South Miami Senior High School

2021-22 Schoolwide Improvement Plan

Table of Contents

South Miami Senior High School

6856 SW 53RD ST, Miami, FL 33155

http://smsh.dadeschools.net/

Demographics

Principal: Hebert Penton

Start Date for this Principal: 7/26/2021

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)	91%
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: C (52%) 2017-18: C (51%) 2016-17: C (46%)
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.](www.floridacims.org)

Purpose and Outline of the SIP

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

Table of Contents

South Miami Senior High School

6856 SW 53RD ST, Miami, FL 33155

http://smsh.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	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of South Miami Senior High School is to prepare students for the experiences of lifelong learning necessary for productive citizenship. South Miami Senior High School believes that a safe, nurturing, educational atmosphere which requires high academic performance and achievement must provide students with the opportunity to explore new challenges, to take risks, to set and achieve goals, to expand their sense of worth and to make contributions to both their school and community. It is our mission to provide this environment and promote success for all our students.

Provide the school's vision statement.

The vision of South Miami Senior High School is to prepare students to succeed in tomorrow's global community.

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
Penton, Hebert	Principal	Mr. Penton oversees all facets of the school, ensuring the school moves consistently toward the school's mission and vision. In doing so, he works to create and maintain a positive school culture for both students and staff to maximize both the daily and long-term teaching and learning processes. He manages all personnel, the school budget, staff observations, school safety, recruitment and retention of both students and staff and community engagement.
Nelson, Stanley	Assistant Principal	Mr. Nelson oversees the science, fine arts, JROTC, physical education, vocational, world languages, and athletics departments. He also manages custodial and cafeteria personnel, the zone mechanic, and school plant and facilities. Furthermore, he supervises 9th and 10th grade discipline, parental involvement, student attendance, SCSI, Title I, and the United Way campaign. Additionally, he coordinates key distribution and collection, student and staff parking, the employees of the year committee, free/reduced lunch program, the faculty / staff handbook and standards-based curriculum.
Pestana-Rodriguez, Vicky	Assistant Principal	Ms. Pestana-Rodriguez oversees the mathematics, social studies, exceptional student education (including gifted), security, clerical and activities departments. She manages 11th grade discipline as well as any discipline pertaining to ESE students. She also supervises IEP and EP compliance, technology, the electronic gradebook, property control, transportation, lunch-time supervision, attendance, the school nurse and clinic, SACS / CASI review, and School Messenger messaging.
Alonso, Maria V.	Teacher, K-12	Ms. Alonso is the reading department chairperson. She oversees all curricular issues related to the reading classes as well as assists with ensuring students are properly placed in these courses. She analyzes data and makes recommendations for curricular interventions and programs. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.
Arevalo, Lissette	Teacher, K-12	Ms. Arevalo is the mathematics department chairperson. She oversees all curricular issues related to the mathematics classes as well as assists with ensuring students are properly placed in these courses. She analyzes data and makes recommendations for curricular interventions and programs. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.
Bezold, Patricia	Other	Ms. Bezold is the ESE program specialist. She ensures IEP and EP compliance and manages 504 plans. She remains up-to-date with all local, state, and federal program requirements and makes curricular and personnel suggestions as applicable. She helps to oversee the ESE paraprofessionals and communicates with all staff on ESE best practices.

