Miami Senior High School

2021-22 Schoolwide Improvement Plan

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Miami Senior High School

2450 SW 1ST ST, Miami, FL 33135

http://mhs.dadeschools.net/home.html

Demographics

Principal: Benny Valdes

Start Date for this Principal: 7/18/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: I (%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	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	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	I

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SIP Authority

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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.

Miami Senior High School is committed to creating a safe and supportive learning environment based on the belief that all students can learn. Taking into consideration that students learn in different ways, our teachers and administrators provide a variety of instructional approaches to prepare all students for the workplace or post-secondary education. Our students will demonstrate understanding of essential knowledge and skills and be actively involved in solving problems and producing quality work. The entire learning community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum. Our goal is to enable students to become self-directed, independent thinkers, as well as productive citizens and lifelong learners in order to secure a successful future. Every student will graduate with a plan that will enable him or her to become a life-long learner and a productive citizen.

Provide the school's vision statement.

Miami Senior High School students, teachers, staff, parents and community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum, and become independent thinkers, problem solvers, productive citizens and lifelong learners.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Arscott, Dwight	Assistant Principal	Job duties include: 10th Grade Discipline, Payroll, Substitutes, Technology, Supervision of Math Department, Supervision of Magnets, Supervision of Athletics, Internal Funds/Treasurer, Parent Access Center, Transportation, Master Schedule, Opening of School, Supervision of Lunch, Supervision of Arrival/Dismissal and Other Duties Designated by the Principal
Garcia, Yesenia	Teacher, K-12	Job Responsibilities: Oversee a team of over 20 individuals ensuring that they are on task with pacing guides, lesson plans and tests, Collaborate with teachers daily to discuss the integration of technology as well as create "How To" videos for entire staff, create and distribute teacher schedules ensuring that classes are leveled off and each teacher has about 25-30 students in each class. She also successfully lead effective department meetings as well as subject planning meetings, by creating presentations and working together on calendars and lessons.
Garcia, Orly	Teacher, K-12	Job Responsibilities: Oversees student data for the Social Studies department and advanced placement testing.
Fano, Anna	ELL Compliance Specialist	Job Duty- Reading Department Chair. Provides leadership in the development of quality instruction for all students. She also assists teachers with academic strategies in order to improve student achievement.
Ceballos, Elizabeth	Assistant Principal	Job duties include: Supervision of Instructional personnel, opening of school, supervision of student services, registration procedures, faculty and department meetings, supervision of lunch and arrival/dismissal, and 12th grade discipline.
Valdes, Benny	Principal	Job duties include: Oversees Instruction, Budget, Personnel and School Operations

Demographic Information

Principal start date
Sunday 7/18/2021, Benny Valdes

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.*
65

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.*
57

Total number of teacher positions allocated to the school
137

Total number of students enrolled at the school
2,899

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

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	632	715	642	683	2672
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	189	209	154	140	692
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	109	112	28	264
Course failure in Math	0	0	0	0	0	0	0	0	0	20	169	122	122	433
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	144	173	150	164	631
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	188	209	167	177	741
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	304	174	0	0	478

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	180	252	204	208	844

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	9	2	2	14	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	8	4	10	31

Date this data was collected or last updated

Sunday 7/18/2021

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	758	705	704	671	2838
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	208	159	138	172	677
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	110	118	30	3	261
Course failure in Math	0	0	0	0	0	0	0	0	0	168	129	126	2	425
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	175	152	159	159	645
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	211	170	167	206	754

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	251	211	198	159	819

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	8	2	2	14	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	4	5	12	28

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				46%	59%	56%		59%	56%
ELA Learning Gains				50%	54%	51%		56%	53%
ELA Lowest 25th Percentile				40%	48%	42%		51%	44%
Math Achievement				51%	54%	51%		51%	51%
Math Learning Gains				60%	52%	48%		50%	48%
Math Lowest 25th Percentile				58%	51%	45%		51%	45%
Science Achievement				65%	68%	68%		65%	67%
Social Studies Achievement				75%	76%	73%		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	46%	55%	-9%	55%	-9%
Cohort Comparison						
10	2021					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison		-46%				

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	63%	68%	-5%	67%	-4%
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	76%	71%	5%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	63%	-16%	61%	-14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	54%	-1%	57%	-4%

