

Miami-Dade County Public Schools

Miami Northwestern Senior High



2021-22 Schoolwide Improvement Plan

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Miami Northwestern Senior High

1100 NW 71ST ST, Miami, FL 33150

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

Demographics

Principal: Bridgette Tate Wyche

Start Date for this Principal: 7/27/2021

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)	
School Grades History	2018-19: C (50%) 2017-18: C (45%) 2016-17: C (48%)
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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<http://northwestern.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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Miami Northwestern Senior High is dedicated to assisting every student with authoring their page in the Bulls' rich legacy of pride, tradition and excellence since 1955. Within a safe and supportive environment, we provide rigorous educational curriculum that allows students to achieve academic success and continue the tradition of matriculating students to higher educational institutions, technical/vocational college, and military services. We honor achievement and engage students in relevant school-wide and community activities to promote pride in ourselves, our school and our community.

Provide the school's vision statement.

We strive to ensure that all students are college and career ready by providing access to rigorous accelerated curriculum and expecting proficiency across all subject areas. In partnership with families and community, our goal is to create relevant learning opportunities for students -- both inside and outside the classroom -- that help them become lifelong learners, develop knowledge, critical thinking skills, and strong caliber of character. Our ultimate goal is to empower students to succeed and lead productive, fulfilling lives in a technologically advanced world.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Williams, Adrena	Principal	Ms. Williams oversees schoolwide instruction and operations. She also provides leadership and support in schoolwide efforts to address the academic and socio-emotional needs of students.
Pouca, Kedler	Assistant Principal	Mr. Pouca oversees activities, athletics, internal funds, payroll, PAVAC and the science department. He also coordinates clerical, custodial, security, school police and cafeteria staff. Additionally, he coordinates building maintenance, hurricane shelter, FASI emergency drills and schoolwide discipline.
Russo, Alessandra	Assistant Principal	Ms. Russo oversees the math, ELA, ESOL, magnet, reading, advanced academics, assessment and the student services departments. She also coordinates credit recovery, the CRISIS team, City Year members, curriculum bulletin, paraprofessionals, student registration, transfers and withdrawals. Additionally, she supervises Teach for America, teacher certification, class size compliance, EESAC, FLVS, SIP and Instructional Reviews.
Bailey, Lori	Assistant Principal	Ms. Bailey oversees social studies, ESE, foreign language, career technical, JROTC and electives departments. Additionally, she supervises the business department, clerical staff and Critical Incident Management. She also coordinates faculty meetings, community partnerships, PD/MINT/PLST, RJP, temporary instructors and Title I.
Smith, Arlinda	Graduation Coach	Ms. Smith maintains and updates the graduation tracker, keeping track of senior acceleration credits and all graduation requirements. Additionally, she is the gradebook manager, supports registration and attendance and serves as a UTD steward.
Parks, Carneasha	Instructional Coach	Ms. Parks supports science teachers in planning, delivering and assessing quality instruction. She supports the implementation of meaningful collaborative planning to ensure delivery of effective lessons using differentiated instruction and standards-aligned instruction, while providing support to teachers.
White-Lindsey, Cheryl	Other	Mrs. White-Lindsey oversees schoolwide district and state assessments as well as serving as the ESOL compliance liaison.
	Assistant Principal	

Demographic Information

Principal start date

Tuesday 7/27/2021, Bridgette Tate Wyche

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.*

11

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.*

59

Total number of teacher positions allocated to the school

100

Total number of students enrolled at the school

1,638

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

17

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

8

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	369	444	381	361	1555
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	197	204	191	176	768
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	43	149	105	114	411
Course failure in Math	0	0	0	0	0	0	0	0	0	50	115	96	96	357
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	125	150	113	154	542
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	117	129	93	77	416
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	224	153	0	0	377

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	156	212	172	189	729

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	10	16	9	46

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	470	429	367	372	1638
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	203	199	172	137	711
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	146	110	112	0	368
Course failure in Math	0	0	0	0	0	0	0	0	0	112	101	92	0	305
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	148	119	149	118	534
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	129	99	71	122	421

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	211	181	183	116	691

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	1	0	0	7	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	16	6	8	39

