

Miami-Dade County Public Schools

# Miami Sunset Senior High School



2021-22 Schoolwide Improvement Plan

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# Miami Sunset Senior High School

13125 SW 72ND ST, Miami, FL 33183

<http://sunsethigh.dade.k12.fl.us/>

## Demographics

**Principal: John Lux**

Start Date for this Principal: 2/14/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (52%) 2017-18: C (52%) 2016-17: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Miami Sunset Senior High School

13125 SW 72ND ST, Miami, FL 33183

<http://sunsethigh.dade.k12.fl.us/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School 9-12</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>78%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>95%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		C	C	C

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Miami Sunset Senior High School is to provide the students with a personalized learning environment, academic rigor, innovative skills and knowledge to prepare them for challenging and rewarding careers in a global economy.

#### **Provide the school's vision statement.**

Students will acquire the knowledge to function effectively in today's technology driven world by becoming self-directed, lifelong learners that are able provide positive contributions to society.

### 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
Lux, John	Principal	Oversees the daily activities and operations within a school. Their main duties include disciplining or advising students, approving Teachers' curriculum and ensuring the school environment is safe for all students and staff members.
Gomez, Selene	Assistant Principal	Deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. Coordinate with principal and to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Munoz, Raydelin	Assistant Principal	Deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. Coordinate with principal and to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Castaing, Eric	Science Coach	Ensure that the support staff service the instructional and administrative needs of the Science Department. When necessary, chairs serve as liaison between faculty and support staff to make certain that the goals of the department are met in conjunction with the vision and mission of the school.
Horowitz, Rachel	Reading Coach	Ensure that the support staff service the instructional and administrative needs of the English/Language Arts/ Reading Department. When necessary, chairs serve as liaison between faculty and support staff to make certain that the goals of the department are met.
Martinez, Michelle	Instructional Coach	Ensure that the support staff service the instructional and administrative needs of the Social Studies Department. When necessary, chairs serve as liaison between faculty and support staff to make certain that the goals of the department are met.

## Demographic Information

### Principal start date

Friday 2/14/2014, John Lux

**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.*

34

**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.*

25

**Total number of teacher positions allocated to the school**

53



**Total number of students enrolled at the school**

1,153

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

4

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

2

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	353	251	254	295	1153
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	76	45	37	52	210
One or more suspensions	0	0	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	0	22	73	65	28	188
Course failure in Math	0	0	0	0	0	0	0	0	0	0	31	73	44	34	182
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	65	62	49	91	267
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	56	61	33	90	240
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	175	0	0	0	175

**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	0	75	99	71	94	339

**The number of students identified as retainees:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	3	0	0	7	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	0	2	5	10

**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	0	250	258	284	270	1062
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	37	53	44	5	139
One or more suspensions	0	0	0	0	0	0	0	0	0	0	16	22	27	10	75
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	34	55	19	5	113
Course failure in Math	0	0	0	0	0	0	0	0	0	0	50	82	20	9	161
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	62	49	85	69	265
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	62	33	85	80	260

**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	0	100	71	86	60	317

**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	2	0	0	7	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	4	3	9

## 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				42%	59%	56%	43%	59%	56%
ELA Learning Gains				49%	54%	51%	45%	56%	53%
ELA Lowest 25th Percentile				48%	48%	42%	37%	51%	44%
Math Achievement				42%	54%	51%	41%	51%	51%
Math Learning Gains				40%	52%	48%	51%	50%	48%
Math Lowest 25th Percentile				32%	51%	45%	50%	51%	45%
Science Achievement				57%	68%	68%	57%	65%	67%
Social Studies Achievement				72%	76%	73%	71%	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	41%	55%	-14%	55%	-14%
Cohort Comparison						
10	2021					
	2019	40%	53%	-13%	53%	-13%
Cohort Comparison		-41%				

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

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	53%	68%	-15%	67%	-14%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	67%	71%	-4%	70%	-3%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	42%	63%	-21%	61%	-19%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	39%	54%	-15%	57%	-18%

