

Miami-Dade County Public Schools

# South Dade Senior High School



## 2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>29</b>
<b>Budget to Support Goals</b>	<b>29</b>

## South Dade Senior High School

28401 SW 167TH AVE, Homestead, FL 33030

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

### Demographics

**Principal: Jay De Armas C**

Start Date for this Principal: 4/27/2016

<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)	100%
<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: B (57%) 2017-18: C (53%) 2016-17: C (46%)
<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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>29</b>

## South Dade Senior High School

28401 SW 167TH AVE, Homestead, FL 33030

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

### 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	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

### School Grades History

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

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The administration, faculty, staff, parents, and community of South Dade Senior High School are responsible for providing our diverse student body with a clean and safe environment and the discipline, integrity, knowledge, and skills necessary to succeed and become productive members of an increasingly complex society.

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

The vision of South Dade High School is to provide a safe, nurturing, and meaningful educational environment, which challenges students to achieve success, academic excellence, and autonomy in our ever-changing technology-driven world. We strive to create productive members of a multicultural society who demonstrate good citizenship, social responsibility, and a lifelong love of learning, guaranteeing that no child is left behind.

### 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
De Armas, Jay	Principal	Provide leadership in developing, implementing and supporting school wide efforts; encouraging positive school culture and addressing students' academic and social-emotional needs.
Crary, John	Assistant Principal	Under the direction of the principal, serves as an educational leader and assist the principal in the planning, coordination, and directing of activities and programs related to curriculum and school grade.
Garcia, Melissa	Assistant Principal	Under the direction of the principal, serves as an educational leader and assist the principal in the planning, coordination, and directing of activities and programs related to school operations.
Miller, Artis	Assistant Principal	Under the direction of the principal, serves as an educational leader and assist the principal in the planning, coordination, and directing of activities and programs related to facility management.
Granada, Daniel	Math Coach	Support teachers in planning, delivering, and assessing quality Math instruction. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Smith, Gina	Reading Coach	Support teachers in planning, delivering, and assessing quality Reading instruction. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Wilson, Deborah	Teacher, K-12	Responsible for appropriately planning and implementing the designated curriculum while implementing effective classroom management practices.
Delgado, Elena	Teacher, K-12	Responsible for appropriately planning and implementing the designated curriculum while implementing effective classroom management practices. In addition, responsible for effective implementation of our IB program. Serve as PD Liaison.

## Demographic Information

### Principal start date

Wednesday 4/27/2016, Jay De Armas C

**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.*

53



**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.*

66

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

83

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

2,933

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

12

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

13

### 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	675	837	756	661	2929	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	237	379	296	248	1160	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	1	0	4	
Course failure in ELA	0	0	0	0	0	0	0	0	0	77	299	275	160	811	
Course failure in Math	0	0	0	0	0	0	0	0	0	73	283	263	155	774	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	182	254	203	195	834	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	180	235	166	162	743	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	380	256	0	0	636	

**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	234	423	352	281	1290	

**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	1	0	7	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	30	15	10	67

**Date this data was collected or last updated**

Wednesday 6/30/2021

**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	886	866	722	756	3230
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	374	292	248	265	1179
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	295	272	158	2	727
Course failure in Math	0	0	0	0	0	0	0	0	0	280	258	154	2	694
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	256	202	192	195	845
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	233	164	160	222	779

**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	417	349	276	216	1258

**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	1	0	7	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	29	15	9	31	84

**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				37%	59%	56%	38%	59%	56%
ELA Learning Gains				44%	54%	51%	45%	56%	53%
ELA Lowest 25th Percentile				37%	48%	42%	31%	51%	44%
Math Achievement				45%	54%	51%	37%	51%	51%
Math Learning Gains				53%	52%	48%	49%	50%	48%
Math Lowest 25th Percentile				47%	51%	45%	48%	51%	45%
Science Achievement				57%	68%	68%	54%	65%	67%
Social Studies Achievement				67%	76%	73%	64%	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	38%	55%	-17%	55%	-17%
Cohort Comparison						
10	2021					
	2019	33%	53%	-20%	53%	-20%
Cohort Comparison		-38%				

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	54%	68%	-14%	67%	-13%

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	65%	71%	-6%	70%	-5%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	48%	63%	-15%	61%	-13%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	54%	-14%	57%	-17%

