

Miami-Dade County Public Schools

Miami Edison Senior High School



2021-22 Schoolwide Improvement Plan

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Miami Edison Senior High School

6161 NW 5TH CT, Miami, FL 33127

<http://edison.dadeschools.net/>

Demographics

Principal: James Dominique

Start Date for this Principal: 7/19/2021

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 Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (50%) 2016-17: C (50%)
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.

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	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Miami Edison Senior High School seeks to be a safe, supportive, and nurturing community which inspires all students to perform at high levels of learning. High standards and continuous improvement are embedded within our school culture to inspire lifelong learners to flourish in a global society.

Provide the school's vision statement.

The vision of Miami Edison Senior High School is to deliver a relevant and rigorous academy based curriculum designed to meet the educational needs of our diverse population. Students will be empowered through engaging social educational relationships, real world experiences, and community and business partnerships. Students are equipped with the essential tools to enable them to achieve their highest potential in their post secondary endeavors and to become lifelong learners.

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
Belliston, Devin	Science Coach	The Transformation Coach (K-5, 6-8, 9-12) supporting science will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Turnaround Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success. The Transformation Coach's job performance and evaluation will be conducted jointly by the school site administrator and the District's Turnaround Office.
Davis, Shakari	Reading Coach	The Transformation Coach (K-5, 6-8, 9-12) supporting literacy will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Turnaround Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success. The Transformation Coach's job performance and evaluation will be conducted jointly by the school site administrator and the District's Turnaround Office.
Campbell, Juan	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. The Assistant Principal will coordinate assigned student activities and services.
Lee, Vernatta	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. The Assistant Principal will coordinate assigned student activities and services.
Olibrice, Monfort	Math Coach	The Transformation Coach supporting math will provide instructional support and coaching to all students as they work to ensure that each student is able to reach his or her academic potential. His primary role is to work with math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need.
Maycock, Leon	Principal	The principal will lead the overall administration of instructional program and campus level operations. The principal will coordinate assigned student activities and services.

Demographic Information

Principal start date

Monday 7/19/2021, James Dominique

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.*

16

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.*

32

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

703

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

5

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

5

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	218	157	161	167	703	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	107	84	88	86	365	
One or more suspensions	0	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	26	30	40	147	
Course failure in Math	0	0	0	0	0	0	0	0	0	29	42	47	88	206	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	81	68	58	90	297	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	85	72	70	71	298	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	143	71	0	0	214	

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	110	90	87	115	402	

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	3	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	8	9	9	39

Date this data was collected or last updated

Monday 7/19/2021

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	188	184	188	173	733
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	89	89	89	58	325
One or more suspensions	0	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	28	30	41	1	100
Course failure in Math	0	0	0	0	0	0	0	0	0	44	47	89	4	184
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	72	57	92	54	275
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	76	69	72	55	272

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	97	87	116	55	355

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	3	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	9	9	3	31

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				20%	59%	56%	22%	59%	56%
ELA Learning Gains				35%	54%	51%	44%	56%	53%
ELA Lowest 25th Percentile				40%	48%	42%	50%	51%	44%
Math Achievement				41%	54%	51%	29%	51%	51%
Math Learning Gains				56%	52%	48%	44%	50%	48%
Math Lowest 25th Percentile				70%	51%	45%	56%	51%	45%
Science Achievement				57%	68%	68%	54%	65%	67%
Social Studies Achievement				58%	76%	73%	46%	73%	71%

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
09	2021					
	2019	19%	55%	-36%	55%	-36%
Cohort Comparison						
10	2021					
	2019	18%	53%	-35%	53%	-35%
Cohort Comparison		-19%				