Name	Position Title	Job Duties and Responsibilities
Carbajales, Rodolfo	School Counselor	Mr. Carbajales is the student services department chairperson. He ensures his team stays current on graduation requirements, school-wide curricular goals and initiatives, and course placement guidelines. He also oversees the implementation of all district mental health programs and resources, ensuring social and emotional learning is valued and kept a priority. He also helps maintain a college-going culture in supervising our CAP adviser and ensuring students are receiving the necessary tools to succeed beyond high school.
Donehue, Shemetres	Teacher, K-12	Ms. Donehue is the language arts department chairperson. She oversees all curricular issues related to the language arts classes as well as assists with ensuring students are properly placed in these courses. She analyzes data and makes recommendations for curricular interventions and programs. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.
Fernandez, Bernardina	Teacher, ESE	Ms. Fernandez is the ESE department chairperson. She works with the program specialist to ensure student needs and accommodations are being met in all ESE classes and provides support to both ESE and general education teachers in meeting the specific needs of ESE students. She manages specialized ESE programs on campus and ensures the department has all necessary resources.
Fox, Unethia	Teacher, K-12	Ms. Fox is our PLST Digital Innovator, an ESE and mathematics teacher and our RJP coordinator. She helps plan professional learning opportunities for our faculty, leads presentations on best practices in various pedagogical areas and manages our school's implementation of RJP.
Galeri, Mary	Teacher, K-12	Ms. Galeri is the social studies department chairperson. She oversees all curricular issues related to the social studies classes as well as assists with ensuring students are properly placed in these courses. She analyzes data and makes recommendations for curricular interventions and programs. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.
McCrimmon, Edward	Teacher, K-12	Mr. McCrimmon is the ELL department chairperson. He oversees all curricular issues related to the ELL classes as well as assists with ensuring students are properly placed in these courses. He analyzes data and makes recommendations for curricular interventions and programs. He remains current on district policies and procedures related to his subject area and communicates as necessary directly with the administrative team. He also manages ESOL program compliance.
Sesin, Laura	Other	Ms. Tompkins oversees the school's entire testing program, including all district and state, Cambridge, AP, PSAT, SAT, ACT, PERT, and industry

Name	Position Title	Job Duties and Responsibilities
		certification testing. She coordinates testing schedules, collaborates with all other department chairpersons and administrators and communicates school-wide testing data. She trains staff on testing procedures and adheres to all testing policies, requirements and timelines.
Alvarez, Christina	Assistant Principal	Ms. Alvarez oversees the language arts, reading, English language learner, magnet, advanced academic, and student services departments. She also supervises articulation, magnet and choice programs, the master schedule, EESAC, curriculum council, graduation, testing, Saturday school, teacher certification, professional development, substitute teachers, report cards and progress reports and textbook inventories. She manages 12th grade discipline, opening and closing of school procedures, the website, standards-based curriculum and the school improvement process.

Demographic Information

Principal start date
Monday 7/26/2021, Hebert Penton

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.*
17

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.*
68

Total number of teacher positions allocated to the school
92

Total number of students enrolled at the school
1,429

Identify the number of instructional staff who left the school during the 2020-21 school year.
13

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	352	333	365	394	1444
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	89	130	143	446
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	79	96	85	269
Course failure in Math	0	0	0	0	0	0	0	0	0	29	72	100	105	306
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	66	86	98	162	412
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	96	84	119	134	433
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	179	0	0	0	179
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	87	122	154	191	554

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	3	1	5	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	1	3	9	18

Date this data was collected or last updated

Wednesday 9/8/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	356	389	418	465	1628
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	90	130	145	152	517
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	79	96	87	2	264
Course failure in Math	0	0	0	0	0	0	0	0	0	71	100	108	3	282
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	88	97	164	141	490
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	83	117	139	183	522

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	121	153	190	156	620

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	3	1	5	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	6	8	18

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				40%	59%	56%	46%	59%	56%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				43%	54%	51%	51%	56%	53%
ELA Lowest 25th Percentile				30%	48%	42%	40%	51%	44%
Math Achievement				38%	54%	51%	35%	51%	51%
Math Learning Gains				45%	52%	48%	40%	50%	48%
Math Lowest 25th Percentile				47%	51%	45%	45%	51%	45%
Science Achievement				47%	68%	68%	48%	65%	67%
Social Studies Achievement				62%	76%	73%	65%	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	34%	55%	-21%	55%	-21%
Cohort Comparison						
10	2021					
	2019	38%	53%	-15%	53%	-15%
Cohort Comparison		-34%				

