

Miami-Dade County Public Schools

NORTH MIAMI SENIOR HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 7
 - D. Demographic Data 8
 - E. Early Warning Systems 9
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 30
- V. Title I Requirements (optional) 33
- VI. ATSI, TSI and CSI Resource Review 37
- VII. Budget to Support Areas of Focus 38

School Board Approval

This plan has not yet been approved by the Dade County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Mimose Morgan-Rose

Position Title

Vice Principal

Job Duties and Responsibilities

The role of the vice principal is to oversee science, dual enrollment, create a master schedule, help with budget as needed, assist in the place of the principal when necessary, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.

Leadership Team Member #2

Employee's Name

Lashawn Gaskin

Position Title

Assistant Principal

Job Duties and Responsibilities

The role of the assistant principal is to oversee operations, manage the math department, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.

Leadership Team Member #3

Employee's Name

Tiya Rush-Lissade

Position Title

Math Department Chair

Job Duties and Responsibilities

The math department chairperson serves as part of the leadership team. This role is also responsible for assisting with managing the math department and bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

Leadership Team Member #4

Employee's Name

Dr. Tiffany Howard

Position Title

Transformation Reading Coach

Job Duties and Responsibilities

The instructional coach serves as part of the leadership team. This role is also responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

Leadership Team Member #5

Employee's Name

Dr. Selena Volcy

Position Title

Principal

Job Duties and Responsibilities

The principal provides a common vision for the use of databased decision making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl Implementation, and communicates with parents regarding schoolbased Rtl plans and activities. She oversees administrative tasks and ensures that school academic goals are met in the development of standardized curricula to assess teaching methods, monitors student achievement, evaluates staff, and monitors facilities. She is also responsible for all final decisions made that will impact the nature and finances of the school.

Leadership Team Member #6

Employee's Name

Michelle Cooper

Position Title

Transformation Math Coach

Job Duties and Responsibilities

The instructional coach serves as part of the leadership team. This role is also responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

Leadership Team Member #7

Employee's Name

Enock Alouidor

Position Title

Assistant Principal

Job Duties and Responsibilities

The role of the assistant principal is to oversee operations, manage the literacy department, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement

school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.

Leadership Team Member #8

Employee's Name

Ricardo Merius

Position Title

Assistant Principal

Job Duties and Responsibilities

The role of the assistant principal is to oversee operations, manage the social studies department, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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

SIP Monitoring

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

During common planning and curriculum council meetings, the implementation of the areas of focus, such as 10th-grade Geometry and 9th-grade ELA proficiency, will be reviewed through student work products and data from progress monitoring assessments. For example: during weekly common planning teachers will be asked to bring student work products from different achievement levels to be evaluated for student mastery of the standards using a rubric. At each faculty meeting, one area of the SIP will be highlighted and discussed for review. Administrative classroom walkthroughs will align with the areas of focus from the SIP and feedback will be provided during debriefing meetings with teachers.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	36	43	69	52	200
One or more suspensions	26	25	15	11	77
Course failure in English Language Arts (ELA)	43	20	26	13	102
Course failure in Math	16	35	68	40	159
Level 1 on statewide ELA assessment	125	155	140	0	420
Level 1 on statewide Algebra assessment	93	0	0	0	93

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	174	176	175	26	551

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	7	3	0	14	24
Students retained two or more times	14	15	8	7	44

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	42	60	55	39	55	50	34	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	51	58	57				53		
ELA Learning Gains Lowest 25%	52	55	55				49		
Math Achievement *	38	51	45	27	43	38	24	42	38
Math Learning Gains	45	50	47				49		
Math Learning Gains Lowest 25%	64	56	49				60		
Science Achievement *	61	68	68	52	62	64	46	41	40
Social Studies Achievement *	64	73	71	47	69	66	53	56	48
Graduation Rate	93	92	90	86	89	89	94	56	61
Middle School Acceleration								56	44
College and Career Readiness	59	74	67	77	70	65	75	67	67
ELP Progress	49	57	49	39	49	45	62		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	618
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	52%	54%	37%		54%	51%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	47%	No		
English Language Learners	52%	No		
Black/African American Students	56%	No		
Hispanic Students	58%	No		
Economically Disadvantaged Students	56%	No		