### Grade Level Data Review - Progress Monitoring Assessments

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

Power Bi, Performance Matters

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	37.2	0
	Economically Disadvantaged	0	36.5	0
	Students With Disabilities	0	22.4	0
	English Language Learners	0	8.3	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	46.0	0
	Economically Disadvantaged	0	45.9	0
	Students With Disabilities	0	32.9	0
	English Language Learners	0	30.8	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	34.4	0
	Economically Disadvantaged	0	49.3	0
	Students With Disabilities	0	21.1	0
	English Language Learners	0	14.1	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	40.2	0
	Economically Disadvantaged	0	40	0
	Students With Disabilities	0	29.4	0
	English Language Learners	0	19.4	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	33.9	0
	Economically Disadvantaged	0	34.8	0
	Students With Disabilities	0	21.1	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	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
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	68.4	0
	Economically Disadvantaged	0	68	0
US History	Students With Disabilities	0	56.9	0
	English Language Learners	0	36.1	0

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

## 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	16	25	16	13	18	17	37	40		95	18
ELL	12	33	30	21	30	29	61	25		89	53
BLK	32	37	21	14	20	24	65	45		94	29
HSP	33	39	31	25	27	28	72	48		92	51
MUL	58	50									



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
WHT	37	40	33	26	18		67	56		95	48
FRL	31	37	28	23	25	26	71	47		92	46
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	22	40	38	29	45	35	42	41		90	74
ELL	17	37	38	37	52	51	39	46		72	92
BLK	32	40	33	37	47	37	54	60		88	91
HSP	37	45	38	47	55	50	56	68		88	93
WHT	53	49	40	52	57		77	71		93	94
FRL	35	43	38	44	53	47	57	65		89	92
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	18	32	28	18	46	53	32	44		81	65
ELL	10	35	30	19	47	49	22	37		36	97
BLK	30	41	31	21	42	47	41	49		80	78
HSP	38	45	31	40	50	49	56	66		78	87
WHT	58	56	40	48	60		78	81		86	88
FRL	36	45	31	36	48	47	53	62		77	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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
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	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	47
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	41
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?

2019 data findings:

ELL students demonstrated significant increases in both ELA and Math Proficiency between 2018 and 2019. The black student population increased achievement in all state-measured categories except ELA Learning Gains.

2021 data findings:

All students experienced serious regression in Math Proficiency, Learning Gains, and Learning Gains in the lowest 25%.

ELL students demonstrated significant decreases in Math, ELA and US History proficiency. Learning gains among this subgroup were also negatively impacted.

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

2019 data findings:

The 2018-19 10th Grade ELA Proficiency Rate decreased by 3 percentage points from 2017-18, going from 36% to 33%, respectively; however, progress monitoring from the 2020-21 school year indicated proficiency above 36%.

2021 data findings:

All students experienced serious regression in Math Proficiency, Learning Gains, and Learning Gains in the lowest 25%.

ELL students demonstrated significant decreases in Math, ELA and US History proficiency. Learning gains among this subgroup were also negatively impacted.

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

2019 data findings:

Misalignment and limited communication between Reading and ELA classes contributed to multiple standards being addressed at the same time. With the implantation of the BEST standards, instruction across these two areas will be aligned.

2021 data findings:

In order to address deficiencies in math, there is a concerted effort to increase differentiated

instruction in order to address a variety of learning gaps for our students. In addition, we are planning on hiring additional interventionists in both Math and Reading in order to provide supplemental instruction and remediation.

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

2019 data findings:

Progress monitoring data indicated that overall Math proficiency would remain neutral compared to 2019 data, a significant achievement given the difficulties associated with teaching during a pandemic.

2021 data findings:

Biology Proficiency increased by 14 percentage points from 57% to 71%.

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

2019 data findings:

Contributing factors to this improvement include correct student placement, common planning, robust targeted interventions, and data chats with both staff and students. In terms of new actions, the school will expand access to in-person interventions, as well as targeted remediation for those students with an intensive math class.

2021 data findings:

We have implemented a pre-biology for those students entering 10th grade reading significantly below grade level in order to provide them with a "Research"-type class that will lay a strong foundation when they take Biology the following year.

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

Establish common vision amongst all stakeholders to focus on student achievement and increased opportunities for all. Restructuring interventions across all content areas to ensure increased effectiveness.

**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 school will provide a variety of Professional Development opportunities, including sessions addressing: Growth Mindset, Differentiated Instruction, Schoology 101 and 102, BEST Standards, and Data Disaggregation and Analysis.