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
2021					
2019	53%	68%	-15%	67%	-14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	71%	-18%	70%	-17%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	63%	-28%	61%	-26%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	36%	54%	-18%	57%	-21%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used by grade level to compile the data below was the mid-year interim assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		17.0%	
	Economically Disadvantaged		19.0%	
	Students With Disabilities		9.0%	
	English Language Learners		7.0%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		41.0%	
	Economically Disadvantaged		41.0%	
	Students With Disabilities		11.0%	
	English Language Learners		50.0%	
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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		27.0%	
	Economically Disadvantaged		24.0%	
	Students With Disabilities		0.0%	
	English Language Learners		0.0%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		38.0%	
	Economically Disadvantaged		37.0%	
	Students With Disabilities		33.0%	
	English Language Learners		17.0%	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		2.0%	
	Economically Disadvantaged		2.0%	
	Students With Disabilities		0.0%	
	English Language Learners		0.0%	
	Number/% Proficiency	Fall	Winter	Spring
US History	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		37.0%	
	Economically Disadvantaged		37.0%	
	Students With Disabilities		8.0%	
	English Language Learners		27.0%	

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			

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
SWD	27	36		30	29		43	33		88	48
ELL	9	23	29	18	38	42	29	22		87	81
BLK	17	27	33	16	25	28	44	24		95	74
HSP	21	29		31	38		38	35		77	85
MUL	20										

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
FRL	17	29	39	19	26	29	43	24		92	75
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	18	47	55	37	41	58	23	60		90	58
ELL	12	34	33	46	60	77	45	50		90	89
BLK	17	34	45	38	56	71	53	56		94	86
HSP	27	37	18	49	57	67	72	75		72	89
FRL	19	36	43	40	56	69	57	58		92	86
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
SWD	26	39	29	26	45	54	43	59		70	38
ELL	10	54	54	27	52	60	39	23		60	88
BLK	23	43	46	30	43	54	49	46		74	84
HSP	17	45	64	25	47	64	75	38		67	94
FRL	21	43	52	29	44	54	55	46		75	86

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	11
Percent Tested	79%
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	38
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	
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	38
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	43
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	20
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	39
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.

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

Reading proficiency, learning gains, and lowest quartile performance declined from 2018 to 2019 by 2 percentage points, 9 percentage points, and 10 percentage points respectively. According to the 2021 FSA data, Reading also declined in proficiency, learning gains, and lowest quartile learning gains by 3 percentage points, 7 percentage points, and 6 percentage points respectively.

Upon review of the Reading subgroup data from 2018 to 2019, performance declined for Students with Disabilities (SWD) by 8 percentage points for achievement. Black students, Students with Free and Reduced Lunch (FRL) declined in all areas. For achievement, Black students showed a 6-percentage point decrease, a 9-percentage point decrease for learning gains, and 1 percentage point decrease for lowest quartile learning gains.

However, the subgroups who exhibited the most loss in Reading were our ELL and Students with Free and Reduced Lunch. The ELLs and (FRL) students declined in achievement by 2 percentage points. For overall learning gains, the ELLs experienced a 20-percentage point decrease, and the lowest quartile ELLs showed a 21-percentage point decrease. The FRL students declined by 6-percentage points for learning gains and 9-percentage points for lowest quartile learning gains. From 2018 to 2019 Mathematics has shown increases in proficiency, learning gains, and lowest quartile learning gains. All subgroups have shown a 50-percentage point increase. The 2021 data outcomes reflect a decrease in proficiency of 21 percentage points, a decrease in learning gains of 29 percentage points, and a decrease of lowest quartile learning gains of 39 percentage points from 2019.

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

Based on progress monitoring and the 2019 state assessments, the areas with the greatest need of improvement is Reading and mathematics, specifically, the lowest quartile students in need of learning gains for our ELLs and FRL students.