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%
Students With Disabilities	51%	No		
English Language Learners	39%	Yes	1	

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%
Black/African American Students	51%	No		
Hispanic Students	55%	No		
Economically Disadvantaged Students	51%	No		

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%
Students With Disabilities	43%	No		
English Language Learners	48%	No		
Native American Students				
Asian Students				
Black/African American Students	54%	No		

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%
Hispanic Students	55%	No		
Multiracial Students				
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	55%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	42%		51%	52%	38%	45%	64%	61%	64%		93%	59%	49%
Students With Disabilities	20%		35%	32%	32%	45%	71%	41%	60%		89%	42%	
English Language Learners	24%		47%	51%	32%	43%	66%	48%	58%		92%	64%	49%
Black/African American Students	41%		52%	53%	36%	43%	64%	60%	64%		93%	59%	47%
Hispanic Students	43%		51%	50%	49%	51%	68%	71%	64%		88%	53%	55%
Economically Disadvantaged Students	44%		52%	52%	38%	45%	65%	61%	66%		93%	58%	41%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	39%				27%			52%	47%		86%	77%	39%
Students With Disabilities	38%				28%			39%	47%		80%	75%	
English Language Learners	18%				19%			30%	25%		75%	70%	37%
Black/African American Students	38%				25%			51%	45%		85%	75%	38%
Hispanic Students	43%				35%			51%	59%		84%	83%	33%
Economically Disadvantaged Students	37%				25%			52%	47%		86%	76%	37%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	34%		53%	49%	24%	49%	60%	46%	53%		94%	75%	62%
Students With Disabilities	24%		40%	39%	30%	52%	50%	35%	28%		83%	48%	
English Language Learners	15%		48%	52%	18%	46%	60%	33%	33%		96%	63%	62%
Native American Students													
Asian Students													
Black/African American Students	33%		53%	52%	23%	46%	59%	45%	55%		95%	74%	62%
Hispanic Students	31%		47%	38%	33%	64%	67%	45%	42%		94%	83%	61%
Multiracial Students													
Pacific Islander Students													
White Students	73%												
Economically Disadvantaged Students	33%		52%	50%	24%	49%	60%	46%	57%		95%	76%	65%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	35%	56%	-21%	53%	-18%
Ela	9	32%	54%	-22%	53%	-21%
Biology		52%	70%	-18%	67%	-15%
Algebra		34%	55%	-21%	50%	-16%
Geometry		31%	56%	-25%	52%	-21%
History		55%	70%	-15%	67%	-12%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		16%	17%	-1%	16%	0%
History		16%	21%	-5%	42%	-26%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		18%	18%	0%	17%	1%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

U.S. History showed the most improvement, 47% in 2023 to 64% in 2024. The new actions included providing differentiated instruction infused into the instructional framework that assisted students who were struggling with reading. Continuous data chats and collaborative planning led to in-depth lesson plans that focused on deficient benchmarks.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was 9th grade ELA at 39% proficiency and 10th grade Geometry at 31% proficiency. The factors contributing to last year's low performance included open teacher positions in 9th grade ELA, a high number of newcomers of ELL Level 1 students, and a lack of consistency with providing differentiated instruction during double dose courses for level 1 and 2 students in 10th grade Geometry.

Greatest Decline

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

Although the ELA achievement was 42% in 2024 which was an 8% increase from 2022, there was a decline in the 9th grade ELA data from 2023 at 33% to 32% in 2024. The contributing factors to the minimum decline included open teacher positions in 9th grade ELA, new teachers in ELA, and the high number of ELL level 1 newcomers.

Greatest Gap

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.

The data component with the greatest gap when compared to the state average was the 10th-grade Geometry being at 53% for the state and 31% for the school. The factors that contributed to the gap included a large number of regressors and the lack of consistency in providing differentiated instruction during double-dose course for level 1 and 2 students.

EWS Areas of Concern

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

The two EWS areas of concern are the number of students that are absent 10% or more and the percentage of Level 1 students on the ELA assessment.

