Miami-Dade County Public Schools

Jann Mann Educational Center

2021-22 Ungraded Schoolwide Improvement Plan

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Jann Mann Educational Center

16101 NW 44TH CT, Opa Locka, FL 33054

[no web address on file]

Demographics

Principal: Jamarv Dunn R

Start Date for this Principal: 7/19/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

• Prevention and Intervention: 0%-50%

• Nonsecure Programs: 0%-59%

• Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Jan Mann Educational Center is to provide a positive learning environment where students are motivated to learn new strategies for overcoming dysfunctional interpersonal patterns and to improve academically, socially, and vocationally so that they may, without difficulties, become productive members in an emerging global economy.

Provide the school's vision statement.

Jan Mann Educational Center sees our students emerging into the world as holistic, culturally tolerant citizens who can contribute, compete and acquire the unique skills critical to becoming world class citizens in an international economy.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The student body at Jan Mann Educational Center (JMEC) consists of students from multi-ethnic and economically disadvantaged backgrounds. Students are administratively assigned as a result of level four or five violations of the Miami Dade County Public Schools (MDCPS) Student Code of Conduct. Students usually have behavioral and attendance challenges. Seventy-eight percent of JMEC students have been retained more than once. Parental involvement and unstable housing are family-specific challenges for students at Jan Mann Educational Center. However, Jan Mann has a Student Services Department which includes a Guidance Counselor, a TRUST Counselor, Social Worker, and School Psychologist to support students. Additionally, 80% of instructional staff has over ten years of experience working with at-risk populations. Jan Mann Educational Center also supports students though the Educational Excellence School Advisory Council (EESAC) and Parent Teacher Student Association (PTSA).

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Dunn, Ja Marv	Principal	As principal, Ja Marv Dunn serves as the school's instructional leader. Mr. Dunn provides a mission and shapes a vision for academic success for all students. He uses data to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Mr. Dunn establishes high expectations for all students and ensures that the school-based team is implementing a Multi-Tiered System of Supports (MTSS) and the appropriate Response to Intervention (RtI).
Green, Geneva	Assistant Principal	As the Assistant Principal Ms. Green assists the principal in implementing the vision and mission for the school. She ensures the fidelity of the MTSS model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development to faculty needs.
Walker, Andrea	Administrative Support	As the administrative support, Ms. Walker initiates requisitions for textbooks, requests for personnel action and other support services, requests for maintenance service, and compiles and maintains inventory of property and textbooks. She schedules meetings and maintains appointment calendars, prepares reports, correspondence, memoranda and other documents, and may draft responses to routine correspondence to ensure that there is a smooth operation of the school.
Morris, Catherine	Teacher, ESE	As the ESE department chair, Ms. Morris also provides progress monitoring for all SPED students. As the Administrative Support, Ms. Morris directs the school's activities to ensure alignment with the school's mission and vision. Ms. Morris schedules school meetings and activities, prepares reports, correspondence, memoranda, and other documents, and may draft responses to routine correspondence to ensure that there is a smooth operation of the school.
Floyd, Michael	Teacher, K-12	As an instructor, Mr. Floyd acts as the liaison for his subject area and supports the implementation of the MTSS process. Mr. Floyd also provides progress monitoring for all students in the mathematics department.
Odi, Olubukola	Teacher, K-12	As an instructor, Mrs. Odi acts as the liaison for her subject area and supports the implementation of the MTSS process. Mrs. Odi also provides progress monitoring for all students in the English/ Language Arts ad Reading department.
Braxton, Roberta	Attendance/ Social Work	As the School Social Worker, Ms. Braxton supports the school's vision and mission by focusing on those areas which affect student attendance. Ms. Braxton also provides support for students by providing additional support and services to students on an as-needed basis.

Name	Position Title	Job Duties and Responsibilities
Braynon, Harold	Teacher, K-12	As an instructor, Mr. Braynon acts as the liaison for his subject area and supports the implementation of the MTSS process. Mr. Floyd also provides progress monitoring for all students in the social studies department.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Monday 7/19/2021, Jamarv Dunn R

Number of teachers with professional teaching certificates?