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 tools used to compiled the below data by grade level :
- Power BI
- Performance Matters
- Florida Standard Assessment
- MDCPS :Assessment, Research, and Data Analysis "ARDA"
- FAIR (2019)
- R180 Reading Inventory

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	52	40
	Economically Disadvantaged	0	52	90
	Students With Disabilities	0	37	21
	English Language Learners	0	12	30
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	50	25
	Economically Disadvantaged	0	50	87
	Students With Disabilities	0	0	13
	English Language Learners	0	0	32
Biology	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
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 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	53	42
	Economically Disadvantaged	0	53	88
	Students With Disabilities	0	15	23
	English Language Learners	0	0	34
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	67	14
	Economically Disadvantaged	0	69	84
	Students With Disabilities	0	42	9
	English Language Learners	0	61	34
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	11	53
	Economically Disadvantaged	0	12	88
	Students With Disabilities	0	6	11
	English Language Learners	0	3	31
	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

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
Mathematics	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
Biology	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
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	71	63
	Economically Disadvantaged	0	71	82
	Students With Disabilities	0	45	12
	English Language Learners	0	43	31

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
Mathematics	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
Biology	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
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

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	30	27	13	24	36	25	35		99	44
ELL	22	41	38	16	25	28	36	43		94	77
BLK	49	42		39	58		60	55		100	67
HSP	41	43	40	21	23	31	54	64		96	78
WHT	63	50		13	10		82			93	69

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	42	43	39	20	24	33	55	62		96	77
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	24	38	27	30	56	54	44	59		87	48
ELL	20	43	39	40	59	59	44	56		82	83
BLK	47	51		59	53	30	81	63		94	74
HSP	45	50	39	51	61	59	64	75		89	82
WHT	63	41		68	55		79	92		74	79
FRL	45	50	39	51	61	60	65	75		88	81
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
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	37
Total Points Earned for the Federal Index	531
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	42
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	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
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	54
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	48
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:
All Social Studies Subgroups Achievement levels increased by 9 percentage points.
All ELA Subgroups overall Learning Gains increased by 2 percentage points.
ELL and SWD subgroups, Learning Gains for L25 increased by 9 percentage points.
Science Achievement Level increased by 3 percentage points.

2021 data findings:
Data was calculated from the Florida's released 2021 exam results for Language Arts, Math, Social Studies, and Science.
All ELA Achievement decreased by 4 percentage points.
All ELA Subgroups increased by at least 12 percentage points with the exception of Students with Disabilities which decreased by 7 percentage points.

All Subjects Free/Reduced Lunch Subgroup increased by at least 7 percentage points.
All Math Achievement decreased by 30 percentage points.
Students with Disabilities and ELL Subgroups of L25 decreased by at least 24 percentage points in Math, except Free/Reduced Lunch Subgroup which increased by 29 percentage points in Math.
Science Achievement level decreased by 11 percentage points.

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

2019 data findings:
Social Studies Achievement Level decreased by 4 percentage points.
The ELA Learning Gains increased by only 3 percentage points.
The Math Subgroups Learning Gains increased by only 7 percentage points where as in the past the gains were greater than 7 percentage points.

2021 data findings:
Data was calculated from the Florida's released 2021 exam results for Math, Social Studies, and Science.
In both subgroups of ELL and Students with Disabilities, there was a decrease in achievement levels in Science, Math, and Social Studies.

Science Achievement decreased by 11 percentage points. Student with Disabilities decreased by 33 percentage points and ELL students decreased by 13 percentage points.
The majority of our Math Subgroup Achievement levels decreased by 30 percentage points with Students with Disabilities decreased by 34 percentage points and ELL students decreased by 14

percentage points in Math.
Social Studies Achievement decreased by 11 percentage points. Student with Disabilities decreased by 47 percentage points and ELL students decreased by 25 percentage points.

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:
For the last 3 years, we have been focusing on collaborative planning, and implementing standards-based instruction in all classrooms. We have struggled in some classrooms where instruction does not meet the depth of the standard or accesses prerequisite skills needed to master the standard. We will begin to incorporate new development opportunities per grade level and content area to unwrap the standards and align instructional activities to classroom objectives.

2021 data findings:
For the 2021 year we have been focusing on mitigating learning loss, and technology-based instruction due to the COVID pandemic. We have struggled with consistency of standards-based instruction across all classrooms. In some classrooms the student engagement levels were low. In addition, many new teachers had to adapt to a new way of teaching and lacked familiarity with navigating technological components and the virtual classroom. We will begin to incorporate new development opportunities per grade level and content area to share resources provided by the district and model best practices to better align instructional activities to meet the needs of our students.