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				35%	59%	56%	34%	59%	56%
ELA Learning Gains				38%	54%	51%	45%	56%	53%
ELA Lowest 25th Percentile				21%	48%	42%	40%	51%	44%
Math Achievement				32%	54%	51%	29%	51%	51%
Math Learning Gains				43%	52%	48%	39%	50%	48%
Math Lowest 25th Percentile				52%	51%	45%	44%	51%	45%
Science Achievement				62%	68%	68%	38%	65%	67%
Social Studies Achievement				56%	76%	73%	31%	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	29%	55%	-26%	55%	-26%
Cohort Comparison						
10	2021					
	2019	34%	53%	-19%	53%	-19%
Cohort Comparison		-29%				

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	57%	68%	-11%	67%	-10%

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

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

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	28%	54%	-26%	57%	-29%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool across grade levels to be used will be District Mid-Year Assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	38%	0
	Economically Disadvantaged	0	37%	0
	Students With Disabilities	0	9%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	41%	0
	Economically Disadvantaged	0	41%	0
	Students With Disabilities	0	16%	0
	English Language Learners	0	17%	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	33%	0
	Economically Disadvantaged	0	32%	0
	Students With Disabilities	0	7%	0
	English Language Learners	0	0%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	31%	0
	Economically Disadvantaged	0	31%	0
	Students With Disabilities	0	23%	0
	English Language Learners	0	33%	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	4%	0
	Economically Disadvantaged	0	4%	0
	Students With Disabilities	0	5%	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	37%	0
	Economically Disadvantaged	0	37%	0
US History	Students With Disabilities	0	19%	0
	English Language Learners	0	0	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	10	34	32	14	24	22	36	29		93	31
ELL	18	28	16	15	38	37	50	50		54	71
BLK	29	35	29	11	17	28	41	37		96	54
HSP	13	25	17	9	30	35	40	32		52	59
MUL	27	38		8	20						

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	27	34	27	11	18	29	42	37		93	53
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	39	42	29	37	32	33	54	32		83	53
ELL	27	39	28	24	37	33	46	43		69	73
BLK	34	36	17	33	43	56	61	55		90	71
HSP	44	46	41	29	47	43	65	67		79	68
FRL	35	37	22	33	43	51	62	57		90	70
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	47	47	43	27	40	50	24	15		66	35
ELL	26	38	30	17	49	53	27	35			
BLK	33	45	44	30	39	43	36	30		86	60
HSP	40	45	24	23	43	50	50	50		72	67
FRL	33	44	41	29	40	45	38	31		85	58

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	11
Percent Tested	82%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	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	40
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	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	23
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

The 2019 to 2021 FSA data shows a decrease across all tested subject areas. ELA achievement decreased by 7 percentage points from 35% to 28%. Math achievement decreased by 21 percentage points from 32% to 11%. Science achievement decreased by 20 percentage points from 62% to 42%. Social studies achievement decreased 18 percentage points from 56% to 38%.

The 2018 to 2019 FSA data shows a significant increase in student achievement in social studies and science, but attention needs to be given to ELA learning gains and L25 students. Science achievement increased by 24 percentage points from 38% in 2018 to 62% in 2019. Social studies achievement increased by 25 percentage points from 31% in 2018 to 56% in 2019. ELA L25 learning gains decreased by 19 percentage points from 40% in 2018 to 21% in 2019. ELA overall learning gains decreased by 7 percentage points from 45% in 2018 to 38% in 2019.

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

The 2021 FSA data demonstrated the greatest need for improvement in overall math achievement. Math proficiency decreased 21 percentage points from 32% to 11%. Math LG decreased 25 percentage points from 43% to 18%. Math L25 decreased 22 percentage points, from 52% to 30%.

The 2018 to 2019 FSA data demonstrated the greatest need for improvement in LG among the subgroups.

Learning gains of SWD students in ELA L25 decreased by 14 percentage points from 43% in 2018 to 29% in 2019. Learning gains of black students in ELA L25 decreased by 27 percentage points from 44% in 2018 to 17% in 2019. Also, learning gains of SWD students in Math L25 decreased by 17 percentage points from 50% in 2018 to 33% in 2019.

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

The contributing factors to this need for improvement include lack of consistency with implementing differentiated instruction and standards-aligned instruction in the classroom. The new actions that would need to be taken are meaningful professional development and consistent monitoring in these areas.

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

The data components that showed the most improvement include science achievement, which increased by 24 percentage points from 38% in 2018 to 62% in 2019 and social studies achievement, which increased by 25 percentage points from 31% in 2018 to 56% in 2019.