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	43%	68%	-25%	67%	-24%

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	58%	71%	-13%	70%	-12%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	63%	-26%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	54%	-21%	57%	-24%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the below data was the district mid-year assessment administered in each subject area to students in grades 9-12 as applicable based on their course enrollment.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	36	0
	Economically Disadvantaged	0	33	0
	Students With Disabilities	0	14	0
	English Language Learners	0	12	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	62	0
	Economically Disadvantaged	0	62	0
	Students With Disabilities	0	50	0
	English Language Learners	0	63	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	39	0
	Economically Disadvantaged	0	35	0
	Students With Disabilities	0	29	0
	English Language Learners	0	2	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	52	0
	Economically Disadvantaged	0	51	0
	Students With Disabilities	0	37	0
	English Language Learners	0	45	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	25	0
	Economically Disadvantaged	0	23	0
	Students With Disabilities	0	10	0
	English Language Learners	0	16	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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	70	0
	Economically Disadvantaged	0	68	0
	Students With Disabilities	0	48	0
	English Language Learners	0	39	0

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

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	22	28	33	20	33	46	48	35		94	49
ELL	18	42	46	11	26	38	38	23		92	79
BLK	22	31		15	20		42	21		96	50
HSP	38	41	43	18	26	42	49	44		93	77
WHT	58	50		38	35		80	72		95	63

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	34	38	41	17	25	41	45	40		93	75

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	29	14	29	41	43	40	40		83	45
ELL	17	37	32	27	45	50	33	39		89	84
BLK	22	23	25	29	37		14	44		88	40
HSP	40	45	30	38	46	48	47	63		93	78
WHT	48	29		36	29		56	63		96	67
FRL	36	42	29	37	45	46	43	61		93	76

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	38	34	32	37	39	33	57		78	35
ELL	15	46	42	23	38	42	22	43		82	65
BLK	25	35		31	50	70	33	44		83	32
HSP	45	51	41	34	39	43	48	65		87	59
WHT	68	55		53	49		68	84		86	44
FRL	43	50	41	32	38	46	46	63		85	57

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	508
Total Components for the Federal Index	11
Percent Tested	89%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	37
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	46
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	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

The 2018 to 2019 FSA data shows an increase in achievement and learning gains in mathematics but not ELA, science, and social studies achievement levels or learning gains. Mathematics achievement increased three percentage points from 35% in 2018 to 38% in 2019. Mathematics overall learning gains increased five percentage points from 40% in 2018 to 45% in 2019. Mathematics learning gains of the lowest 25% increased two percentage points from 45% in 2018 to 47% in 2019. ELA achievement decreased six percentage points from 46% in 2018 to 40% in 2019. ELA learning gains decreased eight percentage points from 51% in 2018 to 43% in 2019. ELA learning gains of the lowest 25% decreased 10 percentage points from 40% in 2018 to 30% in 2019. Science achievement decreased one percentage point from 48% in 2018 to 47% in 2019. Social studies achievement decreased three percentage points from 65% in 2018 to 62% in 2019. Based on the 2020-2021 FSA ELA data, our Grade 9 FSA ELA proficiency rate decreased three percentage points from 34% in 2019 to 31% in 2021. Our Grade 10 FSA ELA proficiency rate remained steady from 2019 to 2021 at 38%. Science achievement remained steady from 2019 to 2021 at 47% proficient. Social studies achievement decreased 20 percentage points from 62% in 2019 to 42% in 2021. Algebra 1 proficiency decreased 22 percentage points from 38% in 2019 to 16% in 2021. Geometry proficiency decreased 14 percentage points from 33% in 2019 to 19% in 2021.

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

Based on 2019 FSA data, the greatest need for improvement is in making learning gains in ELA, particularly among the lowest 25%. ELA overall learning gains decreased by eight percentage points from 51% in 2018 to 43% in 2019. Learning gains of white students decreased 26 percentage points from 55% in 2018 to 29% in 2018. Learning gains of black students decreased 12 percentage points from 35% in 2018 to 23% in 2019. ELA learning gains of the lowest 25% decreased by ten percentage points from 40% in 2018 to 30% in 2019. Learning gains of L25 SWD decreased 20 percentage points from 34% in 2018 to 14% in 2019. Learning gains of L25 ELL students decreased ten percentage points from 42% in 2018 to 32% in 2019. Learning gains of L25 FRL students decreased 13 percentage points from 41% in 2018 to 29% in 2019. We do not have learning gains data for the 2021 state assessment, but our consistent proficiency rates on the FSA ELA exams in grades 9 and 10 indicate this is likely still the greatest area for improvement.