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

2019 data findings:
Math Achievement scores- Math learning gains increased from 43 percentage points in 2018 to 51 percentage points on the 2019 FSA.
Math Learning Gains increased from 53 percentage points in 2018 to 60 percentage points on the 2019 FSA.
Science Achievement levels increased from 62 percentage points in 2018 to 65 percentage points on the 2019 science EOC.

In 2021 data findings:
In 2021, students in the L25 subgroup of Free Reduced Lunch showed an increase of at least 7% in all subject areas.

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

2019 data findings:
In math, a collaborative planning schedule was created that allotted time to progress monitor topic tests, and create data-driven decisions to maximize instructional time. Teachers shared best practices and showed alignment among instruction in all grade level courses. Data chats between teachers and students, and teachers and administrators were held as well.

2021 data findings:
There was minimal improvement; however, the implementation of Saturday tutoring proved beneficial with students designated Free and Reduced Lunch.

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

Ongoing progress monitoring, data-driven instruction, standards-based collaborative planning, differentiated instruction:

-Social Studies teachers will review student mini- assessment data monthly as reported by Power BI and Performance Matters Testing Platform in order to design and adjust instruction, align learning objectives with Social Studies standards and progress-monitor student progress.
- Biology teachers will meet weekly for collaborative planning and use the Biology Item Specifications to plan for instruction creating an instructional focus calendar.
- ELA and Reading teachers will continue to meet weekly for collaborative planning sessions within their grade level to share best practices and ensure grade level alignment. Teachers will monitor student data through instructional software and differentiate instruction to better meet the needs of the student, while also providing higher-order questioning.
- All content areas will continue to use differentiated instruction as a tool to improve student achievement.
- Mathematics common planning will focus on data-driven secondary benchmarks. The math department will also utilize topic assessment data to further differentiate instruction and progress-monitor their students.
- ESE-certified and core-subject teachers will meet weekly during common planning. These meetings will provide opportunities for them to co-plan for differentiated instruction and model scaffolding to support delivery.
- Additional Learning opportunities: after school tutoring, Saturday tutoring, SAT Review, and AP Camp.

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 PLST will develop a professional development on using data to drive instruction through Performance Matters (August 19, 2021)
-The PD liaison will continue to create collaborative spaces where teachers can further enhance their lessons and instructional delivery. Development will provide opportunities for different digital educational tools and applications such as Office 365, Performance Matters, Schoology, etc. (October -December 2021)
-Math coach will initiate coaching cycles with the math department in order to support teachers and enhance instruction. (September -May 2022)
- Continuous Student/Teacher and admin/teacher Data chats in tested areas to guide instruction and align learning objectives with academic standards as well as providing opportunities for progress monitoring of students after each topic test and/or mini-assessment. (November 2021-January 2022)

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

Weekly collaborative planning times have been embedded in the master schedule for all core subject areas, and a member of the administrative team will attend their specific content area in order to ensure fidelity. During collaborative planning, the department chair and instruction math coach will share strategies and best practices aligned to the school goals. Extended learning opportunities will be provide through after school tutoring, AP Camps, SAT/ACT Prep and Saturday tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
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 Instructional Leadership Team. Teachers in the building did not feel that staff morale was high during the 2020-2021 school year; therefore, we want to increase school morale by empowering teachers and staff to be leaders, innovators, risk-takers and designers of new ways to approach challenges while also encouraging their participation at leadership staff meetings.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teacher's morale will increase. This will be realized through empowering teachers and their involvement in a variety of school activities and decision-making. The percentage of teachers who disagree with the school climate survey results question " I feel staff morale is high at my school " will decrease by 5% during the 2021-2022 school year.
Monitoring:	The leadership Team will empower specific staff that are experts in areas who will serve as leads with new initiatives and new approaches to challenges. By involving teachers, students, and the alumni association, we hope to empower teachers and increase teacher morale. This initiative will be evident by all stakeholders, as the leadership team empowers all teachers in various areas to lead meetings and committees to increase teacher morale.
Person responsible for monitoring outcome:	Elizabeth Ceballos (eceballos@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 Decision-Making. By empowering teachers and involving their ideas in decision-making related to school initiatives, we hope to increase teachers' morale.
Rationale for Evidence-based Strategy:	Involving all stakeholders will assist in integrating the talent of teachers and students within the building to increase school spirit and increase teacher morale. Involving the leadership team and empowering teachers to becoming risk-takers and innovators will provide the support the teachers need to feel appreciated and engaged. Throughout this process the leadership team will increase teacher morale, empower teachers and staff and revitalize the school.