### 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 includes the 2021 Mid Year Assessments administered through Performance Matters for Grades 9 and 10 English Language Arts, Algebra 1, Geometry, Biology, and US History. The information was compiled through Power Bi. Mid Year assessments were offered to both Physical and Online students beginning in November 2020. Tests were administered by the classroom teachers of the tested subject areas over the course of one to two school days, with Online students connecting via Zoom for the purpose of monitoring testing conditions. Testing administration concluded in January 2021.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	37.4	
	Economically Disadvantaged	0	36.7	0
	Students With Disabilities	0	18.4	0
	English Language Learners	0	7.1	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	52.5	
	Economically Disadvantaged	0	50.4	0
	Students With Disabilities	0	25.6	0
	English Language Learners	0	45.8	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	48.2	
	Economically Disadvantaged	0	61.0	0
	Students With Disabilities	0	36.7	0
	English Language Learners	0	20.0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	34.6	
	Economically Disadvantaged	0	34.3	0
	Students With Disabilities	0	14.3	0
	English Language Learners	0	29.7	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	16.7	0
	Economically Disadvantaged	0	15.5	0
	Students With Disabilities	0	11.5	0
	English Language Learners	0	11.4	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	68.3	0
	Economically Disadvantaged	0	65.1	0
	Students With Disabilities	0	56.1	0
	English Language Learners	0	64.7	0

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

**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	20	27	14	25	29	24	36	41		94	19
ELL	25	38	33	22	26	25	44	49		93	69
HSP	43	42	27	30	30	26	54	50		92	57
WHT	60	52		33	20					100	33
FRL	42	40	26	28	29	24	50	47		93	56



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	20	33	39	26	35	22	28	53		85	33
ELL	22	40	48	37	43	39	46	53		82	69
BLK	25	42		12	8	8	27			86	32
HSP	42	49	49	43	42	34	59	72		84	56
WHT	47	45		48	41		45	71		88	43
FRL	39	48	47	40	38	31	53	68		87	54
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	33	46	39	28	53	54	43	29		77	8
ELL	19	44	39	37	56	53	36	49		73	65
BLK	28	36		39	43					65	36
HSP	43	45	37	40	51	50	55	69		82	48
WHT	60	54		49	53		75	85		81	32
FRL	40	44	38	41	51	49	55	71		82	46

### 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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	50
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	45
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?

Several End of Course examinations have maintained at a consistent level, only varying one or two percentage points from year to year. The 2021 data for these courses include the English/Language Arts Florida State Assessment (44% proficient), Mathematics End of Course tests (30% proficient), both for Algebra 1 and Geometry, as well as the Biology End of Course exam (56% proficient). The Social Studies End of Course Exam (51% proficient) exhibited a steep decline. However, as it was announced that students would not be negatively impacted by the results of statewide assessments, many students did not take these exams seriously. In regards to attendance, the ninth and twelfth grader students were the subgroup with the greatest number of referrals. Those having more than two referrals were the ninth graders. Ninth grade scores from the previous year were predicted to negatively impact not only the tenth grade scores for English Language Arts, but other subjects as well. Learning gains for English Language Arts demonstrated 42% proficient, while the lowest 25 accounted for 27% proficient. Learning gains for Mathematics demonstrated 30% proficient, while the lowest 25 accounted for 25% proficient. Attendance statistics indicate that the high rate of absences may have impacted test scores. All subject areas were greatly impacted.

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

Although all subject areas were below 50% in proficiency, the mathematics data for both Algebra 1 and Geometry appeared to be the lowest. Also, United States History End of Course test demonstrated a significant decrease from previous years. In regards to Discipline, the school should focus on the ninth grade population, as many of these students have not been in a physical school setting in the past eighteen months.

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

Last school year, there was a general lack of student accountability, as well as motivation to perform amid the global COVID-19 pandemic. Attendance and distance learning may have impacted low test scores. Additionally, many students within our school building were attending school virtually, not physically. Students may not have been self-motivated to work more independently. Consistency in learning is important for retaining knowledge, and distance learning may have contributed to the lack of reinforcement needed from face-to-face interactions between teachers and students. As students had not been physically attending school, many were lacking basic skills. Particularly with the upper grades, one can see that there was a lack of parental involvement. As the United States History Exam is not required for high school graduation, students chose not to take the exam seriously. In terms of discipline, there should be a focus on enforcement of school rules and regulations, such as adherence to dress code, wearing of IDs and masks. The school's actions to address these needs for

improvement include to update the student dress code to increase adherence. The school recently updated the school website to keep parents better informed on both school and district mandates and protocols. Administration will encourage teachers to attend professional development on student engagement activities. The school will increase student related activities to encourage increased participation, such as spirit weeks and attending sporting events.