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

Historically, the Literacy Department at MESH has experienced a turn over in teachers every two to three years. Most teachers in this department are Teach for America (TFA) and/or new or beginning teachers. This has led to building the capacity of individuals who leave and starting the process all over again. Additionally, through classroom walkthroughs and informal observations, we have implemented instructional coaching support and cycles due to the inconsistent use of effective instructional practices. The new actions that are necessary to address our needs are team building and collaborative efforts that will assist with staff buy-in and bonding, ongoing, job embedded professional development, and timely feedback for teachers that produces results and has impact in

the classrooms. The Math Department, however, usually performs well. The contributing factors for this area's overall, recent decline are teachers not being accustomed to effective, online instructional practices and inconsistent student progress monitoring data due to absences and/or quarantines. As we shift back to the physical setting for students, the team is committed to earlier interventions and extended learning opportunities in addition to stringent, ongoing progress monitoring and differentiated instruction.

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

Based on progress monitoring and 2019 state assessments in mathematics, the lowest quartile of students showed the most improvement with the learning gains and lowest quartile learning gains in increasing by at least 10-percentage points in each area. Also, U.S. History showed improvement in their achievement level data by at least a 10-percentage point increase.

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

The contributing factors that led to the improvement evidenced in math include, but are not limited to, the consistent implementation of Response to Intervention (RTI) days which allows teachers to capture progress monitoring data to utilize to inform interventions and remediation practices. Additionally, City Year has been instrumental in working through our Algebra I classes to provide small group support to students who are in the lowest quartile, and all students are progress monitored to ascertain what is working and what needs to be refined.

For U.S. History, students are scheduled in a double dose Research class that serves as an extra layer of support. The Research curriculum follows the core instruction in U.S. History to remediate deficient areas. The U.S. History teacher also utilizes his own test instrument to assess students, facilitate data chats, and further group students to differentiate instruction based on students' needs.

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

The strategies that we will need to implement in order to accelerate learning are the 21st Century Learning Objectives: Communication, Critical Thinking, Collaboration, and Creativity. Additionally, we will continue to implement Ongoing Progress Monitoring across the core content areas in order to monitor data outcomes, facilitate data discussions, and make instructional decisions. To support those areas, we will also align our extended learning opportunities to leverage all learning spaces for academic improvement and acceleration efforts.

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 professional development opportunities that will be provided at the school to support teachers and leaders include, but are not limited to, the following:

Power Hour Sessions across the curriculum (Beginning September- Ongoing); Vision Meeting, job embedded PD sessions (Beginning September- Ongoing); Common Planning sessions (Ongoing); Coaching Cycles/Support - Ongoing; School-wide Vocabulary Acquisition Strategies (Beginning September- Ongoing)

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

The Leadership Team is comprised of the administrators, instructional coaches, and School Assessment Coordinator. This body will meet weekly to disaggregate all data, align walkthrough practices, discuss teacher support and next steps. Additionally, the coaches and administrators will

participate in weekly common planning sessions to work on lesson planning, instructional strategy implementation, and data outcomes. All interventionists and/or City Year support personnel will participate in weekly planning sessions with the instructional coaches to align their remediation and enrichment support for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on the data review, our school will implement the element of student engagement. We selected the overarching area of student engagement based on our decline in proficiency, learning gains, and lowest quartile learning gains in Reading and Mathematics, especially for our ELL and FRL student population. According to the 2021 data, Reading declined in proficiency, learning gains, and lowest quartile performance by 3 percentage points, 7 percentage points, and 6 percentage points respectively. For Mathematics, the data reflects a decrease of 21 percentage points in proficiency, an overall decrease in learning gains of 29 percentage points, and a decline in the lowest quartile learning gains of 39 percentage points.
Measurable Outcome:	If we successfully implement student engagement, then our Reading learning gains and lowest quartile learning gains will increase by at least 10-percentage points.
Monitoring:	The Leadership Team will engage in monthly, internal Impact Reviews to assess teaching and learning, provide feedback, and set coaching support/goals. Data chats will take place weekly via Instructional Leadership Team meetings to discuss ongoing progress monitoring and teacher support. Administrators will conduct informal walkthroughs that are targeted on Administrator Lesson Plans (ALPs) to engage in discussions with the principal about teacher support. Lastly, administrators will participate in weekly common planning sessions and review end products for implementation of standards-aligned instructional objectives. Based on our findings, cohorts of students will be targeted for extended learning support through remediation and enrichment opportunities.
Person responsible for monitoring outcome:	Leon Maycock (lmaycock@dadeschools.net)
Evidence-based Strategy:	Within the element of student engagement, our school will focus on the evidence-based strategy of the 21st Century Learning Objectives: Communication, Collaboration, Critical Thinking, and Creativity. The 21st Century Learning Objectives refers to certain core competencies which are all integral to student success. Utilizing these competencies to bolster standards-aligned instruction will increase student engagement and their ability to perform on various levels of learning tasks.
Rationale for Evidence-based Strategy:	The 21st Century Learning Objectives will ensure that teachers have the repertoire of skills and knowledge necessary to build rigorous, engaging lessons that lead to academic growth through mastery of content and problem solving.