19

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

20

Total number of students enrolled at the school.

56

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	5	11	16	7	8	5	52
Attendance below 90 percent	0	0	0	0	0	0	0	3	6	10	5	4	4	32
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	3	5	2	4	3	17
Course failure in Math	0	0	0	0	0	0	0	0	1	2	2	4	2	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	1	7	4	4	3	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	2	2	6	3	2	3	18
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	4	8	10	0	0	0	22

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	3	5	10	4	5	5	32

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	
Students retained two or more times	0	0	0	0	0	0	0	2	3	2	0	0	0	7

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	6	23	29	13	14	9	4	98
Attendance below 90 percent	0	0	0	0	0	0	3	7	11	5	6	4	2	38
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	4	5	2	4	3	0	18
Course failure in Math	0	0	0	0	0	0	0	1	2	2	5	2	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	4	7	4	6	3	3	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	4	7	3	3	3	4	26

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	3	8	10	4	7	5	4	41

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	
Students retained two or more times	0	0	0	0	0	0	2	5	2	0	1	0	0	10

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments
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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	11%	60%	-49%	56%	-45%
Cohort Comparison		0%				
09	2021					
	2019	18%	55%	-37%	55%	-37%
Cohort Comparison		-11%				
10	2021					
	2019	27%	53%	-26%	53%	-26%
Cohort Comparison		-18%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	3%	40%	-37%	46%	-43%
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	10%	43%	-33%	48%	-38%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	73%	-73%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	63%	-38%	61%	-36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	54%	-33%	57%	-36%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
BLK										8	
FRL										17	

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
BLK										27	
FRL										21	

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	15
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - 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	8
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	17
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Using ESSA data, there were two subgroups identified for targeted progress monitoring: Students with Disabilities and Economically Disadvantaged. The two areas of concern for these students were truancy and academic progress. In academic progress, students in middle grades were monitored through the iReady platform and those in high school were administered Interim Assessments for progress monitoring. To monitor students for truancy, Student Services team members made daily phone calls to students to address student attendance and maintained call logs to track students.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

District data reflected that the school showed the greatest improvement in the area of student attendance, with a daily attendance rate above 80%. In the 2020-2021 school year, we began having daily attendance committee meetings to review information regarding all absent students and as a means of ensuring that all students were being monitored. These meetings included follow-up to schedule home visits and other services, as needed, for those students with 3 or more absences.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

A review of the 2021-2022 Florida Standards Assessment indicated that fewer than 50% of students made a learning gain in both reading and Math. Students must achieve a passing score on the 10th Grade Reading Assessment and Algebra I to receive a high school diploma. Both subgroups black and economically disadvantaged students are impacted by this data.

What trends emerge across grade levels, subgroups and core content areas?

Middle School students in grades 6-8 need additional support with writing based on the FSA data. Students need additional assistance with Purpose, Focus, and Organization. In Reading both subgroups need additional support analyzing key ideas and details and author's craft. In Math for middle school and high schools, students need additional exposure to real world application of mathematical concepts.

What strategies need to be implemented in order to accelerate learning?

In an effort to accelerate student learning, the School Leadership Team will implement a bi-monthly reflective practice to progress monitor. During this practice, teachers will review student progress and make data-based decisions about their instructional practice. This will also provide a mechanism for identifying students who may require additional support to be successful.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the contributing factors and strategies identified to accelerate learning, professional development will focus on:
-Effective Curriculum and Resource Utilization
-Academic Vocabulary Instruction
-Ongoing Progress Monitoring
-Critical Thinking
-Establishing and Implementing an Instructional Framework
-MTSSS
-RtI

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A review of data derived from the School Climate Survey indicates that 75% of respondents strongly agreed that a student's assignment Jan Mann Educational Center had a negative connotation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end 2021-2022, 75 % of respondents to the School Climate Survey will have a more favorable perception of assignment to Jan Mann Educational Center.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Jan Mann Educational Center will conduct quarterly meetings and surveys with stakeholders to gauge the perception of assignment and the services provided.
Person responsible for monitoring outcome:	Ja Marv Dunn (jaydunn@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Through the use of school spirit, pride, and branding the school leadership team will encourage and promote school spirit and school pride through activities, changes to the school's physical environment, and/or participation in unique school traditions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	If we successfully implement the school spirit and branding, stakeholders will take greater pride in Jan Mann Educational Center leading to a positive perception of assignment to the school. The percentage of stakeholders that have a positive perception (seeing an assignment as an opportunity rather than a punishment) will increase by 30%.