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

There was a significant increase in the English/Language Arts Florida State Assessment scores from previous years, both for Grade 9, as well as Grade 10.

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

Although many students within our school building were attending school virtually, not physically, due to the global COVID-19 pandemic, there was still the expectation to perform, as the Florida State Assessment in English Language Arts is a requirement for high school graduation. Teachers followed the pacing guide, set up consistent reinforcement strategies, such as, journal writing, engaging students in collaborative spaces like breakout rooms, and monitored progress consistently. More support was given to at-risk students. For example, those who were failing, had their parents contacted, and were provided opportunities to make up assignments and attend after school tutoring, to help reinforce learning. Technology programs helped, as well. Additionally, As students had not been in physically attending school, many were lacking basic skills. Particularly with the older grades, one can see that there was a lack of parental involvement. New actions that the school has undertaken this year is the inclusion of a full time Literacy Coach, who will provide additional instruction and support to the English Language Arts teachers in all grade levels. The school will also initiate after school tutoring sessions. Students who have yet to meet a passing score on the FSA - ELA Grade 10 will have the opportunity to earn a concordant score with the ACT and SAT School Day administration, as well as participate in the ACT Mastery Prep Bootcamp.

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

Strategies that the school will look to implement include, but are not limited to the use of interventionist with small group or differentiated instruction. The school will also extended learning opportunities, such as tutoring and ways of involving parents in order to address attendance issues. Additionally, the school will look at providing alternative assessments for re-takers, as well as provide incentives to those students to demonstrate mastery of skills. The implementation of online assessment platforms, such as Edgenuity and Common Lit, can provide reinforcement of curricular content. Teaching students to self-monitor (metacognition) will help them feel accountable, especially using Performance Matters for progress monitoring, as well as, data chats to keep them involved. Journal writing, explaining a math equation or a concept or theory, in other subjects, will incorporate cross curricular planning.

**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 will include but not limited to classroom management strategies and using Performance Matters to maximize progress monitoring. Other professional development should focus on ways to increase parental involvement

The school will provide opportunities for collaboration among teachers and administrators regularly to help maintain consistent results and growth. Teachers can engage in Sharing Best Practices to increase student engagement and participation.

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

Faculty and staff need additional time for school based committees to address what types of incentives can be used with all stakeholders. Additionally, cross-curriculum collaboration will support student engagement and motivation in order to generate "buy-in" for students and parents as well. Extended learning opportunities should be provided, such as offering subject area tutoring and end of course boot-camps for review.

**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 Targeted Element of Student Engagement. We selected the overarching area of Math, which demonstrated only 30% proficient on the 2021 EOCs, based on our findings that demonstrated learning gains for the lowest 25% subgroup were decreasing, with only 25% proficient on the 2021 EOCs, and there was a significant decrease in the area of Math, both with Algebra 1 and Geometry. As we are not meeting the needs of all learners, we must improve our ability to enhance student engagement, through differentiation and standards based collaborative planning, in order to provide scaffolding to move these students toward proficiency.

**Measurable Outcome:**

If we successfully implement Student Engagement, comparing results from 2021 Fall Topic Assessments to 2020 Fall Topic Assessments, there will be an improvement of two percentage points in student scores. By the end of the first quarter, teachers will be able to use the data from the Topic Tests in Performance Matters to identify the Lowest 25% subgroup in order to implement Differentiated Instruction. If we successfully implement Student Engagement, then our Lowest 25% students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:**

The Leadership Team will conduct regular walkthroughs to ensure quality instruction is taking place. Data chats at the semester, to adjust groups based on current data in real time, and follow-up with data analysis of formative assessments of lowest 25% students will be reviewed monthly to observe progress. Teachers will share best practices at bi-monthly department meetings. Extended learning opportunities will be offered to these students.

**Person responsible for monitoring outcome:**

John Lux (johnclux@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of Data Driven Instruction. Data driven instruction will assist in accelerating the learning gains of our Lowest 25% students as it is a systematic approach of instruction to meet the students' needs. Data driven instruction will be monitored through the use of data trackers, such as Topic Assessments to drive instructional practice.