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

The additional services that will be implemented to ensure sustained improvement include Increased MTSS oversight, more impactful department meetings that focus on data, mini-PDs during faculty meetings.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Student Engagement**

<b>Area of Focus Description and Rationale:</b>	Using observed qualitative data, our students, particularly those on MSO, experienced a high level of disengagement in their learning during the 2020-2021 school year. There is a concern that teachers may have developed certain habits during this time and decreased their focus on actively engaging students. This disengagement led to a 4 percentage point drop in ELA Proficiency, and a 21 percentage point decrease in Math proficiency.
<b>Measurable Outcome:</b>	Since student engagement is directly correlated with student achievement, there should be an increase across all performance monitoring data. The 2020-21 school year resulted in the lowest observable student engagement, and thus the performance monitoring data should be viewed as the absolute floor. If we are successful, our data should outpace the performance monitoring data from 2019. Using mini-assessment data during the first grading period and beyond, we should perform at or above the district average in each content area.
<b>Monitoring:</b>	Instructional coaches and the administrative team will ensure that student engagement strategies are integrated into all faculty and departmental meetings, as well as collaborative planning. In addition, the leadership team should observe teachers employing engagement strategies from the Framework for Effective Instruction during classroom walkthroughs and formal observations.
<b>Person responsible for monitoring outcome:</b>	Jay De Armas (dearmasj@dadeschools.net)
<b>Evidence-based Strategy:</b>	We will utilize the evidence-based strategy of Student Engagement, using departmental and school-wide collaboration to provide instructional support that highlights specific student engagement strategies. During departmental and faculty meetings, select teachers will present strategies that work in their classroom, allowing professionals to share best practices and celebrate successes. In addition, collaborative planning will regularly include a focus on the specific engagement strategies and checks for understanding that will be employed.
<b>Rationale for Evidence-based Strategy:</b>	Instructional support will provide the specific steps necessary for the implementation of student engagement strategies. Collaborative planning will allow a venue for teachers to reflect on their own practices and celebrate the student engagement strategies of others in their content area. Checks for understanding will be a continuous "look for" during classroom walkthroughs, as it is both an engagement strategy and a tool for data collection.

**Action Steps to Implement**

8/19 During the Opening of School Mandatory Professional Development Day, the APC and coaches will lead a PD session exploring high-impact student engagement strategies and how to adapt them to meet the safety needs of students. This interactive session will highlight the need to re-engage students after more than a year of distance learning.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/23-10/28 Each Departmental Meeting will highlight a specific teacher to demonstrate a student engagement strategy for their particular content area. These presentations will provide departments the opportunity to learn best practices and develop a culture of collaboration and celebration.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/31 Create a calendar of faculty meetings for departments to present specific student engagement strategies that they have discussed during their departmental meetings. As a result of these presentations, teachers will reflect on their own practices and explore new ways to engage students.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/31 Create an online repository for teachers to contribute activities and strategies that have proven to increase student engagement. Highlight specific strategies from this resource to teachers in a bi-weekly email blast. As a result of these presentations, teachers will reflect on their own practices and explore new ways to engage students.

**Person Responsible** Daniel Granada (dgranada@dadeschools.net)

11/1 - 12/17 Continue to implement showcases of specific student engagement strategies in both Departmental and Faculty Meetings. As a result of these presentations, teachers will reflect on their own practices and explore new ways to engage students.

**Person Responsible** John Crary (johnbcrary@dadeschools.net)

11/9 and 12/14 The curriculum council will select a "Master Engagement" teacher for the month from across all departments. This teacher will be highlighted in the monthly Faculty Meeting and receive a small incentive from the SLT. As a result, teachers will feel recognition for their efforts to engage students in meaningful learning experiences.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

