

Miami-Dade County Public Schools

Chambers 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 | 9 |
| III. Planning for Improvement | 15 |
| IV. ATSI, TSI and CSI Resource Review | 24 |
| V. Reading Achievement Initiative for Scholastic Excellence | 24 |
| VI. Title I Requirements | 26 |
| VII. Budget to Support Areas of Focus | 0 |

Chambers High School

698 N HOMESTEAD BLVD, Homestead, FL 33030

www.chambershigh.com

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.

We, the family at Chambers High School commit to fostering successful learners by building a stronger foundation of education values to promote graduation.

Provide the school's vision statement.

Chambers High School will positively engage all stakeholders to stimulate academic and social connections cultivating the school's core values.

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 |
|--------------------|---------------------------|---------------------------------|
| Walke, Daniel | Principal | |
| Phillips, Marcella | School Counselor | |
| West, Jacqueline | Teacher, ESE | |
| Cooper, Cynthia | ELL Compliance Specialist | |
| Gilde, Troy | Other | |

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.

School leadership presented outcomes of the previous school year as it related to the SIP and improvement needs of the school for the 23-24 school year. School staff discussed priority student needs to develop the initial SIP plan that will be presented to the school's EESAC.

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 monitored monthly, quarterly, and when any state assessment results are available to make updates on our progress towards meeting our SIP goals for the school year. The SIP will be addressed at EESAC meetings to make adjustments as needed to the plan.

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 | No |
| 2022-23 Minority Rate | 96% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 25% |
| Charter School | Yes |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | CSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)* |
| School Grades History *2022-23 school grades will serve as an informational baseline. | |
| School Improvement Rating History | 2021-22: COMMENDABLE 2018-19: MAINTAINING 2017-18: COMMENDABLE 2016-17: COMMENDABLE |
| 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 | |

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 | 2 | 12 | 343 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 45 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 51 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 14 | 286 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 9 | 14 | 223 |
| 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 | 1 | 7 | 14 | 301 |

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 | 1 | 184 |

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 | 51 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |

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 | 2 | 12 | 14 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 5 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 7 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 14 | 22 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 9 | 14 | 24 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 14 | 22 | |

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 | 1 | 1 |

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* | 7 | 55 | 50 | 10 | 54 | 51 | 9 | | |
| ELA Learning Gains | | | | 21 | | | 20 | | |
| ELA Lowest 25th Percentile | | | | | | | | | |
| Math Achievement* | 3 | 43 | 38 | 22 | 42 | 38 | | | |
| Math Learning Gains | | | | | | | | | |
| Math Lowest 25th Percentile | | | | | | | | | |
| Science Achievement* | 24 | 62 | 64 | | 41 | 40 | | | |
| Social Studies Achievement* | 17 | 69 | 66 | 24 | 56 | 48 | | | |
| Middle School Acceleration | | | | | 56 | 44 | | | |
| Graduation Rate | 31 | 89 | 89 | 7 | 56 | 61 | 11 | | |
| College and Career Acceleration | 6 | 70 | 65 | 17 | 67 | 67 | 4 | | |
| ELP Progress | 21 | 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) | CSI |
| OVERALL Federal Index – All Students | 16 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the Federal Index | 109 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 70 |
| Graduation Rate | 31 |

| 2021-22 ESSA Federal Index | |
|--------------------------------------|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 17 |

| 2021-22 ESSA Federal Index | |
|------------------------------------------------|-----|
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 6 |
| Total Points Earned for the Federal Index | 101 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 87 |
| Graduation Rate | 7 |

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 | 9 | Yes | 4 | 4 |
| ELL | 21 | Yes | 4 | 4 |
| AMI | | | | |
| ASN | | | | |
| BLK | 12 | Yes | 4 | 4 |
| HSP | 15 | Yes | 4 | 4 |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 9 | Yes | 4 | 4 |

| 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 | 4 | Yes | 3 | 3 |
| ELL | 3 | Yes | 3 | 3 |
| AMI | | | | |
| ASN | | | | |
| BLK | 6 | Yes | 3 | 3 |
| HSP | 21 | Yes | 3 | 3 |

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% |
|----------------------|----------------------------------------|---------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| MUL | | | | |
| PAC | | | | |
| WHT | 19 | Yes | 3 | 3 |
| FRL | 22 | Yes | 3 | 3 |

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 | 7 | | | 3 | | | 24 | 17 | | 31 | 6 | 21 |
| SWD | 7 | | | 0 | | | | | | | 3 | |
| ELL | | | | | | | | | | | 1 | 21 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 19 | | | 8 | | | | 9 | | | 3 | |
| HSP | 8 | | | 4 | | | 10 | 25 | | 7 | 7 | 21 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 0 | | | | | | | | | 0 | 3 | |