**Rationale for Evidence-based Strategy:**

Data Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

Administration will provide departmental data to teachers through the preliminary data chat, looking at past data, not only from state assessments, but also from the 2020-2021 Mid Year Assessment Data.

**Person Responsible**

John Lux (johnclux@dadeschools.net)

Administration will meet with Math Department Chair person and the Algebra 1 and Geometry Teachers to encourage the teachers' participation in completing the Topic Tests as part of their regular classroom instruction.

**Person Responsible**

John Lux (johnclux@dadeschools.net)

The Math Department Chair will meet with the School Assessment Coordinator to schedule adequate times in the computer labs in order to administer the district Topic Tests for Algebra 1 and Geometry.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Algebra 1 and Geometry teachers will review the data from the Topic Tests in order to identify their subgroups to begin Differentiated Instruction.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Beginning on November 1, 2021 and running through December 17, 2021, specific actions taking place within the Algebra 1 and Geometry classes include the use of Topic Tests results to identify targeted students who exhibit approaching and developing proficiency. Expected shifts in systems and processes will be these identified students will be encouraged to attend after school tutoring provided by the Math Honor Society. If implemented with a high degree of fidelity, expected shifts in behavior will be increased student engagement in the material and improved topic test results.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Beginning on November 1, 2021 and running through December 17, 2021, specific actions taking place within the Algebra 1 and Geometry classes include teachers using district pacing guides and lesson plans to prepare for students for Mid Year Assessment. Expected shifts in systems and processes include teachers identifying specified targeted areas of concern based on topic tests results and historical statistical data. If implemented with a high degree of fidelity, expected shifts in behavior will be teachers will increase student engagement in targeted practice for these areas of concern.

**Person Responsible** John Lux (johnclux@dadeschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Based on the data review of the 2021 ELA FSA, 44% of students demonstrated proficiency, therefore, our school will implement the Targeted Element of Standards Aligned Instruction. We selected the overarching area of Standards Aligned Instruction, based on our findings that demonstrated learning gains had become stagnant across several subject areas, at 42%, with the lowest 25 demonstrating 27% proficiency. As we are not meeting the needs of all learners, we must improve our ability to support, through differentiation and standards based collaborative planning, in order to provide scaffolding to move these students toward proficiency.

**Measurable Outcome:** If we successfully implement Standards Aligned Instruction, comparing results from 2020 the Phonics and Reading Inventories to 2021 the Phonics and Reading Inventories, there will be an improvement of two percentage points in student scores. By the end of the first quarter, teachers will be able to use the data from the Phonics and Reading Inventories to identify the Lowest 25 percentile subgroup in order to implement Differentiated Instruction. If we successfully implement Standards Aligned Instruction, then our learning gains will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments in the areas of English Language Arts.

**Monitoring:** The Leadership Team will facilitate the use of collaborative planning within departments on a monthly basis among teachers of the same subject area. Cross-curricular collaborative planning will be strongly encouraged among teachers of the same grade level. Administrators will review bi-weekly lesson planning to ensure that teachers are following the district pacing guides.

**Person responsible for monitoring outcome:** Raydelin Munoz (236288@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Standards Aligned Instruction, our school will focus on the evidence based strategy of Checks for Understanding. Checking for Understanding is an important step in the teaching and learning process. The background knowledge that students bring into the classroom influences how they understand the material shared and the lessons or learning opportunities provided. In fact, Checking for Understanding is part of a formative assessment system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions.

**Rationale for Evidence-based Strategy:** Checks for Understanding will ensure that teachers are using research based practices that follow state adopted standards within specific content area.

**Action Steps to Implement**

Administration will provide departmental data to teachers through the preliminary data chat, looking at past data, not only from state assessments, but also from the 2020-2021 Mid Year Assessment Data.

