Homestead Senior High School

2021-22 Schoolwide Improvement Plan

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Homestead Senior High School

2351 SE 12TH AVE, Homestead, FL 33034

http://homesteadhigh.dadeschools.net/

Demographics

Principal: John Galardi

Start Date for this Principal: 7/17/2019

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)	K-12 General 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)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (47%) 2016-17: C (41%)
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	
* 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.](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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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 Homestead Senior High School is to prepare students to develop their human potential and intellectual skills by providing a quality, relevant, and rigorous education in a safe learning environment so that students will become competitive and participatory citizens in a globalized world.

Provide the school's vision statement.

Homestead Senior High School envisions its students developing their talents and intellectual skills to become informed, caring, responsible, and productive citizens of their community, state, nation, and world.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Louis, Samuel	Principal	Leads all aspects of the school including, but not limited to, academics, operations, maintenance, parental involvement, community partnerships, budget and all compliance.
Salomatoff, Beverley	Assistant Principal	Leads the Science Department and Social Studies Department as well as manages Title I, Project UpStart and technology.
Morrison-Young, Laurelynn	Assistant Principal	Leads the Mathematics Department, Visual/Performing Arts, graduation, acceleration, student activities, and security.
Coakley, George	Dean	Leads Positive Behavioral Support (PBS) initiatives, reinforces and recognizes behaviors that we want to see more of throughout our student body. Additionally, he leads our attendance initiatives that focus on improving our school's attendance rate.
Jackson, Regina	Instructional Coach	Science Transformation Coach. She provides instructional leadership, coaching support and leads collaborative planning in her department
Thompson, Toni	Instructional Coach	Reading Transformation Coach. She provides instructional leadership, coaching support and leads collaborative planning to her department.
Howard, Nancy	Teacher, K-12	Social Studies Department Chair. In addition to leading the entire department, she leads the collaborative planning efforts of the United States History team.
Hamilton, Karina	Instructional Coach	Math Transformation Coach. She provides instructional leadership, coaching support and leads collaborative planning to her department.
Clark, Toni	Attendance/ Social Work	Trust Counselor. In addition, she is a certified Social Worker and provides individual and groups counseling sessions, conducts home visits, and connects students to resources and outside agencies.
Almagro, Tania	Other	Test Chairperson. She manages and operates all district and statewide assessments, monitors testing environments and ensures the integrity of the testing labs.

Demographic Information

Principal start date

Wednesday 7/17/2019, John Galardi

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

29

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

64

Total number of teacher positions allocated to the school

133

Total number of students enrolled at the school

1,934

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

27

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

11

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	0	0	536	487	456	455	1934
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	249	270	216	208	943
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	51	159	86	118	414
Course failure in Math	0	0	0	0	0	0	0	0	0	63	112	121	104	400
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	174	192	144	158	668
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	178	185	135	172	670
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	372	0	0	0	372
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	223	268	216	241	948

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	5	0	0	33	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	28	22	29	26	105

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	540	514	446	498	1998
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	276	218	197	166	857
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	160	88	118	2	368
Course failure in Math	0	0	0	0	0	0	0	0	0	114	122	105	0	341
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	193	146	157	159	655
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	187	134	172	193	686

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	272	216	222	188	898

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	5	0	0	33	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	23	29	19	24	95

Part II: Needs Assessment/Analysis

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 9 ELA Mid-Year Assessment, Grade 9 Algebra I Mid-Year Assessment, Grade 10 ELA Mid-Year Assessment, Grade 10 Geometry Mid-Year Assessment, Grade 10 Biology Mid-Year Assessment, and Grade 11 U.S. History Mid-Year Assessment

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		19%	
	Economically Disadvantaged		18%	
	Students With Disabilities		7%	
	English Language Learners		4%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		30%	
	Economically Disadvantaged		30%	
	Students With Disabilities		19%	
	English Language Learners		10%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		29%	
	Economically Disadvantaged		28%	
	Students With Disabilities		3%	
	English Language Learners		19%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		28%	
	Economically Disadvantaged		28%	
	Students With Disabilities		11%	
	English Language Learners		22%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		5%	
	Economically Disadvantaged		5%	
	Students With Disabilities		4%	
	English Language Learners		0%	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		81%	
	Economically Disadvantaged		80%	
	Students With Disabilities		63%	
	English Language Learners		32%	