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

The contributing factors to this improvement were increased teacher quality, effective collaborative planning and the use of standards-aligned questions in science and social studies. Additionally, the use of administrative walkthroughs for ongoing progress monitoring were also beneficial. Data-driven instruction was also implemented and contributed to the improvement.

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

The strategies that will need to be implemented in order to accelerate learning are data-driven instruction, differentiated instruction, extended learning opportunities and response to intervention for struggling learners.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities developed by the PLST will include the following:
 August 21: Incorporating differentiated instruction across curriculum and mindfulness strategies.
 September 2021: Data-driven instruction.
 November/December 2021: Ongoing progress monitoring/Mid-Year data analysis
 February 2022: Strategic planning for boot camps/academies for test preparation.

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 sustainability of improvement are extended learning opportunities through before/after school tutoring, winter break academy, spring break academy and Saturday academy. Additionally, clubs and extracurricular activities will be promoted to increase student participation, attendance and improve sense of belonging.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus	The instructional practice of differentiation was identified as a critical need due to a decrease in LG in ELA and math. Math LG decreased 25 percentage points from 43% to 18%. Math L25 decreased 22 percentage points, from 52% to 30%. ELA LG decreased 4 percentage points from 38% to 34%.
Description and Rationale:	2019 ELA L25 LG were 21% as compared to 48% for the district. 2019 math L25 LG were 52% as compared to 51% for the district. We are not meeting the needs of these students. Implementation of differentiated instruction across all areas will lead to learning gains for our L25 subgroup. A plan of action must include targeted interventions and strategic, consistent differentiated instruction with scaffolded lessons.
Measurable Outcome:	Successful implementation of differentiated instruction with fidelity will result in an increase of 5% in our L25 student learning gains in ELA and Mathematics as evidenced by 2022 state assessments.
Monitoring:	The administrative team and academic coaches will conduct weekly classroom walkthroughs to monitor student grouping based on data and the use of student stations with grouping adjustments to support differentiated instruction. Additionally, monthly data chats will be used as another means to monitor DI implementation.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Differentiated instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	Differentiated instruction will ensure that teachers are grouping students strategically according to ongoing data that is targeted towards student needs.

Action Steps to Implement

Develop school-based professional development learning sessions using formative assessment results to implement differentiated instruction across curriculum. As a result, teacher capacity will increase as it pertains to differentiated instruction. (8/31/21 - 9/15/21)

Person Responsible [no one identified]

Schedule and monitor weekly collaborative planning meetings for instructional coaches and teachers to share strategies and instructional practices focusing on differentiated instruction by department. As a result, teacher capacity as it pertains to differentiated instruction will increase. (9/15/21 - 10/11/21)

Person Responsible Carneasha Parks (parkscarneasha@dadeschools.net)

Create reading and math subgroups for ongoing progress monitoring using Performance Matters data to drive differentiated instruction across all departments. As a result, instructional coaches will be able to hold data chats during collaborative planning. (9/15/21 - 10/11/21)

Person Responsible [no one identified]

Administrators will conduct weekly walkthroughs to monitor the implementation of differentiated instruction practices across all departments. As a result, administrators will be able to drive the work of instructional coaches to improve implementation of differentiated instruction. (9/15/21 - 10/11/21)

Person Responsible [no one identified]

Administrators and instructional coaches will schedule peer-observation of effective differentiated instruction for teachers within tested subject areas who require additional support. (11/1/21 - 12/17/21)

Person Responsible [no one identified]

Continue to review progress monitoring data to create subgroups across all tested subject areas to realign grouping to drive differentiated instruction. As a result, instructional coaches will be able to hold data chats during collaborative planning. (1/1/21 - 12/17/21).

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

The instructional practice of standards-aligned instruction was identified as a critical need from the data reviewed due to the low achievement across all content areas. The 2021 ELA achievement decreased 7 percentage points from 35% to 28%. Additionally, 2021 math proficiency decreased 21 percentage points from 32% to 11%. Science decreased 20 percentage points from 62% to 42%. Social studies decreased 18 percentage points from 56% to 38%.

The 2019 ELA achievement was 35% as compared to 59% for the district. Additionally, 2019 math achievement was 32% as compared to 52% for the district. Building teacher capacity as it pertains to standards-aligned instruction while providing consistent monitoring and support is correlated to more effective planning and teaching, thereby increasing student achievement.

