

Miami-Dade County Public Schools

North Gardens High School



2018-19 Schoolwide Improvement Plan

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North Gardens High School

4692F NW 183RD ST, Miami Gardens, FL 33055

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	99%

School Grades History

Year	2012-13	2011-12
Grade		

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North Gardens High School is to help at risk students earn a standard high school diploma and prepare for post secondary success.

Provide the school's vision statement.

The vision of North Gardens High School is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at risk students to drop out of school.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Finch, Charles	Principal
Ramontal, Mosiah	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The leadership team will use the school improvement plan to guide program implementation and student interventions. The plan will be shared with the school staff, the governing board, and the school advisory committee. The school improvement plan will serve as the framework for the plans sent by the Multi-Tiered support system (MTSS) Leadership Team. The goals and objectives outlined within the SIP will drive the efforts made by the MTSS Leadership Team to create academic improvements throughout the school.

Charles Finch, Principal - is responsible for:

- (1) Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school
- (2) Recruiting, hiring, and retaining highly qualified school staff
- (3) Leading all initiatives to ensure school meets defined instructional goals
- (4) Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.
- (5) Monitoring and evaluating staff performance systematically and regularly provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.
- (6) Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements.
- (7) Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:

- Staff

- Student
- Parents
- School district personnel
- Charter School Board of Directors
- Referring schools
- District representatives
- Community partners
- Local media
- Other stakeholders as identified

(8) Facilitating a school climate that is conducive to student learning and implement research-based instructional practices.

(9) Complying with all federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures.

Mosiah Ramontal, Assistant Principal - is responsible for:

(1) Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.

(2) Assisting Principal in facilitating and monitoring a school climate that is conducive to student learning and implementing research-based instructional practices aligned with the state standards

(3) Overseeing all aspects of the core academic program to include, but not be limited to:

- Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments
- Development of Individual Success Plans (ISP)
- Ensure student academic records are accurate and up to date
- On-going individual student academic advising
- Student preparation and staff administration of all standardized assessments
- Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements

(4) Assisting Principal in: and hiring highly-qualified instructional staff, supervise and retain highly qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives, perform all other duties as deemed necessary, which are aligned in accordance with federal, state, and district policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

Renata Korpics, Reading Teacher - is responsible for:

(1) Coaching, motivating, and instructing instructors within the company model, with attention given to reading interventions and instruction that result in high school graduation and career or college readiness for our students.

(2) Providing a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.

(3) Providing direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.

(4) Maintaining, dis-aggregating, and providing progress-monitoring reports, reading records, and other student records as required by district or state regulatory guidelines and company policy and procedures.

(5) Collaborating effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with

company goals.

(6) Participating in professional development courses or activities to maintain appropriate certification or credentials based on position.

Fran Thomas, ESE Teacher - is responsible for:

(1) Coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP); collaborating with classroom teachers and support staff to insure that the instructional and social-emotional needs of the special education student are met.

(2) The ESE teacher also works with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and insure compliance with state, district, and company Response to Intervention (RtI) policies. The ESE Teacher position is responsible for coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP).

(3) Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specific IEP objectives.

(4) Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.

(5) Act as counselor, adviser, facilitator, advocate, and coach to support, mentor and guide the ESE students through their ISP and IEP.

(6) Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.

(7) Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student that are aligned with IEP and company goals.

(8) Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

Pilar Reyes, Career/Technical Teacher - is responsible for:

(1) Working with students in career exploration, research and planning, employment skills, interpretation of career and college assessments, job placement, securing and disseminating resources that assist students through the process of post secondary exploration, application, and selection; working closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post secondary pathway.

(2) Assist with student orientation process.

(3) Coordinate post secondary readiness, preparation and transition activities.

(4) Monitor students' post-secondary transition progress and My Success®, document and record all post secondary activity.

(5) Manage the College and Career Center and its activities. Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment.

(6) Assist students in the development of job readiness skills and personal qualities to prepare them to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality.

(7) Organize employment and post secondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.)

(8) Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	21	12	58	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	19	6	24	51
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	8	24	30	102	164

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	8	26	34	90

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 9/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	22	73	176	277
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	8	8	10	28
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	17	4	25	83	129
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	22	73	176	277	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	8	8	10	28	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	17	4	25	83	129	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

One of the data components that performed the lowest was Algebra 1. In section C under Algebra 1 reflects 0% for the past two years.

Which data component showed the greatest decline from prior year?

Proficiency in Algebra 1 showed the greatest decline from the prior year.