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	39
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	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

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

In 2019, performance data decreases were seen in ELA learning gains and lowest 25th percentile. Increases in performance data were seen in Mathematics achievement, learning gains, and lowest 25th percentile. Science achievement increased by 9 percentage points and Social Studies achievement increased by 11 percentage points. In 2021, the trend in the performance data continued its decline. In ELA an average of 23% of tested students demonstrated proficiency, a 7% decrease from 2019. In Mathematics, 24% of students demonstrated proficiency, a 5% decrease from 2019. Science achievement decreased by 8 percentage points and Social Studies achievement decreased by 1 percentage point.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 state assessment data, the greatest need for improvement is in the ELA lowest 25th percentile. 32% of the L25 made learning gains in 2019, which was a decrease of 8% from the prior year. 29% of the L25 made learning gains in 2021, which was a decrease of 3 percentage points from 2019.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In 2019, the contributing factors for this need for improvement were a lack of standards-aligned planning and instruction, as well as inconsistent implementation of differentiated instruction. In 2021, the contributing factors to these needs for improvement include poor student attendance and student disengagement due to distance learning. Our new actions for improvement include improved collaborative planning sessions in Language Arts that will facilitate lessons that aligne to each standard. In addition, there will be administrative walkthroughs with specific look-fors geared towards standards-based instruction and lesson plan alignment. This will be followed by feedback to the teachers and coaches by Assistant Principal(s) and/or Principal. Furthermore, teachers will be held accountable to implement engagement strategies that encourage equitable and purposeful student participation.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2019 state assessment data, the most improvement was shown in Science and Social Studies achievement data. In Science, the 2019 proficiency rate was 57% which was a 9% increase from the prior year. In Social Studies, the 2019 proficiency rate was 54% which was a 11% increase from the prior year. Although there was no assessment data that showed improvement in 2021, Social Studies performance only declined by 1%, despite the challenges of the pandemic.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In 2019, the factors that contributed to this improvement were high teacher retention within the departments and consistent planning and execution of standards-aligned instruction. In 2021, the factors that contributed to this small decline in performance were high teacher retention within the department, quality collaborative planning and well executed of standards-aligned instruction. New actions that will be taken in this area will be a greater focus on equitable input from teachers during common planning to ensure all teachers are active contributors during collaboration. Furthermore, there is a blueprint to foster a positive work culture by rewarding teachers for the effectiveness of their preparation, lesson implementation and student achievement results.

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

To accelerate learning, there will be improved implementation of corrective feedback. Specifically, to the calibration process which makes scoring student work more consistent among a group of educators and more aligned to the standards upon which rubrics and scoring criteria are based. In addition, there will be improved implementation of student engagement. With improved student engagement strategies there will be a greater degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they must learn and progress in their education. Next, there will be improved checks for understanding throughout the lesson. With improved checks for understanding, teachers will more effectively identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions. Lastly, there will be an improved implementation of the Gradual Release of Responsibilities Model (GRRM). As such, teachers will more effectively implement the four phases of the GRRM: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

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.