Measurable Outcome:

Successful implementation of standards-aligned instruction in all assessed content areas will result in a 5% increase in proficiency across all 2022 state assessments.

Monitoring:

The administrative team and academic coaches will look for alignment between lesson plans and the standards. Additionally, walkthroughs will be utilized to ensure lessons being taught align to the standards. Monthly data chats will be conducted to monitor standards-aligned instruction.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Through weekly collaborative planning, instructional coaches will collaborate with teachers to ensure planned lessons are delivered to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks and assessments.

Rationale for Evidence-based Strategy:

Standards-Aligned Instruction will ensure that teachers are planning effective lessons according to state standards and district pacing guides, thereby improving student academic achievement. This will be monitored through weekly classroom walkthroughs to ensure compliance.

Action Steps to Implement

Instructional coaches will meet with teachers weekly during common planning to unpack the standards, ensuring the level of instruction planned matches the standards. (9/01/21 - 10/11/21)

Person Responsible

[no one identified]

Leadership team members will disaggregate data during leadership team meetings, and instructional coaches will ensure planned lessons target remediation of standards while maintaining rigor and adherence to the district pacing guide. (9/01/21 - 10/11/21)

Person Responsible

[no one identified]

Instructional coaches will monitor student achievement via data chats with teachers. As a result, all classroom instruction will address remediation of standards not met, while adhering to the pacing guides. (9/15/21 - 10/11/21)

Person Responsible [no one identified]

Administrators will conduct weekly walkthroughs to monitor student products to ensure they demonstrate evidence of mastering the lesson objective/s. As a result, post-observation walkthroughs will include feedback to assist teachers in achieving standards-aligned instruction. (8/31/21 - 10/11/21)

Person Responsible [no one identified]

Instructional coaches will continue to meet with teachers weekly for ongoing unpacking of standards/ benchmarks, using item specifications, ensuring the level of instruction planned matches the standards. During classroom walkthroughs, administrators and instructional coaches will ensure teachers create opportunities to engage in rigorous discourse. As a result, instruction will be standards-aligned (11/01/21 - 12/17/21)

Person Responsible [no one identified]

Instructional coaches will tier teachers and provide direct coaching support to those whose instruction does not meet the requirements of rigor and standards-alignment required. As a result, planned lessons and student work products will align to the standards. (11/01/21 - 12/17/21)

Person Responsible [no one identified]

#3. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: According to 2019 School Climate Survey data, 51% of staff disagree or strongly disagree with the statement "I feel staff morale is high at my school." This was identified as a critical need because staff morale is directly linked to student achievement and positive school climate.

Measurable Outcome: Successful implementation of the targeted focus of leadership development will result in a 15% increase in staff morale as measured by the district School Climate Survey.

Monitoring: This area of focus will be monitored via weekly staff morale 'temperature' checks conducted by school administration during our leadership team meetings. Feedback from school leaders will allow for open discussion of ways to improve staff morale.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Shared Leadership- Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

Rationale for Evidence-based Strategy: In shared leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. Instructional support for staff is significant to impacting student overall success. Shared leadership builds morale and creates a positive culture in which both students and staff members can succeed.

Action Steps to Implement

The School Leadership Team will ensure that building the capacity of others in the building is a top priority, through ensuring the implementation of developing teacher leaders, and implementing collaborative structures for support for new teachers. As a result, teacher morale and retention will improve (8/31/21 - 10/11/21).

Person Responsible [no one identified]

Administration will collaborate with the leadership team to highlight a staff member of the month, spotting success inside and outside the classroom during faculty meetings and via social media. As a result, staff morale will improve. (8/31/21 - 10/11/21)

Person Responsible [no one identified]

Weekly leadership team meetings will take place to conduct "temperature checks" of faculty/staff morale and collaborate to address concerns of stakeholders to improve overall staff morale. As a result, the leadership team will be able to discuss next steps to improve staff morale based on feedback. (8/31/21 - 10/11/21)

Person Responsible [no one identified]

The PLST members will identify emerging leaders within the school faculty to discuss with administration and provide opportunities for increased leadership responsibilities and roles within the school. (9/17/21)

Person Responsible [no one identified]