Highest Priorities

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

The highest priorities are;

ESOL program (High number of Level 1, >50%)

Differentiated Instruction

Attendance

Graduation

PLST development

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 F.A.S.T, 42% of the students in 9th & 10th grade met proficiency in ELA when compared to the state average of 55% and the district average of 60%. Based on the data and the identified contributing factors of inconsistent collaborative planning and lack of school-wide alignment of instruction strategies, we will implement the targeted element of benchmark-aligned instruction. This shows that the overall student learning was affected due to 9th grade having 41% of students scoring level 1 on the F.A.S.T PM2 and 79% of the ELL students scoring level 1 on the F.A.S.T PM2 assessment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2023-2024 F.A.S.T, 42% of the students in 9th & 10th grade met proficiency in ELA when compared to the state average of 55% and the district average of 60%. With the implementation of structured common planning with an instructional focus calendar of the standards, along with instructional coaching using coaching cycles aligned to Framework of Effective Instruction (FEI), we will increase the proficiency of students in 9th & 10th grade ELA 5 percentage points to 47% on the 2024-2025 state assessments by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Instructional Coaches and the Administrative team will conduct weekly classroom walk-throughs to monitor the implementation of benchmark-aligned instruction. Administrators will observe teacher delivery of benchmark-aligned instruction and review evidence of student assignments/work products/exit tickets on a bi-weekly basis. In addition, the administrator will review lesson plans weekly to ensure lessons are indicative of bench-aligned instruction. This will impact student achievement by increasing proficiency in 9th grade ELA on the state assessments by June 2025.

Person responsible for monitoring outcome

Dr. Selena Volcy, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

Based on the data and identified contributing factors of inconsistent collaborative planning and lack of school-wide alignment of instructional strategies, we chose to implement instructional support/coaching because the coaching cycle will assist with meeting the goal and ensure lessons are benchmark-aligned.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

English Language Learners (ELL) Strategies refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Rationale:

Based on the data and identified contributing factors of a large influx of ELL Level 1 and newcomer students enrolling in the school and teachers struggling to implement lessons with infused ELL strategies we chose this evidence-based intervention to assist with meeting the goal of proficiency in the ELA classes.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Planning benchmark-aligned instruction

Person Monitoring:

Dr. Tiffany Howard, Instructional Literacy Coach

By When/Frequency:

August 12-26/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning the instructional coach and teachers will unpack focused B.E.S.T standards to plan effective lessons that are benchmark-aligned. These lessons will also include ELL strategies to assist with the proficiency and learning gains. As a result, the teachers will gain deeper understanding of how to effectively plan benchmark-aligned lessons with ELL strategies.

Action Step #2

Implementing benchmark-aligned instruction

Person Monitoring:

Dr. Tiffany Howard, Instructional Literacy Coach

By When/Frequency:

August 27-September 10/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The teachers and the instructional coach will develop lesson plans utilizing resources including the item specs, pacing guides, and other district resources to ensure that the lessons are clear, logical, sequential, and aligned with the benchmarks. As a result, teachers will implement lessons that follow the instructional framework and meet alignment with the B.E.S.T benchmark objectives.

Action Step #3

Monitoring benchmark-aligned instruction

Person Monitoring:

Mr. Enock Alouidor, Assistant Principal

By When/Frequency:

September 11-20/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 EOC data, 31% of the students met proficiency in Geometry when compared to the state average of 38% and the district average of 40%. The evidence of how this affected student learning is that the proficiency rate was 7% less than the state average and 9% less than the district average. Based on the data and the identified contributing factors of inconsistent collaborative planning and lack of curriculum related to EOC standards, we will be implementing

differentiated instruction to have targeted interventions for students who are deficient in certain standards and math concepts.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2023-2024 EOC data, 31% of the students met proficiency in Geometry when compared to the state average of 38% and district average of 40%. With the implementation of structured common planning with an instructional focus calendar of the standards, along with instructional coaching using coaching cycles aligned to Framework of Effective Instruction (FEI), we will increase the proficiency of students in 10th-grade Geometry 5 percentage points to 36% on the 2024-2025 state assessments by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Academic Coaches and Administrative team will conduct regular classroom walk throughs to monitor the implementation of the gradual release model. Administrators will observe teachers' delivery of gradual release model during instruction and review evidence of student assignments/work products/exit tickets on a bi-weekly basis. In addition, administrator will review lesson plans weekly to ensure lessons are indicative of the gradual release model. The impact student achievement outcome by increasing the proficiency of students in 10th-grade Geometry 5 percentage points to 36% on the 2024-2025 state assessment by June 2025