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 changing staff assignments and inconsistent interventions. New actions that need to be taken to address this need for improvement include consistent use of district curricula with fidelity, consistent professional learning on cross-

curricular reading strategies and consistent progress monitoring to adapt instruction to best meet student needs.

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

From 2018 to 2019, math achievement and learning gains showed the most improvement. Mathematics achievement increased by three percentage points from 35% in 2018 to 38% in 2019. Mathematics overall learning gains increased by five percentage points from 40% in 2018 to 45% in 2019. Mathematics learning gains of the lowest 25% increased by two percentage points from 45% in 2018 to 47% 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 include consistent district support from curriculum support specialists, consistent and guided common planning time for Algebra 1 teachers, consistent progress monitoring and adaptation of instruction to best meet student needs.

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

To accelerate learning, teachers will need to continue utilizing district resources, collaborating and sharing best practices, and supplementing curriculum with targeted resources to meet the specific learning needs of students at all levels. Through differentiation, increased student engagement, increased parental involvement and managing accountability systems, faculty and staff can work effectively toward accelerating learning.

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.

Professional development opportunities that will be provided at the school to support teachers and leaders include sessions on incorporating research-based strategies in daily lessons, implementing cross-curricular reading initiatives in all courses and maximizing the use of technological tools and programs to individualize student learning needs. The professional learning opportunities developed by the PLST will include the following: August 2021 - improving student engagement, staying connected with Teams, Schoology, and Remind, and reviewing school-wide SIP data. October 2021 - best practices for parental involvement and using data to differentiate instruction. January 2022 - progress monitoring and mid-year data analysis. February 2022 - keeping student motivation and engagement high through targeted instruction and remediation

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include our school's participation in the Miami LEARNS initiative to facilitate professional learning, common planning time in core subject areas to facilitate collaboration and cooperation and extended learning opportunities after school and Saturdays targeting specific student populations in meeting learning goals and graduation requirements.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the 2019-2020 FSA data, our school will focus on the instructional practice specifically relating to the targeted element of differentiation. We selected the overarching area of differentiation based on the decrease of learning gains for the L25 subgroup. ELA overall learning gains decreased by eight percentage points from 51% in 2018 to 43% in 2019. ELA learning gains of the lowest 25% decreased by ten percentage points from 40% in 2018 to 30% in 2019. We are not meeting the unique needs of all learners; therefore it is evident that we must develop the faculty and staff to improve our ability to differentiate instruction based on the levels and backgrounds of the students we serve. We will provide the scaffolding and targeted data driven instruction necessary for the L25 subgroup to access grade-level content in order to make learning gains and progress towards proficiency. Based on the 2020-2021 FSA ELA data, our Grade 9 proficiency rate decreased by three percentage points from 34% in 2019 to 31% in 2021. Our Grade 10 proficiency rate remained steady from 2019 to 2021 at 38%. The consistency in this data indicates we should remain focused on the goal we set based on the 2019 data.
Measurable Outcome:	Successful implementation of differentiation will result in an increase in learning gains for our L25 students by a minimum of 10 percentage points from 30% to 40% as evidenced by the 2022 state assessments.
Monitoring:	The school leadership team will conduct regular data chats, adjust groups based on current data in real time and follow-up with bi-weekly classroom walkthroughs to ensure quality instruction and differentiated instruction is consistently taking place. Administrators will review lesson plans for indication of differentiation for L25 students, in particular. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. Data will be analyzed monthly during leadership team meetings and curriculum council to ensure students are demonstrating growth on remediated standards. Extended learning opportunities and increased time at the teacher led center will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	Hebert Penton (herbpenton@dadeschools.net)
Evidence-based Strategy:	Differentiated instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) 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. Data-driven instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-driven instruction may include developing instructional focus calendars (IFCs) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes
Rationale for Evidence-based Strategy:	Differentiated instruction will improve instruction by ensuring that teachers are using relevant, recent, and aligned data to plan lessons that target individual student areas of deficiency, hence differentiation. As new data becomes available, teachers will continually modify and adjust instructional plans and instructional delivery. By continually tracking student achievement then adjusting instruction based on that data, student achievement will improve as instruction will be tailored to meet student needs.
Action Steps to Implement	