Action Steps to Implement

8/20/21: Provide opportunities to a variety of teachers to join the senior staff and provide input at weekly meetings.

Person Responsible	Dwight Arscott (darscott@dadeschools.net)

8/23 - 8/27: Provide teacher-leaders opportunities to lead grade-level meetings and committees.

Person Responsible	Felix Zabala (felixz@dadeschools.net)

8/23 - 10/11: Provide teachers incentives and support through Title 1, the Alumni association, and a variety of grants to expand their role beyond the classroom and participate in leading professional development with our faculty and staff.

Person Responsible	Elizabeth Ceballos (eceballos@dadeschools.net)

8/23 - 10/11: Use the PLST to create meaningful Professional Development in order to empower our staff into becoming teacher leaders, risk takers and innovators.

Person Responsible   Yesenia Garcia (yegarcia@dadeschools.net)

11/1/21-12/17/21: Department chairs will be given more responsibilities to lead, foster team collaboration, and provide solutions to concerns impacting student and teacher success through shared decision making at their monthly meetings.

Person Responsible   Elizabeth Ceballos (eceballos@dadeschools.net)

11/1/21-12/17/21: Aspiring administrators will be tasked with administrative duties. As a result, this step will help prepare aspiring administrators build capacity to one day lead a school as an assistant principal or principal. These tasks will be on-going throughout the school year. The first meeting with them will be on Tuesday, November 2, 2021.

Person Responsible   Benny Valdes (pr7461@dadeschools.net)

1/31/22- 4/29/22: Provide opportunities for teachers to provide input in the development of the master schedule. Also, provide teacher -leaders and SGA the opportunity to assist with the grade-level articulation meetings to provide the student population a clear expectation and explanation of what each course entails.

Person Responsible   Elizabeth Ceballos (eceballos@dadeschools.net)

1/31/22- 4/29/22: Provide teachers the opportunity to be involved in the planning of school activities for the second semester (Spring 2022).

Person Responsible   Felix Zabala (felixz@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning		
Area of Focus Description and Rationale:	Based on the data review, our school will embed collaborative planning time into the master schedule. We selected the overarching area of Collaborative Planning based on our 2021 data findings that demonstrated achievement levels were decreasing in all tested subject areas. ELA Achievement decreased by 4 percentage points, Math Achievement decreased by 30 percentage points, Science Achievement decreased by 11 percentage points, and Social Studies Achievement decreased by 11 percentage points. We are not maximizing collaborative planning; therefore, it is evident that we must improve on sharing best practices, and unpacking standards to meet the entire demand of the specific standards. Department chairs will provide teachers with the proper resources in order to increase learning gains and proficiency levels across all subject areas.
Measurable Outcome:	If we successfully implement collaborative planning, then our students will increase a minimum of 10 percentage points as evidenced by the 2022 State Assessments. As a result of common planning, we should see commonality in teachers' lessons with regards to content being covered and the level of rigor in student work samples.
Monitoring:	The Leadership Team will be present in the collaborative planning of the subject area they are responsible of. Collaborative planning agendas, and sign-in sheets will also be provided to the administration. We will create an online folder with resources for teachers to use in the classroom. Student data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on topic assessments and Literacy instructional platforms. Standards- Based Collaborative Planning will be monitored by teacher sign-in sheets and weekly agendas outlining the specific standards being presented in each collaborative planning to be included in the weekly lesson plans.
Person responsible for monitoring outcome:	Elizabeth Ceballos (eceballos@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Standards-Based Collaborative Planning. Standards- Based Collaborative Planning will allow teachers to collaborate and create lessons that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards- Based Collaborative Planning will be monitored by teacher sign-in sheets and weekly agendas outlining the specific standards being presented in each collaborative planning to be included in the weekly lesson plans.
Rationale for Evidence-based Strategy:	Standards- Based Collaborative Planning will ensure that teachers are using relevant, and standard based instructional practices. Teachers will continually make adjustments to their instruction, plan and delivery as data is analyzed specific to the standard.