Action Steps to Implement

The Instructional Leadership Team (ILT) will discuss the implementation of the 21st Century Learning objectives and what that should look like across all content areas. A list of performance indicators will be devised to ensure that we have aligned goals to facilitate this step. These steps will be finalized at the September 3rd and September 10th ILT meetings.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

The instructional coaches will re-introduce the 4 C's - Communication, Collaboration, Creativity, & Critical Thinking, through a common planning session during the weeks of September 6th and September 13th and discuss the connection to student engagement. The coaches will also share the performance indicators that were discussed in the ILT meeting.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

The instructional coaches will facilitate planning sessions with teachers to include elements of the 4 Cs in their lessons to enhance student engagement practices. Teachers will have their lessons vetted through Common Planning for feedback. This process will unfold from the week of September 13th through the week of October 25th.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

Administrators will support this process by attending all common planning sessions and participating in monthly internal impact reviews. Administrators will share their findings at weekly ILT meetings to ensure that the process is successful and direct coaching support based on the needs of the department. The first internal Impact Review is September 23rd.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

Implementation II

The Instructional Leadership Team (ILT) will specifically plan for the implementation of the following strategies based on feedback from the Impact Review to bolster student engagement through the use of the 4 Cs: Turn & Talk; Think, Write, Pair & Share; Wait Time, Cold Calling, Note taking system; and modeling think-alouds during the I Do portion of the Gradual Release of information to students. The timeline for these discussions and planning sessions will begin the week of November 1st and will be ongoing until December 17th.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

Implementation II

Administrators will support this process by attending and participating in all Common Planning sessions, participating in bi-weekly, internal Impact Reviews, and providing actionable feedback to teachers on a weekly basis after walking through classrooms.

This process will begin the week of November 1st and will be ongoing until December 17th.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement Differentiated Instruction (DI). We selected the overarching area of differentiation based on our decline in proficiency, learning gains, and lowest quartile learning gains in Reading and Mathematics, especially for our ELL and FRL student population. According to the 2021 data, Reading declined in proficiency, learning gains, and lowest quartile performance by 3 percentage points, 7 percentage points, and 6 percentage points respectively. For Mathematics, the data reflects a decrease of 21 percentage points in proficiency, an overall decrease in learning gains of 29 percentage points, and a decline in the lowest quartile learning gains of 39 percentage points.
Measurable Outcome:	If we successfully implement Differentiated Instruction or DI, then our ELL and FRL students will increase in learning gains and lowest quartile learning gains by at least 15-percentage points.
Monitoring:	The Leadership Team will participate in weekly discussions regarding classroom instruction and teacher support. Those conversations will include specific questions about student groupings for small group support, remediation and enrichment curriculum. Throughout the school year, data discussions will be conducted by the administrative team with teachers, and teachers with students, to ascertain what is working and what needs to be refined. Additionally, coaches will spend instructional planning time with teachers and all interventionists who are conducting differentiated lessons to ensure that lessons are standards-aligned and meeting students' needs.
Person responsible for monitoring outcome:	Vernatta Lee (vernatta@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of DI, our school will focus on the evidence-based strategy of: Ongoing Progress Monitoring. Ongoing Progress Monitoring will assist us with consistently capturing data to assess instruction and inform decision making practices around what students need. Data driven differentiated instruction will be monitored through classroom visits, data chats, and revised groupings and plans for our targeted cohort of students.
Rationale for Evidence-based Strategy:	Ongoing progress monitoring will ensure that teachers are in the practice of reviewing student data to ascertain areas of strength and weakness. This practice will inform planning for grouping students, resource utilization, and next steps. Instructional focus calendars, in alignment with District Pacing guides, will be utilized to ensure that standards-aligned instruction is happening coupled with consistent remediation and enrichment opportunities.