The overarching focus of our Professional Development Topics will be the 5 Dimension of Teaching and Learning: (1) Purpose and Planning (2) Student Engagement (3) Instructional Delivery (4) Assessment (5) Classroom Culture. School Site Professional Development of the 5 Dimensions of Teaching and Learning will take place on August 19th and October 29th. In addition, the 5 Dimension of Teaching and Learning will be supported in an ongoing manner by our Instructional Coaches during weekly collaborative planning sessions.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainable results include the leveraging of Reading and Math Interventionists, along with City Year Corp members, who will work in small groups with the Lowest 25% of students in both subjects. In addition, there will be extended learning opportunities offered to our students who are most at-risk of not graduating. They will participate in after school tutoring and Saturday Academy. Furthermore, there will an enhanced focus on social and emotional learning. Initiatives will be led by our Mental Health Coordinator, Trust Counselor and Student Services Department and will focus on improving students' mental health while also fostering their social and emotional growth. Lastly, to ensure sustainability of improvement, there will be an additional focus on improving attendance through our Positive Behavioral Support initiatives and Attendance Action Plan.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math was identified as an area with a critical need for improvement due to a 5% decrease in proficiency on the Math End of Course assessments. In 2019 29% scored proficiency and a 24% in 2021. Because of this continual decline in proficiency, use of the Gradual Release of Responsibilities Model will be used in math classes. Through the use of GRRM students will move through cognitive processes to gain more independence in their learning which will result in increased proficiency.
Measurable Outcome:	The specific measurable outcome will be a 10% increase in the overall proficiency rate in Math as evidenced by 2022 Math performance data. Topic Assessments will be used to monitor the progress of the school.
Monitoring:	Through clear explanations and demonstrations of the instructional target, guided practice, collaborative practice, and allowing students to grapple with the content on their own, students will be able to demonstrate mastery independently. The efficacy of the GRRM and learning outcomes will be monitored through Topic Assessments by the teachers, the instructional coach and administration at the conclusion of each topic.
Person responsible for monitoring outcome:	Laurelynn Morrison-Young (youngl@dadeschools.net)
Evidence-based Strategy:	The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently. Interactive journals and exit slips will be used to facilitate students' metacognition and promote their role as editors of their work and that of their peers
Rationale for Evidence-based Strategy:	The area of focus is to improve proficiency in Math by 10%. Students being able to solve math problems at mastery level will require them being taking through the Gradual Release of Responsibility Model. Following effective standards-based instruction, teachers need to release responsibility to students and hold them accountable to produce work. By establishing a growth mindset through the GRRM, students will deepen their understanding of the content. The successful implementation of the GRRM will serve students needs when they sit for the End-of-Course assessments and need to process and solve problems independently.

Action Steps to Implement

September 13 (ongoing)

Teachers within the math department will explicitly model how to create and use interactive journals. The interactive journals will serve as a daily reference tool and an extension of learning by offering opportunities for practice with skills presented in class. Interactive journals will include guided notes and graphic organizers to synthesize information.

Person Responsible	Karina Hamilton (khamilton@dadeschools.net)

September 13 (ongoing)

Following each lesson, students will demonstrate mastery of concepts and skills presented using a variety of assessment tools such as exit slips, mini-quizzes, and lesson quizzes. The implementation of these informal assessments will help students reflect on what they have learned as well as express what and how they are thinking.

Person Responsible   Karina Hamilton (khamilton@dadeschools.net)

September 13 (ongoing)

Through walkthroughs conducted by the principal and assistant principal, key look fors will be student responsibility of completing their work. The walkthroughs will evaluate the effectiveness of how teachers are releasing responsibility to the students and how equipped the students are to effectively handle the responsibility as a result of the "I do" and "We do" portion of the lessons.

Person Responsible   Samuel Louis (pr7151@dadeschools.net)

September 13 (ongoing)

Coaching support will be geared to improving the teaching technique of the GRRM. The coach will pre-plan with the teacher, model the GRRM for the teacher, co-teach using the GRRM, observe the teacher, and then debrief with the teacher. The assistant principal of the Math Department will be responsible for ensuring effective outcomes of the coach-teacher collaboration.

Person Responsible   Laurelynn Morrison-Young (youngl@dadeschools.net)

November 1- December 17
Teachers will provide students with an explicit "I do" where students actively listen and take notes of the steps that the teacher is writing on the board. During this time, teachers will think aloud while modeling how to solve the problem without student input.

Person Responsible   Karina Hamilton (khamilton@dadeschools.net)

November 1- December 17
Once teachers release students to work on their own, students will mimic a problem that is similar to the problem that the teacher modeled. Teachers will allow wait time of 2-3 minutes for students to solve the problem on their own without teacher feedback until the 2-3 minutes is over.