Action Steps to Implement

8/23- Common planning will be generated for all tested areas in the master schedule.

Person Responsible	Elizabeth Ceballos (eceballos@dadeschools.net)

8/31-10/11 -Successful implementation of the essential practice will be evident in the incorporation of standard-based higher-order thinking questions outlined on content area lesson plans.

Person Responsible	Elizabeth Ceballos (eceballos@dadeschools.net)

8/31-10/11-Teams will meet and disaggregate student and class data to better align instruction to remediate and/or accelerate learning.

Person Responsible Elizabeth Ceballos (eceballos@dadeschools.net)

8/31-10/11-Successful implementation of the essential practice will be evident by administrative walk-throughs showing commonality in teachers lessons in respect to the standard-aligned lesson.

Person Responsible Elizabeth Ceballos (eceballos@dadeschools.net)

11/1/21-12/17/21: Department chairs will provide teachers higher-order thinking stems and model questioning during Collaborative Planning to strengthen the implementation of the higher-order thinking questions during instruction.

Person Responsible Elizabeth Ceballos (eceballos@dadeschools.net)

11/1/21-12/17/21: Department chairs and administration will provide teachers with suggested student engagement activities during Collaborative Planning to entice and strengthen the learning environment to include in their daily lesson plans.

Person Responsible Elizabeth Ceballos (eceballos@dadeschools.net)

1/31/22- 4/29/22: Department chairs will continue to provide teachers with suggested engagement activities during collaborative planning for dual modality instruction due to the rise in "quarantined" students.

Person Responsible Elizabeth Ceballos (eceballos@dadeschools.net)

1/31/22- 4/29/22: Content Teachers will plan for interventions for the lowest 25% during collaborative planning.

Person Responsible Anna Fano (annafano@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are out at-risk students who are not meeting expectations for learning gains as well as student achievement. In addition, many of our lowest 25% have had recurring attendance issues. We are aware we need to utilize school personnel and motivation programs such as the Restorative Justice Practice to provide our teacher and staff the necessary tools to improve in making connections with the students and their families in order to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted element of student attendance, our students will receive the standards-aligned instruction that adheres to the content area and rigor as delineated by the District Pacing Guides. This instruction will contribute to mitigate the learning loss created by the COVID-19 Pandemic and improve student achievement. With consistent Attendance monitoring that include student incentives and interventions through out the day, our attendance will increase by 5 percentage points by June 2022.
Monitoring:	The leadership Team /Senior Staff in connection with the Community Involvement Specialist (Title 1) and the counseling department will engage students and their families to identify the root cause for their absences and develop an action plan to ensure the students are able to attend school regularly. These students will receive regular instructional intervention and student incentives to keep them focused on academic development and to promote consistent student attendance. The Leadership team will monitor attendance through monthly attendance data reports on Power BI while the teachers will report multiple absence to the grade-level administrator. To ensure we are on track to meeting the outcome above, Attendance data will be discussed during Common planning data chats with teachers and students bi-weekly. Parental contact will be made when necessary.
Person responsible for monitoring outcome:	Felix Zabala (felixz@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 be 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 students absences. The initiatives will provide the school a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement	

8/31-10/11: Create an incentive program for students who display perfect attendance. They will be rewarded every quarter.

Person Responsible	Felix Zabala (felixz@dadeschools.net)

8/31-10/11: Create an Early intervention and identification protocol so those at risk of excessive absences are documented through the truancy process and teacher referral documentation. Once identified, these

students are then monitored closely by their assigned counselor and administrator to ensure their academic success.

Person Responsible Elizabeth Ceballos (eceballos@dadeschools.net)

8/31-10/11: Meet with grade level counselor and establish tracking system to monitor student cohort and encourage them to attend school daily as we utilize afterschool tutoring to provide instructional support.

Person Responsible Elizabeth Ceballos (eceballos@dadeschools.net)

8/31-10/11: As part of our Attendance Initiative, counselors schedule Interventions throughout the school day to provide instructional support to struggling students to keep them focused on academic development and interest in attending class.

Person Responsible Elizabeth Ceballos (eceballos@dadeschools.net)

11/1/21-12/17/21: The parents of students with excessive absences will be scheduled for conferences to discuss and sign an attendance contract. This action step will be on-going throughout the entire school year. As a result, student absences will decline.