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 | 10 | 21 | | 22 | | | | 24 | | 7 | 17 | |
| SWD | | | | | | | | | | 4 | | |
| ELL | | | | | | | | | | 3 | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |

| 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 |
| BLK | 8 | | | | | | | | | 4 | | |
| HSP | 11 | | | 33 | | | | 35 | | 7 | 18 | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | 19 | | |
| FRL | 14 | 25 | | 36 | | | | 28 | | 6 | 21 | |

| 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 | 9 | 20 | | | | | | | | 11 | 4 | |
| SWD | | | | | | | | | | 10 | | |
| ELL | | | | | | | | | | 9 | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | 1 | | |
| HSP | | | | | | | | | | 14 | 5 | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | 21 | | |
| FRL | 9 | 20 | | | | | | | | 12 | 4 | |

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 | 11% | 54% | -43% | 50% | -39% |
| 07 | 2023 - Spring | 0% | 50% | -50% | 47% | -47% |

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 10% | 51% | -41% | 47% | -37% |
| 09 | 2023 - Spring | 12% | 51% | -39% | 48% | -36% |
| 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 | 0% | 48% | -48% | 48% | -48% |
| 08 | 2023 - Spring | 15% | 59% | -44% | 55% | -40% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 17% | 40% | -23% | 44% | -27% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 7% | 56% | -49% | 50% | -43% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 5% | 52% | -47% | 48% | -43% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 16% | 65% | -49% | 63% | -47% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 9% | 68% | -59% | 66% | -57% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 21% | 66% | -45% | 63% | -42% |

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.

Reading amongst 12th graders and 11th graders. Lack of motivation. These students have assessed the FSA ELA a minimum of 6 times and still have not passed. Testing fatigue and frustration also mount up to build the cognitive thought that they can't and won't pass the assessment. Attendance data is based on how we were trending the prior school year.

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

Reading data, testing fatigue, and frustration mount up to build the cognitive thought that they can't and won't pass the assessment. Poor attendance also plays a significant factor.

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.

Reading always has the biggest gaps for our students.

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

Math, 70% of students made at least 1 point gain in their scores from their previous assessment.

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

1. Students absent 10% of more days.
2. Level 1 on ELA assessment.
3. Number of students with substantial Reading deficiencies.

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

1. Attendance
2. Teacher Development - Sub group focus and improve data consumption
3. Learning Culture - improving student academic ownership through learning conversations
4. Graduation Rate

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.

Increased instructional time with students building foundation skills in reading (direct instruction program) will help increase each student's skills in order to increase proficiency. By focusing on the benchmarks from the assessments, students increase their knowledge of tested areas to help increase performance and skills. Classroom teachers' ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental programs provides students with more instructional opportunities both at school and at home to increase skill building and proficiency.

Measurable Outcome:

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

The school will increase the learning gains in English Language Arts by 5% from 37% to 42% utilizing state and concordant assessment scores for the 2023-2024 school year.

Monitoring:

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

Monthly meetings will be held with the reading direct instruction teachers to review student progress for the month as well as data from benchmarks and FSA ELA reporting categories. Skill-building related to the reporting categories will be monitored monthly. Attendance will also be closely monitored as our students have truant tendencies.

Person responsible for monitoring outcome:

Daniel Walke (944872@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.)

All students that have not passed the graduation required exam in reading will be assigned a reading Direct Instruction course. This increased instructional time utilizes a research-based curriculum to help students build foundation skills as well as test-taking strategies to be successful in both state and concordant assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing more instructional time in areas of academic difficulty will help increase a student's score leading to proficiency or meeting the concordant score for the specified tests. Class attendance, course work, student assessment performance, and student schedules will provide evidence for this 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 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. Professional development for instructional development.
2. Professional development in data analysis, interpretation, and implementation.
3. Use of supplemental reading (Read180 & Systems 44) program.
4. Direct Instruction classes for all students who have not met the proficiency level on the state assessment or concordant scores for reading.

Person Responsible: Daniel Walke (944872@dadeschools.net)

By When: by 6/6/2024

#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.

Increased instructional time with students building foundation skills in reading (direct instruction program) will help increase each student's skills in order to increase proficiency. By focusing on the benchmarks from the assessments, students increase their knowledge of tested areas to help increase performance and skills.

Classroom teachers' ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental programs provides students with more instructional opportunities both at school and at home to increase skill-building and proficiency.

Measurable Outcome:

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

The school will increase the learning gains in Mathematics by 5% from 65% to 70% utilizing state and concordant assessment scores for the 2023-2024 school year.

Monitoring:

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

Monthly meetings will be held with the math direct instruction teachers to review student progress for the month as well as data from benchmarks, FSA Algebra 1 EOC reporting categories, and PERT. Skill-building related to the reporting categories will be monitored monthly. Attendance will also be closely monitored as our students have truant tendencies.

Person responsible for monitoring outcome:

Jacqueline West (jwest@mavericksineducation.com)

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.)