**#2. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus Description and Rationale:</b>	Based on observed qualitative data, it was evident that the lack of collaborative planning had a negative effect on student academic achievement during the 2020-2021 school year. There is need for effective collaboration between teachers to contribute to student success. The lack of collaborative planning contributed to a 4 percentage point drop in ELA Proficiency, and a 21 percentage point decrease in Math proficiency. Meanwhile, in Biology which had active collaboration among teachers, we experienced a 14 percentage point increase in Proficiency.
<b>Measurable Outcome:</b>	Due to significant learning loss during the 2020-2021 school year, there was an assumed learning loss in all academic areas. Our goal in student proficiency is to meet or exceed student achievement from the 2018-2019 school year. During the first grading period and beyond, the instructional leadership team will analyze district mini-assessments, as well as the built-in progress monitoring tools in the new ELA and Reading programs to ensure we are on target to meet our goal.
<b>Monitoring:</b>	Instructional coaches and the administrative team will ensure that strategies introduced during collaborative planning are being implemented in the classrooms. Data from topic test will be used to monitor class progress, and the data will be shared and discussed during data chats.
<b>Person responsible for monitoring outcome:</b>	Jay De Armas (dearmasj@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Collaborative Data Chats. Data chats will assist in sharing resources and strategies to assist teachers with low performance on specific benchmarks. This will ensure that teachers are receiving the appropriate support to improve student performance on formative assessments.
<b>Rationale for Evidence-based Strategy:</b>	By conducting collaborative data chats teachers will implement their targeted instruction to increase student performance. This will lead to an increase in student performance and staff morale.

**Action Steps to Implement**

8/31 Create a school wide collaborative planning schedule. Administration will join those collaborative planning that are in greatest need of improving student outcomes (as measured by formative data). As a result of these sessions, teachers will revise and refine lessons and instructional strategies.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/31 Create a calendar of data chats that is directly related to the district's assessment calendar. These sessions will occur in the Principal's office and may be whole grade level or individual. Teachers will reflect on how to best increase performance in the areas that students are struggling.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

9/15 Establish WhatsApp groups for each content area in order to provide opportunities for collaboration beyond regularly scheduled common planning sessions. This informal channel will allow teachers to explore new ideas and get real time feedback on plans/ideas.



**Person Responsible** Daniel Granada (dgranada@dadeschools.net)

8/19-10/28 Hold several professional development sessions (one during Opening of Schools) focused on data-driven instruction with a particular emphasis on Differentiated Instruction and how it looks given the pandemic guidelines. Teachers will develop work arounds to address students' needs in our current reality.

**Person Responsible** Gina Smith (grsmith@dadeschools.net)

11/2 Conduct Departmental trainings on using PowerBI for effective grouping and differentiated instruction, as well as MTSS interventions. As a result, teachers will feel comfortable using PowerBI as a tool to track student progress and need for remediation, particularly those students in the L25.

**Person Responsible** Daniel Granada (dgranada@dadeschools.net)

11/1-12/17 Continue to conduct data chats following the district's assessment calendar. These sessions will occur in the Principal's office and may be whole grade level or individual. Teachers will reflect on how to best increase performance in the areas that students are struggling.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)



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

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of Teacher Attendance. Through our data review, we noticed that 50% of teachers were absent for more than five days during the 2020-21 school year. We recognize the need to tailor our attendance initiatives and improve in making connections with staff to ensure attendance is consistently high.

**Measurable Outcome:** If we successfully implement the Targeted Element of Teacher Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent monthly teacher incentives, the percentage of teachers missing more than five days will decrease by 5 percentage points by June 2022. We will track these data every grading period, and 90% of teachers should have 1 or less absence.

**Monitoring:** The Leadership Team will review the monthly attendance reports and conduct follow up conversations with staff members exhibiting poor attendance. Administrators will include teacher attendance data when conducting departmental data chats. Administrators will also be monitoring in order to celebrate those teachers that have perfect attendance.

**Person responsible for monitoring outcome:** Jay De Armas (dearmasj@dadeschools.net)

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

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

**Action Steps to Implement**

8/23-10/31 The Principal's secretary will provide monthly reports on teacher attendance. The Assistant Principal over each content area will have honest conversations with any teacher demonstrating attendance issues in order to understand how to support the teacher and improve his/her attendance.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/19 The Department Chairs will work with their respective departments to establish a staff appreciation event (Random Acts of Staff Appreciation). Each department will be assigned a particular month, and they will internally design and execute a staff appreciation event. Curriculum Council will be used to discuss upcoming events and opportunities for support if needed. As a result of these events, staff will feel valued and celebrated for their efforts.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/23 - 10/28 Teachers with perfect attendance for the month will be highlighted by the Principal during monthly faculty meetings. Small incentives will be provided to these teachers when they are announced at each meeting. As a result of these events, staff will feel valued and celebrated for their efforts.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/23 - 10/28 Student services will provide SEL opportunities for teachers in order to address potential mental health issues that could be adversely impacting teachers' attendance. As a result, teachers will receive services that contribute to their overall well-being.