Action Steps to Implement

The coaches will collaborate with the administrative team to discuss the initial data that will be utilized to inform instructional practices via the Instructional Leadership Team (ILT) meeting. This task will be completed during the September 3rd and September 10th ILT meetings. A calendar of assessments will be devised with testing windows and proposed data chat dates for the first half of the school year, August - December. This calendar will contain information for ELA, Reading, Algebra I, Geometry, & U.S. History.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

The coaches will collaborate with the teachers via Common Planning and/or Vision Meetings to plan for the selection and use of appropriate resources and strategies to utilize for the low, on the verge, and proficient student groups. These sessions will unfold from the week of September 13th through the week of October 25th.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

The coaches will devise Instructional Focus Calendars (IFCs) to guide teachers' implementation of progress monitoring assessments, data discussions, and next steps. This task will be completed by the week of September 27th. We will embed stopping points throughout the first nine-week period to refine this process.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

Administrators will monitor the implementation of progress monitoring assessments, data discussions, and the development and revisions of IFCs through weekly visits to Common Planning and one-on-one meetings with the teachers throughout the first nine-week period.

Person Responsible Leon Maycock (lmaycock@dadeschools.net)

Implementation II

The Instructional Leadership Team (ILT) will assist core teachers with the following areas that were discussed during the IR: implementation of multiple levels of questioning; implementation of consistent data chats after assessments; use of City Year and prescribed curriculum for interventions; and where applicable, allowing students to set goals.

This discussion will begin the week of November 1st and be ongoing until December 17th.

Person Responsible Leon Maycock (lmaycock@dadeschools.net)

Implementation II

Administrators will monitor the implementation of multiple levels of questioning, data chats, CY interventions and student goal setting through weekly walkthroughs, bi-weekly internal Impact Reviews, and participation in weekly Common Planning sessions.

This discussion will begin the week of November 1st and be ongoing until December 17th.

Person Responsible Leon Maycock (lmaycock@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data review, our school will target Student Attendance. Through our data review we noticed that 36% of students had 31 or more absences. By providing students and staff opportunities to connect outside of just classroom experiences, we will reduce this number and build on their academic performance.

Measurable Outcome: If we successfully target student attendance, our students will attend school regularly and perform better academically. We deduce that if we strengthen staff and student connections, students who exhibit poor attendance and/or who are truant will attend school on a regular basis. Thereby reducing the percentage of students with 31 or more absences by at least 10-percentage points.

Monitoring: Attendance reports will be monitored on a weekly basis by the Attendance Review Committee (ARC). This body will share their findings bi-weekly via Operational Leadership Team meetings. Additionally, student attendance will be monitored daily with follow-up practices to make parental contact for students who miss classes and/or who are late to school. The ARC will facilitate three parent meetings throughout the school year to inform parents about effective attendance practices and the link to academic achievement. They will also have sessions in place throughout the year for specific cohorts of students and their families that need assistance to ensure that student attendance practices are not impacted by outside influences.