The September curriculum council meeting (9/14/21) will include information on how to differentiate for ELA L35 students resulting in a discussion of concrete adaptations that can be made schoolwide.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

The September faculty meeting (9/21/21) will include an overview of differentiation and the steps discussed at curriculum council to be implemented schoolwide, as needed.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

By the end of the first week of October (10/8/21), once the schedule settles, each teacher will receive an individual list per period of their ELA L35 students.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

By mid-October (10/11/21), our PLST will provide professional learning on how to use data to differentiate for ELA L35 students in class. This professional learning will be created with the assistance of the Miami LEARNS team and will be informed by research-based best practices.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

By the end of November, teachers will receive virtual training on how to utilize PowerBI to group students according to data. The intended outcome of this is to encourage teachers to utilize data to meet individual student needs through differentiated instruction and assignments.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

By the end of November, teachers will have the opportunity to attend a mini-PD on differentiation strategies presented by our Miami LEARNS district team that can be implemented across subject areas. The intended outcome of this action step is to encourage greater use of these strategies across classrooms to better meet individual student needs.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

By the end of February, teachers will receive an updated list of their L35 students to ensure they know who their students are after any schedule change or registrations / withdrawals that occurred during the first semester. This will enable teachers to continue making necessary adjustments to instruction to best meet the needs of these students.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

Through department meetings throughout the month of February, teachers will learn how to utilize PowerBI to determine how close their students are to making learning gains in reading. This additional piece of information will provide even more precise information regarding the interventions students may need to keep them progressing.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the FSA data reviewed for 2018 and 2019 learning gains, state and district comparison data, sub-group data and 2020 progress monitoring data, our school will focus on instructional practice specifically relating to the targeted element of student engagement. We selected this area because the declining trends in data as pertains to both learning gains and proficiency indicates a lack of student interest in learning. ELA achievement decreased by six percentage points from 46% in 2018 to 40% in 2019. ELA overall learning gains decreased by eight percentage points from 51% in 2018 to 43% in 2019. ELA learning gains of the lowest 25% decreased by ten percentage points from 40% in 2018 to 30% in 2019. Science achievement decreased by one percentage point from 48% in 2018 to 47% in 2019. Social studies achievement decreased by three percentage points from 65% in 2018 to 62% in 2019. Based on the 2020-2021 FSA ELA data, our Grade 9 proficiency rate decreased by three percentage points from 34% in 2019 to 31% in 2021. Our Grade 10 proficiency rate remained steady from 2019 to 2021 at 38%. Science achievement also remained steady from 2019 to 2021 at 47% proficient. Social studies achievement decreased twenty percentage points from 62% in 2019 to 42% in 2021. The consistency in this data, coupled with the dramatic reduction in social studies, indicates we should remain focused on the goal we set based on the 2019 data. If students are further engaged in their learning and in school activities, they are more likely to benefit from classroom activities and thus make greater progress toward grade level learning goals.
Measurable Outcome:	Increased student engagement will result in improvement in all data points, including formative assessments such as topic tests and mid-year assessments, as well as the summative 2022 state assessments. We will see a 5% increase in both proficiency rates and learning gains across grade levels and sub-groups.
Monitoring:	The school leadership team will monitor student engagement during bi-weekly classroom walkthroughs, providing feedback to teachers as applicable. Lesson plans will also be reviewed monthly to ensure a variety of classroom activities are included in daily learning activities. Learning environments will also be observed and commented on bi-weekly as regards visual learning cues and scaffolds students can utilize during class time.
Person responsible for monitoring outcome:	Hebert Penton (herbpenton@dadeschools.net)
Evidence-based Strategy:	Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally. Interactive learning environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional /metacognitive processes. By including learning activities that stimulate metacognitive processes, encourage student critical thinking, facilitate student collaboration and discussion, and build on relevant problem-solving, teachers can create more active learners in their classrooms, resulting in increased student engagement and thus performance.
Rationale for Evidence-based Strategy:	Selection of this strategy of maximizing student engagement resulted from both the negative downward trends in our data as well as the staff's direct experience with the general apathy expressed by students during class. Our teachers clearly possess mastery of their content areas; increased student engagement resulting from more interactive

