

Miami-Dade County Public Schools

Green Springs High School



2019-20 Schoolwide Improvement Plan

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Green Springs High School

3555 NW 7TH ST, Miami, FL 33125

www.greenspringshs.com

Demographics

Principal: Aimee Leyva

Start Date for this Principal: 9/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

<p>Year</p>	<p>2012-13</p>	<p>2011-12</p>
<p>Grade</p>		

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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 Green Springs 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 Green Springs 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	Job Duties and Responsibilities
Palma, Enrique	Principal	
Duncan, Cheryl	Other	
Nunez, Maria	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	36	76	109	232
One or more suspensions	0	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	3	15	1	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	60	124	215	410

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	35	79	33	156

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

12

Date this data was collected or last updated

Wednesday 9/18/2019

Prior Year - 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	1	3	14	31	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	5	27	34	66
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	2	8	66	161	237

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	6	67	119	194

Prior Year - 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	1	3	14	31	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	5	27	34	66
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	2	8	66	161	237

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	6	67	119	194

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	11 (1)	36 (3)	76 (14)	109 (31)	232 (49)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (0)	0 (1)
Course failure in ELA or Math	2 (0)	3 (5)	15 (27)	1 (34)	21 (66)
Level 1 on statewide assessment	11 (2)	60 (8)	124 (66)	215 (161)	410 (237)

Grade Level Data

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

NOTE: 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
09	2019	14%	55%	-41%	55%	-41%
	2018	8%	54%	-46%	53%	-45%
Same Grade Comparison		6%				
Cohort Comparison						
10	2019	14%	53%	-39%	53%	-39%
	2018	15%	54%	-39%	53%	-38%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

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
2019	15%	68%	-53%	67%	-52%
2018	22%	65%	-43%	65%	-43%
Compare		-7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	71%	-35%	70%	-34%
2018	41%	67%	-26%	68%	-27%
Compare		-5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	8%	59%	-51%	62%	-54%
Compare		-8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%
2018	11%	54%	-43%	56%	-45%
Compare		-11%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD										24	
ELL	17									9	
BLK										16	

2019 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 2017-18	C & C Accel 2017-18
HSP	26	69								22	22
WHT										38	
FRL										20	26

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	23
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	8
Percent Tested	82%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	16
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
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Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Attendance has been the lowest data component for Green Springs High school.

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

Reading was the data component that showed the greatest decline for the prior year.

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 attendance for Green Springs showed the greatest gap when compared to the state.

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

Mathematics showed the greatest improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Green Springs will focus on increasing student gains in reading by 3 percentage points as reflected on the School Improvement Rating (SIR).

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

1. Improve reading gains.
2. Improve attendance rate.
3. Maintain or increase math gains.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Our area of focus for the 2019-2020 school year is to increase student achievement across content areas of ELA.
Rationale	The typical Green Springs students is at least two grades behind cohort in reading and math.
State the measurable outcome the school plans to achieve	Green Springs will raise reading gains by 3 percentage points.
Person responsible for monitoring outcome	Enrique Palma (epalma@dadeschools.net)
Evidence-based Strategy	Level 1 and 2 students will receive targeted reading interventions on a daily basis to increase achievement levels.
Rationale for Evidence-based Strategy	Students who are deficient in reading must receive differentiated instruction to address their individual needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify level 1 and level 2 students 2. Schedule L1 and L2 students with ELA teachers 3. Develop instructional focus calendar for reading based on the testing calendar for re-takers. 4. Ensure that planned instruction is delivered with fidelity. 5.
Person Responsible	Enrique Palma (epalma@dadeschools.net)

#2	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Students with truancy issues will be placed on attendance contracts and monitored for improvement.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Our area of focus for the 2019-2020 school year is to increase student achievement across content areas of ELA.	\$0.00
2	III.A.	Areas of Focus:	\$0.00
Total:			\$0.00