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	In 2019 ELA proficiency was 30% and Math proficiency was 29%. In 2021 proficiency declined by 6 percentage points in ELA (23%) and 5 percentage points in Math (24%). Based on this decrease in proficiency in both areas, along with qualitative data derived from Instructional Walkthroughs, there is a need to improve student engagement. When students are engaged in their learning, they are more likely to meet proficiency.
Measurable Outcome:	If we significantly improve student engagement, the overall proficiency in ELA and Math will improve by 10% as evidenced by 2022 FSA Assessment data. We will monitor student progress towards this goal by utilizing 2022 Mid Year Assessment data.
Monitoring:	Consistent walkthroughs by the instructional leadership team will measure the degree of student engagement as evidenced by level of attentiveness as well as student accountability talk. In addition to walkthroughs, monthly assessments such as Math Topic assessments and USA Test Prep for ELA will demonstrate learner progress through various forms of data tracking.
Person responsible for monitoring outcome:	Samuel Louis (pr7151@dadeschools.net)
Evidence-based Strategy:	Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they must learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally. Student engagement techniques will include active note taking, the TLAC strategy No Opt Out, student accountability talk, and questioning.
Rationale for Evidence-based Strategy:	Evidenced based student engagement strategies will ensure that students are engaged in intellectual thinking, student to student interaction, and student presentation of work resulting in a student-centered classroom. As such, this will address the area of focus to improve proficiency in 2022 ELA and Math FSA Assessment Performance data.

Action Steps to Implement

September 13 (ongoing)

Teachers will engage students in diverse activity structures such as peer collaboration and active note taking. Peer collaboration will transform classrooms into student-centered networks where they are free to share information and provide support to one another. Active note taking will help students be more alert, focused, and organized by allowing students to engage with the note taking process as opposed to just copying information.

Person Responsible	Samuel Louis (pr7151@dadeschools.net)

September 13 (ongoing)

Teachers will use probing, open-ended questions to initiate higher order thinking and student accountability talk. Probing questions encourage deep thought and critical thinking by allowing students to explore their own thoughts and feelings about a subject. In turn, this will have a positive effect on student engagement.

Person Responsible	Samuel Louis (pr7151@dadeschools.net)

September 13 (ongoing)

During collaborative planning sessions, lesson plans will be developed to facilitate equitable and purposeful student participation. A focus of the planning will be to ensure that all students have access to and are expected to participate in learning. There will be a focus on the "no opt-out" instructional strategy. Students will be held accountable to engage in the lesson. During instructional walkthroughs, the principal and assistant principals, will be held responsible for ensuring that what is planned for is executed by the teacher. Furthermore, the assistant principals will provide specific feedback to the teacher and coach on the degree of student engagement throughout the instructional block. Guidance, resources, and strategies will follow the feedback and be provided by the assistant principals.

Person Responsible Samuel Louis (pr7151@dadeschools.net)

September 13 (ongoing)

During Professional Development Days, Faculty Meetings, and Collaborative Planning Sessions, teachers will develop lessons and embed instructional techniques that will require students to take ownership of their learning, refine their thinking, and improve their metacognition skills. Coaches and model teachers will support novice teachers and those teachers who are still developing their student engagement techniques by training them on how to effectively implement strategies. During instructional walkthroughs by the principal and assistant principals, a key look-for will be the degree sustained student interest in the lesson because of the engagement techniques being utilized by the teacher.

Person Responsible Samuel Louis (pr7151@dadeschools.net)

November 1- December 17
Collaborative planning sessions will be held in different classrooms so that teachers can observe room configurations of other teachers. The coach will facilitate conversations between teachers so that they can gain an understanding of how classroom set up effects student engagement. This action step will allow teachers to see a different perspective and assist with them developing room configurations that will allow them to circulate the room more and provide more proximity control.

Person Responsible Samuel Louis (pr7151@dadeschools.net)

November 1-December 17
Teachers will be provided with mini professional development during collaborative planning with a focus on collaborative discussion strategies and planning for No Opt Out and cold calling.

Person Responsible Samuel Louis (pr7151@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Based on the data review, our school will implement Positive Behavior Intervention and Supports. Through our data review, we noticed that most behavioral referrals came from ninth grade students. In 2021, 15% of students in ninth grade received a disciplinary referral compared to 9% in tenth grade, 12% in eleventh grade, and none in twelfth grade. We recognize the need to implement positive behavior support initiatives to improve student behaviors through teaching expected behaviors with opportunities for students to practice behavior and get feedback.
Measurable Outcome:	If we successfully implement Positive Behavior Interventions and Supports, our students will be taught expected behaviors. Students' behavior progress will be tracked and incentivized. With consistent redirection and student incentives, student behavior will improve, and behavioral referrals will decrease 8 percentage points by June 2022. Objective measurements of implementation will be a reduction in referrals, reduction in calls for students to be removed from class due to disruption, increased performance on topic assessments, and increased attendance.
Monitoring:	Ninth grade students will be assigned to three PBS coaches to address Level 1 and 2 disciplinary issues. The coaches will work to connect with students by teaching and reteaching expected behaviors. Through targeted walkthroughs, administration will monitor the effectiveness of the implementation of PBS systems in classrooms.
Person responsible for monitoring outcome:	George Coakley (291440@dadeschools.net)
Evidence-based Strategy:	Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.
Rationale for Evidence-based Strategy:	The PBS initiatives will assist in decreasing the number of behavioral referrals. As such, the time that students spend out of the classroom due to disciplinary actions will be reduced precipitously.