learning environments created by classroom activities will create the motivation our students need to make greater progress toward learning targets.

Action Steps to Implement

On the August PD day (8/19/21), our school-site PD included a session on best practices for student engagement led by teacher leaders to encourage discussion of how to create a more interactive learning environment in all classes.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

At our September faculty meeting (9/21/21), definitions and "look-for"s will be provided for the phrases interactive learning environment and student engagement to all faculty to indicate what kinds of activities and learning environment cues are being sought during classroom walkthroughs.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

By mid-October (10/11/21), administrators will meet with each complete department to help troubleshoot departmental concerns and set departmental goals for student engagement and interactive learning environments relevant to each particular subject area.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

By mid-October (10/11/21), students will complete a brief survey on student engagement in each of their courses to acquire additional data regarding how students are or are not feeling engaged in their learning. This survey will include an opportunity for students to provide feedback and make suggestions, making them active partners in their learning.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

At the November faculty meeting (11/9/21), teachers will be provided a list of student engagement strategies recommended by the SIP Review Team. Teachers will be encouraged to incorporate these strategies in their own classes to increase student engagement and thus achievement.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

From November 15 - December 17, interested teachers will have the opportunity to observe their peers to make note of student engagement strategies being used across campus. This will help create discussion and collaboration around the goal of increasing student engagement.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

At the February faculty meeting (02/02/22), Midyear School Climate Survey Data received from students will be shared with the faculty to create discussion regarding how students feel about their time spent at school. This should result in more attention being placed on the student experience of the classroom to ensure their engagement needs are being met.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

From January 31 - March 18, interested teachers will have the opportunity to engage in teacher-driven observations to assist with getting more specific feedback as regards student engagement in their classrooms. This will help increase ownership of the concept of student engagement, resulting in more purposeful teaching.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Based on qualitative data from the 2020 school climate survey, the SIP survey and review of the core leadership competencies, the targeted element of parental involvement will be addressed. Eighty-nine percent of the staff indicated that parental involvement was lacking. Teachers in the building felt that parents were not involved and did not express concern for their children's education. As such, we will work together to create opportunities for parents to feel more valued and encouraged to participate in their children's education and school activities. By establishing clear lines of communication between home and school, parents will become involved and more supportive of their children and the school.
Measurable Outcome:	Successful implementation of the targeted element of parental involvement will result in our parents being provided the opportunity to communicate and participate in decisions pertaining to school activities and their children's education. The school leadership team will collaborate with staff and alumni in planning, coordinating and communicating school-wide initiatives and activities to parents. A variety of experiences throughout the year will encourage engagement with parents and families to ensure they have necessary information to support their children. The 2021-2022 school climate survey will reveal an increase of five percent on the question pertaining to parental involvement.
Monitoring:	The school leadership team will collaborate with all stakeholders to create quarterly parental involvement initiatives. These initiatives will be evident by the number of parents communicating with staff about their children's academic progress. To ensure we are on the right track, parents will be invited to quarterly general PTSA membership meetings where the school's PTSA will be established.
Person responsible for monitoring outcome:	Hebert Penton (herbpenton@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of parental involvement, we will focus on the evidence-based strategy of communicating with stakeholders. Communicate with stakeholders is the establishment of well-designed communication protocols which keep students, parents, stakeholders, and the community abreast of the positive things that are happening at the school. This includes, but is not limited to, recurring meetings, an up-to-date website, e-mails, phone calls, message boards/marquis, monthly newsletters, and other printed/digital materials. When school leaders communicate effectively, students learn, parents and community members understand and support what the school is doing, and the process of teaching and learning moves forward. When a school leader ensures that students, staff, and parents are not only informed but have an active voice in their school community, they build a culture of inclusivity, eliminating feelings of distrust, uncertainty, and hostility.
Rationale for Evidence-based Strategy:	Involving parents will assist in motivating our students to take more ownership, recognizing the importance of their education and its impact on their future, which in turn will increase student achievement. The 2021-2022 school climate survey will reveal an increase of five percent on the question pertaining to parental involvement.