**Person Responsible** John Lux (johnlux@dadeschools.net)

Administration will meet with English Department Chair person and the Literacy Coach to encourage the Language Arts and Reading teachers' participation in completing the various assessment practices, such as technology-based programs for progress monitoring and assessment, including but not limited to USA



Test Prep, Commonlit, Edgenuity, and selection tests from myPerspectives as part of their regular classroom instruction.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Teachers will implement the Phonics and Reading Inventories in their classrooms, as well as the FSA writing and reading practice tests to prepare for the last year of the FSA assessments.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Language Arts and Reading teachers will review the data from the Reading and Phonics inventories in order to identify their subgroups to begin Differentiated Instruction.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Beginning on November 1, 2021 and running through December 17, 2021, specific actions taking place within the Reading classes, includes the incorporation of independent reading through The Read 180 program. Teachers will develop Differentiated Instruction groups based on the students' Lexile levels. The expected shifts in behaviors will be increased standards aligned instruction, as teachers have attended Curriculum Professional Development in using the program and pacing guide. If implemented with a high degree of fidelity, expected shifts in systems and processes will be the incorporation of the rotations using the Lexile leveled readers, paired with reading comprehension quizzes as a means of progress monitoring.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Beginning on November 1, 2021 and running through December 17, 2021, specific actions taking place within the Language Arts classes, includes the incorporation of independent reading through SAAVAS My Perspectives program. Teachers will develop Differentiated Instruction groups based on the baseline exam. The expected shifts in behaviors will be increased standards aligned instruction, as teachers have attended Curriculum Professional Development in using the new textbook and pacing guide aligned to the new standards. Teachers will monitor for progress through Selection Tests and journal writing in preparation for the Mid Year Assessment. If implemented with a high degree of fidelity, expected shifts in systems and processes will be the incorporation of independent leveled readers for lower level students, with guided annotation practice or the use of independent reading with comprehension questions, which the teacher can assign to individual students.

**Person Responsible** John Lux (johnclux@dadeschools.net)

**#3. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Based on the 2021 data review, our school will implement the targeted element of student attendance. Through our data review, we noticed that the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our lowest 25% have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is constantly high.

**Measurable Outcome:** By the end of the first quarter, the school will be able to identify those students who have more than three unexcused absences, in order to implement Attendance Contracts. If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 10 percentage points by June 2022.

**Monitoring:** The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on tract to meet the outcome, this data will be discussed during data chats with students and parents, when necessary.

**Person responsible for monitoring outcome:** Selene Gomez (sgomez1@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will monitored on a weekly basis to prevent a pattern of excessive absences.

**Rationale for Evidence-based Strategy:** Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

**Action Steps to Implement**

Teachers will monitor their daily attendance and submit data to the Leadership Team on a weekly basis with emphasis on attendance trends.

**Person Responsible** John Lux (johnclux@dadeschools.net)

The Community Involvement Specialist will work to connect with families who struggle with attendance and identify the root cause for absences and crease a plan of action to ensure students are able to be present daily.

**Person Responsible** John Lux (johnclux@dadeschools.net)

The Social Worker and Counselors will mentor individual students who have consistent truancy and connect with them bi weekly to reward to encourage attendance efforts.

**Person Responsible** John Lux (johnclux@dadeschools.net)

The Leadership Team will plan regular student incentives to promote consistent student attendance.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Beginning on November 1, 2021 and running through December 17, 2021, the specific actions the school will undertake in regards to Attendance Initiatives include scheduling home visits with the Community Involvement Specialist for students exhibiting excessive absences and tardies to school. Expected shifts in systems and processes will be to initiate attendance contracts for these students. If implemented with a high degree of fidelity, expected shifts in behaviors will be improved attendance for these students by the end of the quarter.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Beginning on November 1, 2021 and running through December 17, 2021, the specific actions the school will undertake in regards to Attendance Initiatives include reviewing student attendance for the first quarter and having a celebratory event for those students meeting 100% attendance during the first quarter. Specific actions with expected shifts in systems and processes will include progress monitoring of overall school daily attendance, which will be displayed . If implemented with a high degree of fidelity, expected shifts in behaviors will be an overall improvement in student attendance.

**Person Responsible** John Lux (johnclux@dadeschools.net)

**#4. Leadership specifically relating to Instructional Leadership Team**

**Area of Focus Description and Rationale:** Based on the 2021 qualitative data from the School Climate Survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building didn't feel that they had any voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

**Measurable Outcome:** By the end of the first quarter, teachers will have chosen which school committee they will belong to. These school committees will meet and present to the faculty what projects they are working towards in our school-wide initiatives. If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to constitute to school-wide decisions through monthly meetings. This will be realized through teachers participation in the logistical elements of meetings, presenting ideas to solve issues that arise. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

**Monitoring:** The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

**Person responsible for monitoring outcome:** John Lux (johnclux@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the Leadership Team on a quarterly basis to ensure we are the right track to meeting the above outcome.