**Person Responsible** Veronica Rivera (veronicarivera@dadeschools.net)

11/1 - 12/17 The social media manager will highlight teachers with perfect attendance on Tuesdays during the #TeacherTuesday social media posts. As a result, teachers will feel recognition for their commitment to consistent attendance.

**Person Responsible** John Crary (johnbcrary@dadeschools.net)

11/2 - 12/17 During monthly faculty meetings, in addition to highlighting teachers with perfect attendance for the 9 weeks, teachers with perfect attendance for the year will be entered into a raffle for gift cards. As a result, staff will feel valued for their continued efforts to show up to SDSHS everyday.

**Person Responsible** [no one identified]

**#4. Leadership specifically relating to Specific Teacher Feedback**

**Area of Focus Description and Rationale:** Based on 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 Specific Teacher Feedback. Teachers in the building felt there was a misalignment between the frequency of walkthroughs and the specific feedback that was collected from the walk throughs. Clear channels of communication are paramount to developing trust between Leadership and staff; therefore timely feedback is an essential practice.

**Measurable Outcome:** If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will continuously be engaged in self-reflection and examination of their own pedagogy; thus becoming more aware of their opportunities for self-improvement and growth. As a result, the number of staff members that "Agree" or "Strongly Agree" with the statement, "I feel teacher evaluations are used to improve teacher performance" will increase on both in-house quarterly surveys, as well as the annual climate survey.

**Monitoring:** The Leadership Team will use instructional coaches, teacher leaders, and department heads to monitor the frequency of physical feedback. By involving instructional coaches and department heads we hope to create a positive, supportive, and reflective community of professionals.

**Person responsible for monitoring outcome:** Jay De Armas (dearmasj@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of: Generate Momentum to Accomplish School and Community Goals. Through positive framing of feedback, we will increase staff morale and generate momentum towards goals.

**Rationale for Evidence-based Strategy:** By involving Leadership Teams we will assist in building and developing a positive school culture. Throughout this process the Leadership Team will create buy in and foster a positive attitude to our staff.

**Action Steps to Implement**

8/23 -10/28 The school leadership will provide immediate feedback to teachers when walking classrooms. This feedback includes, but not limited to, notes, emails, quick conversations, and even gestures. As a result, teachers will be able to reflect immediately on their pedagogy.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/23 - 10/28 Administrators will relay pertinent information regarding teachers' strengths and areas for improvement during the weekly coaches meeting. Coaches will use the information to schedule their coaching cycles. As a result, teachers will receive targeted support to help improve academic achievement.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/23-10/28 Upon the discovery of staff or department-wide trends, the administration and coaches will develop mini-PDs to address the issues during either faculty or departmental meetings. As a result, the entire staff will be able to review their current practices and address possible blind spots.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

8/23-10/28 Staff Shout Outs during the daily announcements will focus on a teacher and his/her practices that are high-impact and effective. As a result, teachers will feel valued for their efforts in the classroom and strive to continuously improve.

**Person Responsible** Jay De Armas (dearmasj@dadeschools.net)

11/23 The APC will develop a Jotform that will incorporate the details from the Framework of Effective Instruction as well as text boxes for more explicit feedback. Administrators and coaches will use the form to provide immediate feedback to teachers regarding walkthroughs. As a result, teachers will have the opportunity to immediately reflect on their practices and find resources to assist their efforts in growth.

**Person Responsible** John Crary (johnbcrary@dadeschools.net)

12/15 - MYA data chats will incorporate data collected from the Jotform in order to identify instructional practices that are leading the student achievement. These conversations will highlight high-impact strategies that have been observed in teachers' classrooms in order to promote increased usage across departments. As a result, teachers will have additional strategies to employ when targeting specific groups of students.

**Person Responsible** Jay De Armas (dearmasj@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.

**South Dade Senior High School's percentage of students with 2 or more referrals was 4% for the 2020-2021 school year. The district average for the same period was 1.42%. In order to decrease this rate, the Leadership team will record and monitor infractions and apply the progressive discipline plan accordingly. This past year, the progressive discipline plan for tardiness, uniform violations, and repeat violations was rarely enforced due to increased flexibility for students during the pandemic.**

### Part IV: Positive Culture & Environment

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

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

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

Our Strengths within School Culture are in Relationships and Support, Care and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. We provide opportunities for both staff and students with consistent feedback to promote the growth through self-reflection. We also provide events for magnet programs, departments and clubs to showcase their common interest through the "Magnet Showcase Friday".

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship 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. 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: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00