Person Responsible Benny Valdes (pr7461@dadeschools.net)

11/1/21-12/17/21: During monthly faculty meetings, the counselors will provide information to teachers on how to identify students who may need mental health services which may be causing the absences. This identification and subsequent referral will assist students in ascertaining the cause and mitigate the number of unexcused absences from classes and school.

Person Responsible Elizabeth Ceballos (eceballos@dadeschools.net)

1/31/22- 4/29/22: After reviewing the grades from the first semester, the counselors and grade-level administrators will meet with students to review their attendance tracking system and schedule a conference with parents to go over the students' grades and their attendance (reflect on how attendance has had a huge impact on the students' grades).

Person Responsible Felix Zabala (felixz@dadeschools.net)

1/31/22- 4/29/22: Grade-level administrators will schedule the students with excessive unexcused absences and poor grades to go to Saturday school to mitigate any learning loss acquired during the first semester in order to prepare the student for the incoming testing season and improve the students' grades.

Person Responsible Dwight Arscott (darscott@dadeschools.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of increasing the Algebra 1 and Geometry EOC passing rates. We selected the primary area of Math based on findings that demonstrated a significant decrease in both Achievement and Learning Gains. Math Achievement decreased by 30 percentage points. Math Learning Gains decreased by 36 percentage points. We are not meeting the passing rates that we have attained in the past; therefore, it is evident that we must improve our ability to improve math performance based on the level of students that we serve. We will implement strategies such as implementing a Math Coach, common planning, mini-assessments for data-driven decisions, and increasing tutoring hours in order to move forward with proficiency.
Measurable Outcome:	If we successfully implement strategies such as implementing a Math Coach, common planning, mini-assessments for data-driven decisions, and increasing tutoring hours, then our passing rates will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Algebra 1 and Geometry teams will monitor progress by updating data charts with passing rates for all district mandated assessments and teacher-crated assessments. The math team will conduct weekly common planning meetings to participate in data-chats and adjust lessons to accommodate for learning loss. The leadership team will also conduct quarterly data chats with department chairperson and math coach to discuss progress. Administrators will review lesson plans to ensure that assessments are being integrated to monitor student progress. This data will be constantly analyzed by leadership team to ensure that students are demonstrating growth on remediated standards. Extended learning opportunities will also be made available through afterschool and Saturday tutoring.
Person responsible for monitoring outcome:	Yesenia Garcia (yegarcia@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Math, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in increasing passing rates and learning gains of our L25 because it provides accuracy of growth and is an efficient way of seeing what needs to be remediated to meet student needs. Data-Driven Instruction will be monitored using data trackers and data chats.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using accurate, recent, and aligned data to plan lessons and remediation that are personalized to student needs. Teachers will continually adjust their instruction, lesson plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/20/21- Hold a departmental meeting where teachers will be taught effective implementation of data-driven instruction using data trackers. As a result, teachers will assign assessments that will be aligned to benchmarks/standards and will provide accurate information on students individual needs. Data trackers will be utilized to show passing rates of assessments.

Person Responsible	Yesenia Garcia (yegarcia@dadeschools.net)

8/23-8/27 – Teachers will implement district mandated baseline assessments to gauge current needs of students. Based on data, teachers will develop lesson plans inclusive of remediation for necessary benchmarks/standards.

Person Responsible	Yesenia Garcia (yegarcia@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop best strategy for data trackers to track district mandated and teacher-created assessments that are aligned to benchmarks/standards. Teachers will use data charts to monitor student progress and adjust lessons.

Person Responsible	Yesenia Garcia (yegarcia@dadeschools.net)

8/31-10/11 – Content level lead-teachers will facilitate weekly common planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best-practices. Teachers will attend common planning and take turns modeling instruction and best-practices.

Person Responsible	Yesenia Garcia (yegarcia@dadeschools.net)

11/1/21-12/17/21: Math teachers will analyze Topics 1 & 2 and Topics 3 & 4 district assessments for progress monitoring and remediate and/or accelerate where necessary.

Person Responsible	Dwight Arscott (darscott@dadeschools.net)

11/1/21-12/17/21: Teachers will continue to attend weekly common planning meetings to determine the student engagement strategy to employ that will target the benchmark. The student engagement strategy will be specified on teachers' daily lesson plans.

Person Responsible	Dwight Arscott (darscott@dadeschools.net)

1/31/22- 4/29/22: Teachers will collaboratively develop lesson plans and End-of-Course Reviews based on Mid-Year Assessment Results; the focus will be on the lowest performing standards from the Mid-Year Assessment.