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

Facilitate quarterly meetings with all stakeholders to provide an overview of the services provided to students at Jan Mann Educational students and to receive feedback on the services provided.

Person Responsible	Ja Marv Dunn (jaydunn@dadeschools.net)

Use various modes of communication (electronic, written, etc.) to share information that is happening at the school and promote positive school community connections.

Person Responsible	Geneva Green (genevagreen@dadeschools.net)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This area will be monitored by student services for both subgroups (economically disadvantaged and black). Students will also participate in quarterly surveys to monitor and address the goal.

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We have a focus on implementing standards-based instruction and differentiated in all classrooms. However ongoing progress monitoring is a challenge as our population is transient. We will begin to incorporate monthly ongoing progress monitoring chats in collaborative planning to align appropriate resources and instructional activities to students needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of ongoing progress monitoring through collaborative planning, 50% of students will earn a learning gain in Reading and 50% of students will earn a learning gain in Math on the 2021-2022 FSA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Collaborative planning will be scheduled weekly and there will be a calendar of progress monitoring data chats facilitated by administration to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals.
Person responsible for monitoring outcome:	Geneva Green (genevagreen@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and share best practices. Teachers will collaboratively develop data trackers that can be used to track mini assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	A review of the 2021-2022 data reveals that fewer than 50% of students in each subgroup (black and economically disadvantaged) achieved proficiency in Reading and Math.

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

Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm.

Person Responsible	Geneva Green (genevagreen@dadeschools.net)

Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible	Geneva Green (genevagreen@dadeschools.net)

Teachers will engage in monthly progress monitoring data chats with administration and with students.

Person Responsible	Geneva Green (genevagreen@dadeschools.net)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Black and Economically disadvantaged students will utilize IReady Reading and Math, Read 180 and IXL for ongoing progress monitoring. Students will also participate in monthly data chats with their counselor and teacher.

#3. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use shared leadership. Teachers in the building didn't feel that they had any voice in the decision-making process.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	75% of teachers will indicate a having a voice in the decision making process on the 2021-2022 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored by the quarterly surveys to monitor progress towards the goal as well as the mid year climate survey results.
Person responsible for monitoring outcome:	Ja Marv Dunn (jaydunn@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will implement shared Leadership as a strategy where all stakeholders are included in the decision-making process.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers in the building didn't feel that they had any voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, there is a greater sense of school community.

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

Develop a instructional leadership team and facilitate monthly meetings to build the capacity of the members of the tea,.

Person Responsible	Geneva Green (genevagreen@dadeschools.net)

Implement the use of surveys in the decision- making process to include all stakeholders in new initiatives.

Person Responsible	Catherine Morris (catherine_morris@dadeschools.net)

Use professional development days to facilitate professional develop clinics for teachers to share best practices.

Person Responsible	Geneva Green (genevagreen@dadeschools.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Both subgroups (black and economically disadvantaged) will participate in parent meetings, meet with students services team members to monitor their progress. Students will also participate in surveys indicating the effectiveness of the support provided.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through our student services department and our partnership with project NOW. Staff are provided opportunities to take part in Team-Building activities and where we come together to share celebrations of success during faculty meetings. We also ensure information is provided to all stakeholder through our quarterly newsletter.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School leadership team promotes a positive school culture by ensuring good communication through meetings with stakeholders and facilitating processes for allowing feedback. Members of the community foster a positive culture by providing resources to school to support student achievement and in support of family engagement.