Person responsible for monitoring outcome: Leon Maycock (lmaycock@dadeschools.net)

Evidence-based Strategy: Within the targeted student attendance, our school will focus on the evidence based strategy of: Staff and Student Connections.

Rationale for Evidence-based Strategy: Staff and student connections will enhance relationship building practices among students, their teachers, and the leadership team. There is a specific cohort of students that are consistently missing an increased amount of days from school based on our data review. Connecting with these students in non traditional ways and experiences outside of the classroom may spark an interest in school because of their ties with key individuals in the building.

Action Steps to Implement

Discuss the Staff/Student Interactions essential practice and its potential impact on student attendance at the second Faculty Meeting of the school year, Tuesday, September 14th. This meeting will serve as a refresher for the initiatives that were introduced at the Opening of School meetings and why they are integral to what we are doing to capture our students and build positive relationships.

Person Responsible Leon Maycock (lmaycock@dadeschools.net)

The Instructional Leadership Team (ILT) members will meet, plan for, and train all teachers on the school-wide reading of Seven Habits of Highly Effective Teens, by Sean Covey, and the school-wide vocabulary acquisition initiative. All training sessions will be completed by Friday, September 10th.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

The Instructional Leadership Team (ILT) members will participate in the first Internal Impact Review to ascertain the implementation of the initiatives and discuss what's working and what may need to be

revised or enhanced for maximum impact. The review is set for Thursday, September 23rd, 1st and 3rd periods.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

The administrators will monitor these areas during weekly walkthroughs and discuss the impact during administrative meetings throughout the first nine-week period. Additionally administrators will review the weekly attendance bulletins and Early Warning Indicator reports beginning the week of September 13th to see if our initiatives are positively affecting student attendance outcomes.

Person Responsible Leon Maycock (lmaycock@dadeschools.net)

Implementation II

The Instructional Leadership Team (ILT) members will provide a refresher training on the school-wide reading initiative and the vocabulary acquisition initiative at the November 9th Vision Meeting. Teachers will participate in a share-out regarding Glows/Grows from the first nine-weeks of implementation.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

Implementation II

The school-wide reading initiative will continue to be monitored by the Reading Ambassadors. All faculty/staff will be alerted via a calendar invite of reading times designated for Fridays as a reminder to participate. This will be ongoing from the week of November 1st through December 17th.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team**Area of Focus Description and Rationale:**

Based on qualitative data from the School Climate survey and SIP survey and review of the Core Leadership Competencies, we will focus on our Instructional Leadership Team. Of the twenty-four responses received, 12% of teachers still don't feel like their ideas are considered and/or listened to, and sixteen percent of teachers feel that we don't work as a team. By providing more opportunities for teachers to participate in decision making and meaningful collaboration, we will have a larger response to critical surveys that yield information that we need to build on the school culture, and student outcomes will be positively impacted, indirectly, through this process.

Measurable Outcome:

If we successfully implement the targeted element of Instructional Leadership Team, our teachers will be provided with a consistent space to be heard and to participate in goal-setting initiatives and problem-solving protocols. To that end, teachers will be an integral part of all Vision meetings, Faculty meetings, and Common Planning sessions. The percentage of teachers that will be positively impacted with this shift will increase by 15% during the 2021-2022 school year.

Monitoring:

The Instructional Leadership Team members will collaborate to develop specific parameters for all meetings: Faculty, Vision, Common Planning, and Power Hours. These parameters will ensure that collaborative spaces and meetings have a clear goal and/or objective, a strategy or resource that will assist with meeting the goal/objective, and specific check points to assess the way of work in order to continue on the intended path or pivot because the original plan is not working.

Person responsible for monitoring outcome:

Vernatta Lee (vernatta@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Making Meetings Matter. All of the work with teachers and building capacity and vision sharing involves some sort of meeting. In order for there to be explicit, effective, and impactful communication, our meetings and shared spaces must be structured to produce positive outcomes, resources, and actions.