Action Steps to Implement

September 13 (ongoing)

The school leadership team will create a token system and a PBS store where students can redeem Bronco Bills for a variety of items. Bronco Bills will be distributed to students who are "caught doing the right thing". Bronco Bills can be used to purchase small items such as snacks and school supplies to larger items like Bronco paraphernalia.

Person Responsible	George Coakley (291440@dadeschools.net)

September 13 (ongoing)

Departments will nominate students biweekly who have demonstrated Bronco Pride, excellent attendance, and model student behaviors. These students will be entered into a raffle for a chance to participate in various monthly events such as ice cream socials, pizza parties, and off campus field trips.

Person Responsible   George Coakley (291440@dadeschools.net)

September 13 (ongoing)

Three school leaders will be utilized as PBS Coaches. The role of a PBS Coach will be to recognize and reward behaviors in which we want reinforced, conduct report card conferences with students, mentor students, and assist in the processing of referrals. Specifically in processing referrals, the focus will go beyond discipline and be geared towards teaching students how to improve their response and decisions the next time they encounter a similar scenario.

Person Responsible   George Coakley (291440@dadeschools.net)

September 13 (ongoing)

In addition to schoolwide PBS initiatives, PBS Coaches will support teachers in creating classroom systems and routines that recognize and reward positive behaviors. Specifically, effort, leadership, attendance, respect and kindness are those values that will be reinforced through and recognition and rewards. In turn, those students that are demonstrating such values will have improved academic outcomes and will be model citizens in our community. From a more anecdotal standpoint, the leadership team will conduct targeted walkthroughs and the look-fors will be PBS implementation and the culture of the classroom. Feedback, along with support and resources, will be provided to teachers as a result of the walkthroughs.

Person Responsible   Samuel Louis (pr7151@dadeschools.net)

November 1- December 17
The PBS Coach will provide professional development on the effective implementation of PBS systems focused on celebrating student successes and spotlighting desired behaviors. As a result, teachers will build a positive classroom culture where students are provided with clear expectations and support.

Person Responsible   George Coakley (291440@dadeschools.net)

November 1- December 17
The PBS coaches will create a system to reinforce and monitor positive behavior support schoolwide. Expectations will be posted school wide.

Person Responsible   [no one identified]

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on the qualitative data from the 2020-2021 school climate survey and the SIP survey, we want to use the Targeted Element of Specific Teacher Feedback. We selected the overarching area of Specific Teacher Feedback based on data that demonstrated that although a majority of teachers felt supported by the leadership team,10% of teachers did not feel supported. When teachers are provided with specific feedback that focuses on growth targets and next steps, they feel supported and strong working relationships are built.
Measurable Outcome:	If we successfully implement Specific Teacher Feedback, 100% of teachers will feel supported by the leadership team as evidenced by the 2022 SIP survey.
Monitoring:	The leadership team will conduct weekly walkthroughs within their respective departments and provide teachers with immediate specific feedback that is descriptive and non-judgmental. The feedback will be used to initiate coaching/teacher collaboration and highlight teachers by celebrating what we want to reinforce. In addition, the feedback will allow members of the leadership team to communicate new expectations and provide additional support.
Person responsible for monitoring outcome:	Samuel Louis (pr7151@dadeschools.net)
Evidence-based Strategy:	Specific Teacher Feedback will assist in building the capacity of teachers by communicating expectations relating to areas of growth. Furthermore, specific teacher feedback creates a culture of continuous improvement.
Rationale for Evidence-based Strategy:	Specific Teacher Feedback informs deeper learning which in turn improves instruction. By providing teachers with meaningful feedback and additional support, teacher capacity is built. Teachers will value the support systems in place that has built their professional capacity as instructors. This ties in to the meaning of our area of focus and goal to have 100% of our teachers feeling supported.