All students who have not passed the graduation required exam in math (Algebra 1) will be assigned a math Direct Instruction course. This increased instructional time will help students build foundation skills as well as test-taking strategies to be successful on both state and concordant assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing more instructional time in areas of academic difficulty will help increase a student's score leading to proficiency or meeting the concordant score for the specified tests. Class attendance, coursework, student assessment performance, and student schedules will provide evidence for this 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 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. Professional development for instructional development.
2. Professional development in data analysis, interpretation, and implementation.
3. Use of supplemental math (study island and Math nation text for PERT) program.
4. Direct Instruction classes for all students who have not met the proficiency level on the state assessment or concordant scores for math.

Person Responsible: Jacqueline West (jwest@mavericksineducation.com)

By When: 6/6/2024

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

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

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

Increased attendance will lead to improved student performance. Close monitoring of attendance and communication with the student's home should increase parental awareness of students' attendance.

Daily

phone contacts encourage students to attend school. Home visits help the school become more involved with the family and provide support as needed. Instructional time with students building foundation skills in reading and math (direct instruction program) and the classroom teacher's ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental programs provides students with more instructional opportunities both at school and at home to increase skill building and proficiency.

Measurable Outcome:

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

The school will Increase average yearly attendance by 10% from 37% to 47% average attendance for the 2023-2024 school year.

Monitoring:

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

Monthly attendance meetings will be held with the school's truancy team. They will monitor areas to include the number of days out, consecutive days out, school communication and documentation, home visits, and the response of the student/parent to the home visit.

Person responsible for monitoring outcome:

Cynthia Cooper (ccooper@mavericksineducation.com)

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.)

Student attendance will be monitored daily. If a student becomes truant, the school will arrange a truancy meeting with the parent/ guardian to discuss a plan of support from the school and a 3rd party vendor via the

district's truancy program. The school will monitor the contact logs and the student information systems (Maestro & DSIS) for updated information as well as randomly verify student phone numbers and addresses to

increase the accuracy of our students' contact information. Documentation of parents' administrative interviews, parent-teacher conferences, and participation in school-based activities. The school will also deploy its truancy team to conduct home visits or provide additional resources to the student and family.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By monitoring the attendance and tardies daily, the school will be able to continuously keep the parents informed and build a team environment with our families to help encourage our

students to come to school and come on time. Evidence can consist of attendance reports, tardy reports, call logs, electronic call reports, and documented parent conferences.

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. Monitor students' daily attendance as well as focus on students that have 3, 5, & 10 days of consecutive absences.
2. Parentlink will be used to contact students who miss school on a daily basis.
3. Phone calls will be made as well by staff on a daily basis and logged to monitor attendance.
4. Students will attend Direct Instruction for Reading and Math to increase their skill level, confidence, and ability.

Person Responsible: Cynthia Cooper (ccooper@mavericksineducation.com)

By When: 6/6/2024

#4. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

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

Increasing the graduation rate will allow our students to continue on their life journey through Enrollment (in a post-secondary or vocational school), Enlistment (in any of the military branches), or Employment (entering the workforce as a high school graduate).

Measurable Outcome:

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

The school will increase the graduation rate by 10% from 30% to 40% for the 2023-2024 school year based on student proficiency on state assessments or earning a concordant score on the ACT/SAT/PERT and completion of the 18 or 24 credit option plans (based on the states graduation rate calculation).

Monitoring:

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

The school will meet with our data team and classrooms monthly to monitor all potential graduates regardless of grade level. All students will be reviewed monthly to determine attendance, productivity, and whether or not they are on track to graduate this school year. The school will monitor all withdrawn students to ensure the withdrawal codes are accurate for accountability purposes related to our graduation rate.

Person responsible for monitoring outcome:

Marcella Phillips (mphilips@mavericksineducation.com)

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.)

Ensuring students who have not passed their state assessments attend the direct instruction class(es) specified to increase their instructional opportunities. The school will ensure that the 1920 cohort of students who display truancy issues have regular phone, email, and home visits to ensure the students stay on track to graduate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building on the foundation skills and working on the academic weaknesses identified by previous assessments, students will continue to increase their scores on specified graduation requirement tests to increase their opportunities to graduate. Increased communication and physical home visits help develop social connections to build student and parent trust and can help repair poor academic experiences.

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. Direct Instruction classes for all students who have not met the proficiency level or concordant scores for reading and math.
2. monitor students' daily attendance as well as focus on students that have 3, 5, & 10 days of consecutive absences.
3. Parent meetings with all students multiple times throughout the school year
4. Monitor students' monthly academic progress and productivity.

Person Responsible: Marcella Phillips (mphilips@mavericksineducation.com)

By When: 6/6/2024

CSI, TSI and ATSI Resource Review

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

Funding allocations go to supplemental programs that are part of the district's reading plan (Read 180/Systems 44) as well as researched-based supplemental math (study Island) programs and writing (Write Score). The school also has general budget funds towards Student Services to focus on building a stronger student centered learning culture to improve attendance, gpa, and graduation rates.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

NA

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

NA

Measurable Outcomes

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

NA

Monitoring**Monitoring**

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

NA

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

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

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

NA

Rationale:

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

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

NA

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

NA

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.

NA

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))

NA

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))

NA

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))

NA

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))

NA

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))

NA

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).

NA

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))

NA

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))

NA