Which data component had the biggest gap when compared to the state average?

The data component that reflected the biggest gap when compared to the state average was Algebra.

Which data component showed the most improvement? Is this a trend?

The data component that reflected the most improved is ELA. It is a trend owing to our focus on ELA instruction.

Describe the actions or changes that led to the improvement in this area.

The actions or changes that led to improvement in this area was our direct instruction. We focused on individualized instruction, small group instruction, and whole group instruction. We utilized FAIR data, in-house GAIN data, FSA ELA Fall Data and in-house summative assessments to drive instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	55%	52%
ELA Learning Gains	0%	56%	53%	0%	50%	46%
ELA Lowest 25th Percentile	0%	51%	44%	0%	46%	38%
Math Achievement	0%	51%	51%	0%	39%	43%
Math Learning Gains	0%	50%	48%	0%	39%	39%
Math Lowest 25th Percentile	0%	51%	45%	0%	40%	38%
Science Achievement	0%	65%	67%	0%	62%	65%
Social Studies Achievement	0%	73%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	5 (6)	21 (22)	12 (73)	58 (176)	96 (277)
One or more suspensions	0 (0)	0 (0)	2 (0)	1 (0)	3 (0)
Course failure in ELA or Math	2 (2)	19 (8)	6 (8)	24 (10)	51 (28)
Level 1 on statewide assessment	8 (17)	24 (4)	30 (25)	102 (83)	164 (129)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	0%	54%	-54%	53%	-53%
	2017	0%	52%	-52%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	10%	54%	-44%	53%	-43%
	2017	6%	50%	-44%	50%	-44%
Same Grade Comparison		4%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	8%	65%	-57%	65%	-57%
2017	0%	62%	-62%	63%	-63%
Compare		8%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	25%	67%	-42%	68%	-43%
2017	19%	65%	-46%	67%	-48%
Compare		6%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	59%	-59%	62%	-62%
2017	0%	58%	-58%	60%	-60%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	56%	-56%
2017	0%	48%	-48%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title One area of focus for the 2018-2019 school year will be to increase student proficiency in Algebra 1.

Rationale Proficiency in Algebra 1 has remained at zero percent for the past two years.

Intended Outcome Our intended outcome for this school year is for student proficiency on the the Algebra 1 EOC to increase from zero percent to 5 percent.

Point Person Mosiah Ramontal (mosiah.ramontal@dadeschools.net)

Action Step

Description Leadership team and Math Interventionist will work with teachers to disaggregate student data and develop lessons that address student deficiencies in Algebra 1. Principal and Assistant Principal will provide job embedded professional development (PD) to teachers to assist with teaching the standards. Principal will require teachers to attend district sponsored PD for Math.

Person Responsible Mosiah Ramontal (mosiah.ramontal@dadeschools.net)

Plan to Monitor Effectiveness

Description Assistant Principal will review math focus calendar, weekly lesson plans, summative assessments, and students list for which will receive instruction. Principal and Assistant Principal will review teacher interventions and progress monitoring documentation for students in Math direct instruction and in math classes. Principal and Assistant Principal will conduct walk throughs to observe the direct instruction (individualized, small group, and whole group) to determine standards are being taught.

Person Responsible Mosiah Ramontal (mosiah.ramontal@dadeschools.net)

Activity #2

Title	Attendance
Rationale	Students have exhibited poor attendance. As a result, our credit earning rate, proficiency in math and reading has negatively impacted their performance on state assessments.

Intended Outcome For the 2018-2019 school year we will increase attendance by five percent.

Point Person Mosiah Ramontal (mosiah.ramontal@dadeschools.net)

Action Step

Description Truancy team (Principal, Assistant principal, Family Support Specialist, Security Specialist, and Career Coach) to review and address barriers that impede students from coming to school. The team will work to develop and implement an incentive plan for students and teachers to increase attendance. Family Support Specialist and Security Specialist will conduct home visits when necessary. Three day absent letters, 5 day letters, 7 day letters, and 10 day letters will be mailed out to parents with information about child attendance. Daily attendance calls will be made by classroom teachers for absent students.

Person Responsible Mosiah Ramontal (mosiah.ramontal@dadeschools.net)

Plan to Monitor Effectiveness

Description Principal and Assistant Principal will conduct weekly meetings with classroom teachers to review their classroom attendance data. Truancy tea will conduct weekly meetings to review student and school wide attendance data.

Person Responsible Mosiah Ramontal (mosiah.ramontal@dadeschools.net)

Part V: Budget

Total:

\$0.00