Action Steps to Implement	

September 13 (ongoing)

After completing a walkthrough, members of the leadership team will leave immediate, constructive feedback for teachers and include the instructional coaches in the feedback. The parallel feedback provided to the instructor and the coach will facilitate coaching collaboration aligned with the administrators' expectations. The instructional coaches will provide on-going reciprocal feedback to the assistant principals on the improvements in growth areas that were identified during the walkthrough.

Person Responsible	Laurelynn Morrison-Young (youngl@dadeschools.net)

September 13 (ongoing)

Feedback to teachers will go beyond qualitative measures from walkthroughs and focus also on data points. Assistant Principals will meet with coaches along with teachers during collaborative planning time and provide feedback on topic assessments, unit assessments, and mid-year assessments. Furthermore, after an analysis of the data, action steps will be created to identify what standards need to be retaught, remediated, and reassessed.

Person Responsible	Laurelynn Morrison-Young (youngl@dadeschools.net)

September 13 (ongoing)

The feedback that will be provided to teachers will fall into three categories from what was observed of the instructional technique that was the focus on the walkthrough. Feedback will be categorized in what a teacher "can" do, what a teacher is on the "verge" of doing, and what a teacher can accomplish with additional support. Through these descriptions, instructional leaders can provide detailed context of areas of strength and what areas will be next in support while also defining long term goals of support. Finally, the feedback will be followed by next steps and specific resources and coaching that will be provided, when applicable, to an instructor.

Person Responsible Samuel Louis (pr7151@dadeschools.net)

September 13 (ongoing)

To provide effective feedback, an important action step is the quality of notetaking conducted by the observer. The observer will continuously write what the teacher and students are saying and doing, capture the standard and learning target, indicate the frequency and type of teacher and student questions and who responds, and lastly capture the exchanges that describe the quality of student talk, questioning, and the instruction that is in progress. This action steps encapsulates that the quality of the feedback is derived from the quality of the notetaking by the observer and being able to reconstruct the lesson during the post-walkthrough feedback meeting.

Person Responsible Samuel Louis (pr7151@dadeschools.net)

The leadership team will conduct monthly data chats with teachers by grade level focusing on ELA progress
monitoring, math topic assessments, and MYA data. At the conclusion of the data chats, teachers will be provided with individual next steps for their students.

Person Responsible Samuel Louis (pr7151@dadeschools.net)

Teacher successes will showcased and shared with staff via email.

Person Responsible Samuel Louis (pr7151@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the statewide comparable data, the primary area of concern is in property incidents with a rating of "Very High" and the secondary area of concern is public order incidents with a rating of "Middle". We will address both through the district's adopted campaign of Values Matter. Each month, we will focus on one of the following core values: honesty, integrity, cooperation, kindness, excellence, fairness, citizenship, responsibility, and respect. In addition, we are implementing the Restorative Justice Practices (RJP) initiative as an additional support mechanism to our students in the overall pursuit of an improved school-wide environment.

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 school culture is founded upon empowering each teacher to build a culturally responsive and positive based environment in their classroom. Teachers prioritize building a strong rapport with their students and having a culture in their classroom that rewards and recognizes positive behavior. From the bottom up, as each teacher establishes their own positive based support systems, the school wide culture is improved. In addition to each teacher establishing their individualized systems, collaboration among teams results in a schoolwide effect. The leadership team supports the effort of all stakeholders by implementing systems that address critical issues such as attendance, parental and community involvement, and the social emotional wellness of students.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teachers, the Student Services Department, and the PBIS Team. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principals monitor their respective department efforts and collaborate across departments to ensure that all information is communicated with all stakeholders in a timely manner. Instructional Coaches and Teachers assist in providing and responding to feedback from stakeholders. The Student Services Department ensure success by monitoring and supporting student progress, both academically and emotionally. The PBIS Team maintains positive school culture by consistently tracking and incentivizing positive behavior. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families. All stakeholders are responsible for recognizing and applauding student efforts in becoming model students.