Weekly school leadership team meetings will take place to discuss the progress of the school improvement plan areas of focus, providing updates for each department, including successes, concerns and next steps. As a result, teacher leaders will be empowered to support all stakeholders. (11/01/21 - 12/17/21)

Person Responsible [no one identified]

Administration will provide stakeholders opportunities to participate on committees to support the school improvement plan. As a result, there will be an increase in teacher buy-in to improving overall school morale. (11/01/21 - 12/17/21)

Person Responsible [no one identified]

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus	According to 2019-2020 student attendance data, 44% of our students had 16 or more absences, flagging them as truant. This was identified as an area in critical need of improvement because poor attendance is linked to deficits in academic achievement.
Description and Rationale:	
Measurable Outcome:	Successful implementation of consistent attendance initiatives coupled with monthly progress monitoring will decrease the number of truant students by 15%, as evidenced by district attendance and truancy reports.
Monitoring:	The area of focus of attendance will be monitoring by reviewing monthly attendance reports, district truancy reports and the daily attendance bulletin.
Person responsible for monitoring outcome:	Arlinda Smith (smitha28@dadeschools.net)
Evidence-based Strategy:	Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits for those students with 10 or more unexcused absences. We will collaborate with parents and community members to plan incentives for students with improved attendance. Additionally, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.
Rationale for Evidence-based Strategy:	Strategic Attendance Initiatives will increase student daily attendance. Improved student daily attendance will increase instructional time, thereby improving academic achievement and student engagement.

Action Steps to Implement

Administration will meet monthly with student representatives from SGA and school club leaders to discuss the ongoing improvement of student attendance and identify incentives to motivate students to attend school on a daily basis. As a result, student motivation and attendance will improve. (09/15/21)

Person Responsible [no one identified]

Monitor weekly truancy and attendance and discuss during leadership meetings to target students struggling with attendance and hold parent conferences and conduct home visits, if necessary. As a result, student attendance will improve. (8/31/21 - 10/11/21)

Person Responsible Arlinda Smith (smitha28@dadeschools.net)

Spotlight "Student of the Month" for perfect attendance and shoutout via announcements, social media and school website. As a result, student motivation and attendance will improve. (8/31/21 - 10/11/21)

Person Responsible [no one identified]

Supervise the coordination of wraparound services with outside agencies for students with socio-emotional factors keeping them from attending school every day in collaboration with school mental health coordinators and school social worker. As a result, student motivation and attendance will improve. (8/31/21 - 10/11/21)

Person Responsible [no one identified]

Continue to monitor weekly truancy and attendance to target students with 15 or more unexcused absences. Truancy packets will be submitted to the district and monthly iAttend reports will be completed. As a result, truant students will be flagged and receive intervention to improve their attendance. (11/01/21 - 12/17/21)

Person Responsible Arlinda Smith (smitha28@dadeschools.net)

Spotlight students of the month for perfect attendance during morning announcements, social media posts and via raffle giveaways to encourage increased student attendance. Also, continue monthly SGA roundtable discussions with administration to brainstorm additional incentives to promote improved student attendance. (11/01/21 - 12/17/21)

Person Responsible [no one identified]

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.

School-wide Early Warning Indicators data indicated that we had 469 students with 18 or more absences during the 2020-21 school year. This is a primary area of concern that the leadership team will address during the upcoming school year. An improvement in student attendance will increase student instructional time which will have a positive impact on school culture and student achievement.

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 Northwestern Senior High School addresses building a positive school culture and environment by increasing opportunities for leadership development and allowing faculty and staff to have a voice in decision-making. Additionally, we improve school morale by including all stakeholders in celebrating successes through a 'Bull of the Month' staff member and student, birthday celebrations and attendance recognitions. We also work to build relationships between veteran and novice teachers, administration and

faculty, parents and staff members and among students. We promote a variety of clubs and activities tailored to students' interests.

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

The stakeholders involved in promoting a positive culture and environment at Miami Northwestern Senior High include the principal, assistant principals, activities director, community members, staff and students. The administrative team supervises consistent implementation of positive school culture initiatives and spearheads monthly staff recognition. The activities director coordinates events, clubs and monthly student recognitions. Community members contribute ideas to boost a positive culture and are included in celebrations and recognitions. They donate their time to assist, when available. Staff members collaborate in building interdepartmental relationships through monthly faculty meetings and common planning.