**Rationale for Evidence-based Strategy:** Involving staff will assist in integrating the talents of teachers within the building to carry out the vision, mission and problem solve. Through this process, the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

**Action Steps to Implement**

The Leadership Team will identify eight committee topics which pertain to school-wide initiatives, including but not limited to Discipline, Attendance, Testing, and Professional Development.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Teachers choose from among the eight committees, which one they would like to actively participate in. Among the committees, a spokesperson/leader will be selected to meet with the Leadership Team.

**Person Responsible** John Lux (johnclux@dadeschools.net)

Committees will meet to plan action steps and share best practices that will be needed to address their committee's specific topic.

**Person Responsible** John Lux (johnlux@dadeschools.net)

Committees will share at the General Faculty Meeting their progress and Action Plan.

**Person Responsible** John Lux (johnlux@dadeschools.net)

Beginning on November 1, 2021 and running through December 17, 2021, the specific actions the school will undertake in regards to Instructional Leadership Team include meeting individually with the discipline committee to review their suggestions for dress code implementation and address needs for revision. Specific actions with expected shifts in systems and processes will include reviewing the dress code form and establishing protocols and procedures for staff to implement. If implemented with a high degree of fidelity, expected shifts in behaviors will be an increase in teachers sense of empowerment as students are adhering to the dress code policy.

**Person Responsible** John Lux (johnlux@dadeschools.net)

Beginning on November 1, 2021 and running through December 17, 2021, the specific actions the school will undertake in regards to Instructional Leadership Team include meeting individually with the technology committee to review their suggestions for STEM implementation and address incorporation of best practices. Specific actions with expected shifts in systems and processes will include facilitating STEM across all curriculums in preparing for our upcoming STEM visit . If implemented with a high degree of fidelity, expected shifts in behaviors will be an in teachers sense of empowerment as STEM and non STEM subjects are working collaboratively.

**Person Responsible** John Lux (johnlux@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.

**Comparing the discipline data for the school to the discipline data across the state, our primary area of concern is drugs and public incidents, with a focus on tobacco, drug use or possession. The school will monitor during the upcoming school year with collaboration of our School Resource Officer and Security personnel.**

## Part IV: Positive Culture & Environment

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

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

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

Our strengths within School Culture are in Maintaining a Healthy and Safe School Environment. According to the School Climate Survey, faculty and staff, as well as the students responded positively regarding school cleanliness and safety, rating highly that principal does a good job at running the school. This is impactful as teachers and students who feel they have a supportive and effective administration has a direct correlation to promoting a positive school culture.

However, School Culture is an area of weakness that we hope to address in the coming school year. While faculty and staff members responded positively towards working at our school site, there is a consensus among the staff that does not find the morale in the building to be high. This is impactful as teachers who do not portray a climate of positivity has a direct correlation to student morale and school spirit, impacting our school culture.

The School Leadership Team is planning on infusing School Culture in all aspects for the coming school year. Staff will be provided opportunities to take part in team building activities and networking seminars. We will also ensure information is disseminated to all stakeholder through the use of a Monthly Calendar and our School Website.

While students responded positively towards feeling their teachers are friendly and easy to talk to, they do not find them to care about them as individuals. This is impactful as teachers who do not portray a caring nature has a direct correlation to student social emotional learning, impacting both school culture and academic programs.

Teachers will work on cultivating classrooms that are highly captivating and foster the highest level of engagement and learning. The school will work closely with the PTSA so as to create experiences throughout the year to connect with parents and families and confirm they have necessary information to support their children.

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

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 with the support of the Activities Director.

The Assistant Principals will monitor the academic programs and assist in ensuring all information is shared

with stakeholders in a timely manner.

Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders.

Through the use of a Community Involvement Specialist, the counselors, and other support staff, the school will facilitate the parent contact for those students with excessive absences.

All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

**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: Standards-aligned Instruction	\$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
<b>Total:</b>			<b>\$0.00</b>