertoiber@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.)

Evidence based strategies utilized to increase student achievement and support classroom teachers and math coach include using B.E.S.T standards for mathematics, the coaching cycle, and best practices in mathematics instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The selected strategies and resources align with state standards and have proven to be effective.

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Administration will provide on-going walk throughs to monitor the effectiveness of the credit recovery program and student progress.

Person Responsible: Alberto Iber (albertoiber@dadeschools.net)

By When:

After i-Ready, district and state assessments, teachers will conduct data chats with students to track their performance and growth.

Person Responsible: Latonya Jones (latonyagardner@dadeschools.net)

By When:

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

Fostering a positive school culture and environment is essential to how students experience their learning environment. The most beneficial intervention strategies were identified by focusing on teacher investment, administration transparency, and staff alignment, which are aligned with the Framework for Effective School Culture's components, Relationship and Support, Care and Connections, and Aligned and Shared Goals and Collaborative Embedded Practices for Effective Professional Learning. When teachers are invested in the school environment, they are authentically involved in decision-making processes that reduce the notion that teachers' professionalism is being undermined, that faculty and staff input is respected, and that their concerns are addressed effectively. To promote greater collaboration and problem solving, leadership transparency fosters an environment of mutual respect and trust, enabling open communication, as well as ensuring all stakeholders and staff share the school's vision, goals, and work toward a common purpose, which results in increased staff agency and a more positive work environment.

Measurable Outcome:

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

According to the 2023 Staff School Climate Survey, 48% of staff strongly disagree, disagree, or are neutral that staff morale is high. Increased staff morale has a positive impact on student performance which benefits the overall success of students. The goal is to increase staff morale by 10%.

Monitoring:

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

This area of focus will be monitored through implementation of transparent communication, professional development opportunities, foster a culture of collaboration and structured team building activities.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

The evidence-based intervention being implemented are increased communication, a culture of collaboration and team building activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is that, if the teachers are happy this will increase student achievement and satisfaction.

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.

1. Administer a school culture and environment survey.
2. Professional development needs assessment survey
3. Include team building activities into the faculty meetings

Person Responsible: Alberto Iber (albertoiber@dadeschools.net)

By When: June 2024

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

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

After reviewing the attendance data, it was determined that 39% of our students missed 1-5 days of class compared to 31% for the entire school district. This was the area that needed improvement the most. We acknowledge that issues affecting student attendance were a lack of engagement and transportation. In order to ensure that attendance is consistently high, we understand the need to modify our initiatives for increasing attendance and strengthen our relationships with families and the community. To provide student attendance rewards, we will collaborate with the leadership team. In collaboration with the school social worker, we will offer parents guidance and tools for involving their children in learning and keeping track of their progress.

Measurable Outcome:

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

The 2023–2024 Student Attendance Data will show that, if we are successful in implementing the Targeted Elements of Student Attendance, our percentage of pupils with 0–10 absences will fall by 5 percentage points.

Monitoring:

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

The Leadership Team will connect with families that have attendance issues, find the main reasons for absences, and develop a strategy to make sure students can be in class each day. By informing families about attendance standards, the leadership team, the school social worker, and instructors will promote attendance initiatives. Daily attendance records will be kept, and where necessary, truancy interventions, referrals to the school social worker, or attendance referrals will be made. To encourage constant student attendance, the leadership team and teachers will schedule frequent student incentives. This data will be covered during weekly data chats with teachers and students, and parent contact will be made as needed to make sure we are on pace to meet the outcome.

Person responsible for monitoring outcome:

Alberto Iber (albertoiber@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.)

Our program will put special emphasis on the evidence-based Attendance Initiatives plan within the Targeted Element of Student Attendance. The gap in absences among our pupils will be reduced with the use of attendance initiatives. Weekly monitoring of student absences will be done to avoid a pattern of excessive absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

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 leadership team and teachers will meet to create goal-based incentives that motivate attendance and positive student behavior for each grading period. As a result, students will develop a sense of belonging and we expect to see increases in our daily attendance rates.

Person Responsible: Alberto Iber (albertoiber@dadeschools.net)

By When: August 2023

An attendance review committee will be established by the administrative team to keep an eye on the daily attendance bulletin, assess progress toward attendance targets, and communicate with parents and students about any difficulties as they come up. As a result, interventions will be offered as necessary to increase student attendance, and parents will have access to tools for motivating their children.

Person Responsible: Alberto Iber (albertoiber@dadeschools.net)

By When: August 2023

The teachers will create an exciting calendar of activities that highlights events and encourages students to attend and take part in enjoyable and instructive activities. As a result, we anticipate that students will grow in their capacity for good social and emotional behavior, foster a sense of community among their classmates, improve attendance, and ultimately have an impact on academic accomplishment.

Person Responsible: [no one identified]

By When: Monthly

Our School Social Worker will make home visits to identify how to best meet the requirements of students and families by offering them resources and support networks based on their particular needs. Students will attend school every day as a result, and families and students will receive more support and guidance.

Person Responsible: Ben Cabell (bcabell@dadeschools.net)

By When: As needed, based on student absences weekly

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.

Dissemination of the SIP and SWP plan to stakeholders will be during EESAC meetings, opening of school meeting, and faculty meetings. Quarterly updates will be provided.

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))

Conduct an Open House at the beginning of the school year, teachers calling parents weekly to keep them updated on student progress, celebrate student success, share good news via social media, amplify student voices.

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

We will provide a robust intervention plan, make school fun for students provide differenced instruction, meet the social and emotional needs of our students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

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))

Educational Alternative Outreach Program (EAOP) ensures counseling by providing school counselors and support staff for the needs of our students. Support staff meet weekly with students to address questions or concerns. Counselors provide mental health services, character building activities, along with social and emotional support when needed. Goals are set weekly so that students are motivated to progress academically while also receiving wrap around servicing. Various strategies are set in place for students. Collaboration and communication between sites and support staff is key.

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))

Our programs are uniquely placed in CTE program sites. Students can witness career and technical programs at work daily. Counselor's offer post-secondary and career presentations and small group workshops. We raise awareness about career options, technical programs, college, and university along with many other pathways. Additionally high school magnet programs are offered to students that may be interested and qualify to apply. This gives a head start into their future careers.

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).

Schools offer a multi-tiered system of support that offers intervention at different levels based on student's needs. These interventions can range from formal types of strategies to target those in need of more support. Many students have Individual Educational Plans that must be followed. Services are provided by teachers and student support staff and additional resources as needed. Collaboration between resources, staff, parents, and support, students are well equipped with what they need to improve any behavioral issues at hand. Character building and Values Matter is a big part of our counseling activities and educational activities. Reinforcing prevention and intervention strategies will help students to stay on their best behaviors and exemplify respectable behaviors.

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 and staff members have access to the district's professional development portal (Frontline Education), Beacon and Percipio to choose professional development topics to assist with their professional growth. Based on an interest survey, teachers are also offered in house professional development opportunities.

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