Action Steps to Implement

School Messenger messages will be made on a bi-weekly bases informing parents of school policies and initiatives (9/13/21-10/11/21).

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

Our school's website will be updated prior to Open House (9/29/21) so that we can direct parents to it for information at Open House.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

Flyers will be posted / distributed at Open House (9/29/21) to encourage parents to follow our school's social media accounts. Our social media manager will post at least weekly on both Instagram and Twitter to keep the accounts active.

Person Responsible   Stanley Nelson (218672@dadeschools.net)

A PTSA Zoom meeting will take place by mid-October (10/11/21) to establish a board and set annual goals for the organization.

Person Responsible   Hebert Penton (herbpenton@dadeschools.net)

SchoolMessenger and social media posts will be utilized at the start of the second quarter to remind parents of school policies and goals. The intended outcome of this is to keep all stakeholders focused on working toward school-wide goals.

Person Responsible   Hebert Penton (herbpenton@dadeschools.net)

A curriculum and magnet fair will be held on December 1st to share with current and prospective parents information about our school's various programs. The intended outcome of this event is to ensure all stakeholders are aware of and can take advantage of the school's academic programs.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

Before Spring Break, parents of seniors who have not yet met graduation requirements will be contacted by school personnel delineating the steps their children need to take to successfully complete their high school careers. The intended outcome is to ensure parents support both the school and their children in ensuring all requirements are met.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

Before Spring Break, a parent meeting will be held both virtually and in-person to discuss topics such as subject selection, testing, and how parents can support their students' progress at school. The intended outcome is to provide parents a clearer understanding of school-site decisions and to help them support their children's educational success.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	On the 2020-2021 SIP survey, 83 teacher respondents indicated they participated in data chats with an administrator as follows: 23% monthly, 41% quarterly, 28% annually. Furthermore, while 67% of respondents indicated progress monitoring data was utilized throughout the school year to ensure students receive appropriate remediation / enrichment all the time, 30% indicated it was only some of the time. Additionally, 39% of respondents indicated they received guidance in using data to plan instruction monthly, 25% indicated quarterly, and 18% indicated annually. Therefore, we have selected managing accountability systems as our area of focus to increase the percentage of teachers who feel data and progress monitoring are used at least monthly.
Measurable Outcome:	Successful implementation of the targeted element of managing accountability systems will result in more than 75% of respondents indicating that progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation and enrichment on the 2021-2022 SIP survey. Also, the goal is to have at least 50% of respondents indicate they received guidance in using data to plan instruction monthly.
Monitoring:	The school leadership team will monitor topic test, mid-year assessment, attendance and quarterly grade data and provide monthly feedback to departments and the faculty as a whole on trends and suggestions on how to use these trends to best meet student needs.
Person responsible for monitoring outcome:	Hebert Penton (herbpenton@dadeschools.net)
Evidence-based Strategy:	Managing data systems and processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve managing data systems and processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data and implementing next steps.
Rationale for Evidence-based Strategy:	Remaining focused on the variety of data available to us will assist in ensuring we are making consistent progress toward our goal of improved student outcomes and learning gains. Regular data review will also empower stakeholders with the information to adjust instructional strategies when necessary to maximize learning time and the teaching and learning process.