Person Responsible	Yesenia Garcia (yegarcia@dadeschools.net)

1/31/22- 4/29/22: Teachers will identify the lowest 25% of students based on Mid-Year Assessment data, including subgroup data for English Language Learners and Students With Disabilities. Based off the Mid-Year Data, teachers will create intervention groups for in-depth reviews during Intensive Mathematics classes. The math coach will contribute with push-in interventions.

Person Responsible	Dwight Arscott (darscott@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

According to the SafeSchoolsforAlex.org data, our school ranked high in suspensions and the usage of e-cigarettes (vaping). Therefore, the primary and secondary areas of concern that the school will monitor during the upcoming school year will be the increase of annual suspensions and the increase on the usage of e-cigarette throughout our school. The school Culture and environment will monitor both areas of concern specifically relating to Student Attendance as this is one of the main reasons why students tend to be suspended. In addition to suspension, the school leadership will monitor the usage of e-cigarette (Vaping) as they encourage the Student Government Association (SGA) to develop an Drug prevention/vaping prevention campaign in order to help students make healthy choices and understand the associated dangers with using Drugs/e-cigarettes. Also, restroom sweeps will occur before school.

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.

Miami Senior High School prides itself in our rich culture, heritage, and traditions. Teachers across disciplines assign and facilitate projects based on students' diverse backgrounds and interests throughout the year. In addition, literature chosen in classrooms appeals to the rich cultural, economic, ethnic and gender backgrounds of our students and written end products bring about awareness of our school's cultural diversity through making those connections from content to real life experiences. The rapport between teachers and students is a strong one, as it is evident in the large number of students who participate in afterschool clubs, sports, and activities. An example of the investment in highlighting our cultural richness is exhibited through organizations such as the Student Government Association's Cultural Friday event held once a month during the lunch periods, that highlights music or performances which reflect a specific culture, holiday, or genre. In addition, the fact that 60% of our faculty is alumni and many others have been at the school location for over a decade, provides a greater connection among faculty and student body because it allows for our faculty to understand and relate to the needs of our students.

Miami Senior High School also creates an environment where students feel safe and respected before, during and afterschool by creating an open-door policy between the students, support staff and administrators. The counselors are always available and have an open-door policy before school, during lunch, and afterschool. Administrators are readily available to work with students and assist them with their academic needs. In addition, the school celebrates the students' unique abilities and differences. Clubs are

inclusive of all individuals and promote a sense of comfort in being open and inclusive of each other's unique abilities. The school's website, social media outlets and grade level Microsoft Teams allow for all students to easily contact teachers, counselors, and administrators.

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

Miami Senior High School 's success is found in its rich history, dedicated stakeholders and resources. From school personnel such as the grade-level administrators, grade-level counselor, College Assistance Program, Advisor, Activities Director and club advisors, our goal is to meet the needs of our school and local community to ensure a positive environment. Through our school's strong alumni association, we have been able to develop partnerships within our community. These partnerships allow for resources such as a college bootcamp, life skills workshops and merit scholarships to be provided for our students. In turn, these resources allow us to foster student interests, post-secondary readiness and ultimately student achievement. In addressing mental health, we work closely with a community agency which provides mental health services to all our students. To serve some of our students who come from marginalized communities, organizations such as the CAP-College Assistance Program work with organizations such as United We Dream providing information and assistance for our undocumented and/or mixed-status families, or advocacy groups such as PowerU who lead workshops to assist students in learning advocacy skills or discussing social issues through the Student Government Association.

In addition, we have also partnered up with our local universities, colleges and vocational technical programs to provide college level courses (Dual Enrollment), college and career fairs and a comprehensive transitional process to promote college and career readiness as students move into their post-secondary education. Part of our partnership with the Miami-Dade College Eduardo Padron Campus brings personnel from the financial aid office to assist us with FAFSA Workshop Nights, and weekly information lunch time presentations regarding admissions. In addition, the relationship between our school and private corporations continue to provide opportunities for career training (Internships) as well as financial opportunities (Scholarship) for our students as seen through our plan with the Education Fund's SmartPath program. Ultimately, the success of our school creating a safe and educational space for our students exists because our faculty's understanding that community outreach and being active stakeholders within our school organizations is key to our students' well-being and personal success.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00