Person responsible for monitoring outcome

Dr. Selena Volcy, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

Based on the data and identified contributing factors of inconsistent collaborative planning and lack of curriculum related to EOC standards, we chose to implement instructional support/coaching because

the coaching cycle will assist with meeting the goal and ensure lessons are utilizing the gradual release model.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

English Language Learners (ELL) Strategies refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Rationale:

Based on the data and identified contributing factors of a large influx of ELL Level 1 and newcomer students enrolling in the school and teachers struggling to implement lessons with infused ELL strategies we chose this evidence-based intervention to assist with meeting the goal of proficiency in the geometry classes.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Planning Instructional support/coaching and ELL strategies

Person Monitoring:

Ms. Michelle Cooper, Instructional Math Coach

By When/Frequency:

August 12-26/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning the instructional coach and teachers will review the focused Geometry EOC standards to plan effective lessons that are incorporate checks for understanding during whole group and data driven small group instruction. These lessons will also include ELL strategies to assist with the proficiency and learning gains. As a result, the teachers will gain deeper understanding of how to effectively plan lessons that utilize checks for understanding and using data for small group instruction with ELL strategies.

Action Step #2

Implementing Instructional support/coaching and ELL strategies

Person Monitoring:

Ms. Michelle Cooper, Instructional Math Coach

By When/Frequency:

August 27-September 10/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and the instructional coach will develop lesson plans utilizing resources including the item specs, pacing guides, and other district resources to ensure that the lessons are clear, logical, sequential, and aligned with the standards. The instructional coach will model lessons to build the teacher's capacity with delivering standard-aligned lessons, with explicit instruction, and targeted interventions. As a result, teachers will be able to implement lessons that are explicit, aligned to the standards and incorporate ELL strategies.

Action Step #3

Monitoring Instructional support/coaching and ELL strategies

Person Monitoring:

Ms. LaShawn Gaskin, Assistant Principal

By When/Frequency:

September 11-20/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

After a review of the School Profile, data revealed that there had been an 18% decrease in acceleration from 77% in 2023 to 59% in 2024. Based on the data the contributing factors to the decrease are teacher vacancies, excessive student absences, lack of preparedness for the assessment, and failed courses resulting in a low GPA and redirection to other school locations.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

After a review of the School Profile, data revealed that there had been an 18% decrease in acceleration from 77% in 2023 to 59% in 2024. With the implementation weekly meetings with the CTE teachers go over progress monitoring data to determine students' proficiency rate with the industry assessments, also meet bi-weekly with the counselors to monitor the graduation tracker to make sure students are on track with acceleration points. we will increase the acceleration rate by 18 percentage points to 77%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Area of Focus will be monitored through the 12th-grade graduation tracker. The 12th Grade Administrator, Counselors, and CTE teachers will meet weekly. The monitoring plan will focus on those students who do not have an acceleration point for graduation. The counselors will check student's schedules to ensure they are on the path to receiving an acceleration point and the CTE teachers will progress-monitor students bi-weekly to prepare them for the end-of-year assessment. As a result, the ongoing monitoring will impact student achievement outcomes by tracking students on the bi-weekly assessments to show their path to proficiency on the end-of-year assessment.

Person responsible for monitoring outcome

Dr. Selena Volcy, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Goal Oriented Learning refers to ensuring that students have a clear understanding of the learning goal/target and a clear focus on what they will be able to accomplish or produce as a result of the lesson. Students invested in learning goals, both short-term and long-term, are more invested in learning outcomes (Moss & Brookhart, 2009).