Action Steps to Implement

One of the sessions on our August PD (8/19/21) day school-site offering included a review of the SIP data on PowerBI and how such data informed our PLST team's selection of school-wide goals to demonstrate to staff the use of data to drive school-wide decisions

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

At our September faculty meeting (9/21/21), a slide will be presented reviewing how data is used to inform the master schedule to create wider faculty understanding of how data is used to drive school-wide decisions.

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

School-wide data will be provided after progress reports (by 9/29/21) on attendance and course grades to provide faculty and staff a snapshot of how our students are performing and create discussion on how to positively impact data trends.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

Departmental meetings that will take place with administrators by mid-October (10/11/21) that will include a review of subject area student achievement data as well as questions to encourage discussion of how such data can be used to drive instruction.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

School-wide data will be provided at our November curriculum council meeting (11/08/21) on attendance, course grades, detentions, CSI, topic tests, etc. to provide school leaders a comprehensive picture of where our school is at the end of the first quarter. The intended outcome of this action step is to ensure all stakeholders have an accurate picture of where we are as a school and to encourage buy-in on school-wide goals.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

Performance Matters reports will be reviewed at our December curriculum council meeting (12/01/21). The purpose of this action step is to review with curriculum leaders how to utilize this tool to help set departmental goals through progress monitoring.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

School-wide data will be provided at our February curriculum council meeting (02/09/22) on attendance, course grades, detentions, CSI, topic tests, etc. to provide school leaders a comprehensive picture of where our school is at the end of the first semester. The intended outcome of this action step is to ensure all stakeholders have an accurate picture of where we are as a school and to encourage buy-in on school-wide goals.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

By the end of February, departmental data chats based on midyear assessment data will be conducted with teachers and administration to provide clarity on how the school leadership team can best support classroom instruction.

Person Responsible Christina Alvarez (calvarez@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.

On the SafeSchoolsforAlex website, our school ranked high in overall incidents reported, ranking number 71 out of 74 high schools in the county and number 370 out of 505 high schools in the state. We ranked very high in drug / public order incidents, with 3.4 incidents reported per 100 students, ranking us number 69 out of 74 high schools in the county and number 418 out of 505 high schools in the state. Additionally, we are ranked middle in violent incidents, with 0.87 incidents reported per 100 students, ranking us number 66 out of 74 high schools in the county and number 245 out of 505 high schools in the state. According to PowerBI, our school had 6% of our students receive a referral as compared to the district average of 3%. Grade level data indicates that ninth graders receive the most referrals, with 11% of them receiving at least one referral as compared to 5% of tenth and eleventh graders. A primary area of concern is the student use of drugs and tobacco. A secondary area of concern is student behavior as pertains to fighting, particularly among younger students. School culture will be monitored through the lens of behavior and discipline data through regular monitoring of the MTSS Dashboard on PowerBI. Additionally, our TRUST counselor will arrange to have presentations on such topics as decision making and consequences to encourage better student choices. Our 2021-2022 percentage of students receiving a referral will decrease by at least one percentage point from 6% to 5%, bringing us closer to the district average.

Part IV: Positive Culture & Environment

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

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

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

Our strengths within school culture are in the areas of teaching, learning, assessments, safety, security, leadership and relationships. Through the implementation of small class sizes, student-teacher connections are fostered in environments that are conducive to students participating and sharing their thoughts and ideas. The staff holds students to high academic expectations and students are challenged academically through a menu of rigorous course offerings. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders, and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster student progress and learning.

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

The stakeholders involved in building a positive school culture and environment are the principal, assistant principals, teacher leaders and counselors (our school leadership team). The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with specific and relevant action steps. The assistant principals will monitor their assigned areas of responsibilities and assist in ensuring all information and plans are shared with stakeholders in a timely manner. Teacher leaders and counselors assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	$0.00
		Total:	$0.00