Rationale for Evidence-based Strategy:

Making meetings matter will involve the leadership and expertise of key stakeholders in the building. The goal for this endeavor is to energize all of our meeting spaces and provide opportunities for relevant professional development, engaging data chats and academic conversations, and goal sharing and problem-solving discussions. Once the various meetings function in such a way that teachers feel empowered, the environment and culture will be positively transformed.

Action Steps to Implement

The administrative team will share a common message that all meetings (Common Planning, Faculty Meetings, Vision Meetings, Club Sponsors Meeting, etc...) will begin with the end in mind. To that end, facilitators and presenters will share the goal or intended outcome of every meeting when it begins. This protocol will be shared with all meeting facilitators by the week of September 13th through administrative updates.

Person Responsible

Leon Maycock (lmaycock@dadeschools.net)

All meetings will be structured so that activities and information are aligned to the intended outcome. This structure will include a space to collaborate on meeting norms. This meeting protocol will unfold from the week of September 13th throughout the first nine-week period.

Person Responsible Leon Maycock (lmaycock@dadeschools.net)

As much as possible, meetings will be interactive and collaborative in nature in order to engage all stakeholders. There will be opportunities for discussion, problem solving techniques, and Turn/Talk and/or Turn/Learn type activities. This meeting protocol will unfold from the week of September 13th throughout the first nine-week period.

Person Responsible Vernatta Lee (vernatta@dadeschools.net)

The administrative team will be present in all meetings. They will provide feedback and make changes as necessary to ensure that the elements of an effective, meaningful meeting space are in place. This meeting protocol will unfold from the week of September 13th throughout the first nine-week period.

Person Responsible Leon Maycock (lmaycock@dadeschools.net)

Implementation II

The Instructional Leadership Team (ILT) will discuss guiding questions that are aligned to the SIP during the ILT meeting the week of October 25th. These questions will be the basis of departmental share outs at the first Vision Meeting of the school year, Tuesday, November 9th.

This will begin the process of monthly discussions around goal setting, data chats, departmental support of SIP initiatives, and feedback based on internal Impact Reviews as we endeavor to reach our goal of obtaining a B grade.

This process will be ongoing from November 1st through December 17th.

Person Responsible Leon Maycock (lmaycock@dadeschools.net)

Implementation II

The administrators will monitor this process by participating in departmental meetings or Common Planning sessions to assist. Also, the administrators will follow-up Vision Meetings with classroom walkthroughs to look for evidence of what teachers are doing to support our overall school goals.

This process will be ongoing from November 1st through December 17th.

Person Responsible Leon Maycock (lmaycock@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

N/A

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.

The MESH team employs numerous initiatives and activities to assist with building a positive school culture and environment. Throughout the school year, students and teachers alike are included in relevant celebrations and activities. For example, we prioritize student activities such as pep rallies, lunch time celebrations, incentives for academic accomplishments, etc... Additionally, we celebrate ALL faculty and staff with accolades and acknowledgement for their special weeks such as Student Services week, Clerical week, Teacher Appreciation week, Haitian Flag week celebrations, Women Empowerment month, etc... The administrative team participates with teachers in wearing school spirit paraphernalia, and we nominate teachers for various reasons to be recognized for their commitment to students and the school. Communication and voice is also integral in building a positive school culture. The team works collectively to provide opportunities for transparent conversations, new ideas, and planning for implementation of activities that will strengthen and add to the school's culture.

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

The stakeholders involved in promoting positive culture and school environment practices are the School Leadership Team members. Each member of the team works to support specific initiatives and tasks that benefit the school's culture and environment. For instance, the Principal and administrative team work in concert to review pertinent survey data and observational data to determine what is needed to positively impact the worksite. The team works together with other leaders in the building to plan for morale boosting initiatives that will be ongoing and yield results.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00

Total:	\$0.00
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