Rationale:

After a review of the School Profile, data revealed that there had been an 18% decrease in acceleration from 77% in 2023 to 59% in 2024. Based on the data the contributing factors to the decrease are teacher vacancies, excessive student absences, lack of preparedness for the assessment, and failed courses resulting in a low GPA and redirection to other school locations. The rationale for the evidence-based intervention is that giving students goals and setting a target will keep students focused and the likelihood of them passing the CTE assessments will improve.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Planning Goal-Oriented Learning

Person Monitoring:

Ms. LaShawn Gaskin, Assistant Principal

By When/Frequency:

August 12-26/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The 12th-grade Administrator and counselors will meet to review the 12th-grade graduation tracker to see which students need an acceleration point. A meeting will take place with CTE teachers who have those students to begin preparing students for the assessments. A progress-monitoring tracker will be created to track students on bi-weekly assessments for proficiency. As a result, the team will be able to determine student's success by receiving an acceleration point.

Action Step #2

Implementing Goal-Oriented Learning

Person Monitoring:

Ms. Mimose Morgan-Rose, Vice Principal

By When/Frequency:

August 27-September 10/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Administrative team and counselors will meet with the 12th-grade students and do data chats with them using the bi-weekly assessment data provided by the CTE teachers. The students will also receive an update on their graduation tracker with their credits, attendance, testing data results, GPA, and community service hours. As a result, students will have access to resources necessary to work towards obtaining their goal of receiving an acceleration point.

Action Step #3

Monitoring Goal-Oriented Learning

Person Monitoring:

Mr. Enock Alouidor, Assistant Principal

By When/Frequency:

September 11-20/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Administrative team and counselors will continue to meet with 12th-grade students to make sure they are successful in completing the bi-weekly assessments and reviewing their plans toward graduation. As a result, the team will ensure that students pending an acceleration point meet their goal of passing the CTE assessment.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

After a review of the 2023-2024 Student Attendance Data Map, data revealed that 17% of students in 9th -12th Grade were absent for 11 or more days of school although this is lower than the district

average 23% attendance is still an area of focus. When students make attendance a priority, their grades improve, they have a greater sense of belonging and are significantly more likely to graduate. Based on the data and the identified contributing factors of limited parent involvement and additional need for resources for at-risk students, we will implement the Targeted Element of Early Warning System.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

After a review of the 2023-2024 Student Attendance Data Map, data revealed that 17% of students in 9th-12th Grade were absent for 11 or more days of school although this is lower than the district average 23% attendance is still an area of focus. With the implementation of Attendance Initiatives, such as monitoring attendance using the Attendance Review Committee (ARC) and incentives, for example, grade-level attendance wars, the percentage of students with 11 or more absences will decrease by a least 5 percentage points, from 17% to 12% by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Mr. Enock Alouidor, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

After a review of the 2023-2024 Student Attendance Data Map, data revealed that 17% of students in 9th -12th Grade were absent for 11 or more days of school although this is lower than the district average 23% attendance is still an area of focus. The rationale for the evidence-based intervention is that by addressing attendance concerns at an early stage, student attendance rates will improve, and

intervening will hinder students from continuing to be absent from school. This intervention will capture students at risk and requiring services or assistance to address the truancy issue.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Develop attendance action plan

Person Monitoring:

Mr. Enock Alouidor, Assistant Principal

By When/Frequency:

August 12-26/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Monitor attendance action plan

Person Monitoring:

Mr. Enock Alouidor, Assistant Principal

By When/Frequency:

August 27-September 10/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Implement attendance action plan

Person Monitoring:

Mr. Enock Alouidor, Assistant Principal

By When/Frequency:

September 11-20/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

<https://nmshpioneers.org/title-i/>

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

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://nmshpioneers.org/title-i/>

North Miami Senior High School believes in involving parents in all aspects of their child's academic progress. The ESSAC and Parent Academy meetings will be used to build a positive relationship with parents, families and other stakeholders. Monthly Title I meetings with parents to address the

school's mission, SIP, and academic programs will also be used to build that relationship bridge with parents. Translated materials will be used in languages spoken by families to ensure inclusivity. The school will also reach out to businesses and organizations to contribute to the school's efforts, whether through resources, mentorships, or partnership.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

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

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

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

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

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

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

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

opportunities to correct their behavior.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

N/a

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00