

Miami-Dade County Public Schools

Coral Gables Senior High School



2021-22 Schoolwide Improvement Plan

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Coral Gables Senior High School

450 BIRD RD, Coral Gables, FL 33146

<http://cghs.dadeschools.net>

Demographics

Principal: Tony Ullivarri G

Start Date for this Principal: 7/14/2020

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (57%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Coral Gables Senior High School

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<http://cghs.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	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Coral Gables Senior High School's purpose is all about TIME: Teach, Inspire, Motivate, and Empower our students. Through collaboration with all of our stakeholders, we create a safe learning environment that nurtures success within an interactive and engaging setting, which provides for the individual needs of our diverse student population. We believe in developing students' self-esteem and confidence through academic excellence. ? ?

To accomplish our vision, the stakeholders at Coral Gables Senior High School have developed a timely mission that is designed to Teach, Inspire and Motivate all students to excel and Empower the student body with essential knowledge and skills to become high school graduates and integral members of both our community and our global environment, encouraging a cooperative and multicultural society for all.

Provide the school's vision statement.

Coral Gables Senior High School, in shared governance with all of its stakeholders, will teach, inspire, motivate and empower our students to become integral members and leaders of society through excellence in education, cultural awareness and respect in preparation for postsecondary education or career.

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
Curtis, Patrick	Assistant Principal	Classroom Walkthroughs 10th Grade - Discipline Vocational → IPEGS Physical Education→ IPEGS Social Studies → IPEGS JROTC → IPEGS Athletics Capital Improvements Community School Liaison CG Chamber Education Committee Custodial Services/Plant Operations/Keys Dade Partners Detention Follow-Up EESAC Fire Drills & Lockdowns Property Control 5000 Role Models- Dixon School Health & Immunization/Clinic STOP – Fee Program Testing Zone Mechanic US History EOC Data Progress Monitoring & Tutoring
Diaz, Aida	Assistant Principal	Classroom Walkthroughs 9th Grade- Discipline Business-NAF Magnet→ IPEGS SPED → IPEGS World Languages→ IPEGS Attendance/Tardies School-Wide Clerical Staff Connect ED. Credit Union Daily Substitute Locator Media Center Inventory PTSA Liaison Parent Involvement Payroll Alternate Approver School Climate Survey School Volunteers Student/Parent Handbook Transportation Uniform Compliance/Plan/Sales Implementation of Interdisciplinary Unit w/NAF
Diaz, Nestor	Assistant Principal	Classroom Walkthroughs Language Arts→ IPEGS Reading → IPEGS ELL → IPEGS Student Services→ IPEGS A.P. Coordinator/IB Coordinator Articulation

Name	Position Title	Job Duties and Responsibilities
		Department Chairs/Curriculum Council Beginning Teacher Program Coral Gables School + Community Liaison Committee Destiny – Textbook Inventory/STAIRS Dual Enrollment Electronic Gradebook Florida Standards Implementation FTE Coordinator Gifted E.P. HEIP Internship Internship Coordinator (Quevedo) Industry Certification Master Schedule - Aspen Opening & Closing of School Professional Development Plan SACS Accreditation Small Learning Community (SLC) Teacher Certification Testing Calendar Testing Coordinator Tutoring Program
Figueroa, Jocelyn	Assistant Principal	Classroom Walkthroughs 12th Grade – Discipline Fine Arts → IPEGS Math → IPEGS Science→ IPEGS Activities School Accountability Data Digital Convergence Educational Software Progress Monitoring by Dept. EOC Progress Monitoring Field Trips Food Service & Cafeteria Staff Instructional Focus Calendar Updates School Improvement Plan (SIP) Student Incentives (Honor Roll) Teacher Awards/Staff Recognition Technology Coordinator—Tablets Testing Schedules Math & Biology EOC Progress Monitoring Website
Ullivarri, Tony	Principal	Classroom Walkthroughs Curriculum Administrative Staff Meetings Personnel Supervision Capital Improvements Plant Operations

Name	Position Title	Job Duties and Responsibilities
		Community Relations District Affairs EESAC / School Improvement Plan Florida Standards Public Relations Internal Accounting PTSA SACS Accreditation Safety to Life/Safety Committee School Budget

Demographic Information

Principal start date

Tuesday 7/14/2020, Tony Ullivarri G

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.*

55

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.*

65

Total number of teacher positions allocated to the school

135

Total number of students enrolled at the school

2,901

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

23

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	706	746	727	722	2901
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	151	160	154	578
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	41	94	88	27	250
Course failure in Math	0	0	0	0	0	0	0	0	0	31	94	65	58	248
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	98	124	112	125	459
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	118	119	111	160	508
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	266	127	0	0	393
	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	122	168	155	156	601

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	0	0	20	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	3	0	9	15

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	770	769	744	746	3029	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	155	161	153	167	636	
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	95	88	28	0	211	
Course failure in Math	0	0	0	0	0	0	0	0	0	96	62	59	0	217	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	126	114	124	141	505	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	120	112	160	156	548	

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	173	154	147	137	611	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	0	0	20	22	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	3	12	19	

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				61%	59%	56%	60%	59%	56%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				52%	54%	51%	50%	56%	53%
ELA Lowest 25th Percentile				40%	48%	42%	35%	51%	44%
Math Achievement				47%	54%	51%	48%	51%	51%
Math Learning Gains				48%	52%	48%	45%	50%	48%
Math Lowest 25th Percentile				35%	51%	45%	35%	51%	45%
Science Achievement				66%	68%	68%	61%	65%	67%
Social Studies Achievement				75%	76%	73%	71%	73%	71%

Grade Level Data Review - Progress Monitoring Assessments

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

We used the 2020 -2021 Mid- Year Assessment to compile the data below.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		49.2	
	Economically Disadvantaged		37.4	
	Students With Disabilities		18.6	
	English Language Learners		20.0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		48.6	
	Economically Disadvantaged		46.4	
	Students With Disabilities		27.1	
	English Language Learners		49.2	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		35.8	
	Economically Disadvantaged		60.1	
	Students With Disabilities		29.8	
	English Language Learners		6.3	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		59.9	
	Economically Disadvantaged		54.8	
	Students With Disabilities		55.6	
	English Language Learners		34.4	
	Number/% Proficiency	Fall	Winter	Spring
	All Students		15.8	
Biology	Economically Disadvantaged		4.9	
	Students With Disabilities		3.1	
	English Language Learners		4.4	
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
US History	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		63.7	
	Economically Disadvantaged		61.9	
	Students With Disabilities		41.7	
	English Language Learners		48.7	

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

Analysis

Data Analysis

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

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

2019 Data Findings

All ELA Subgroups Achievement increased overall except for White students which decreased by 2 percentage points.

Math Subgroups Learning Gains decreased amongst ELL (2%) and Black (12%) students.
The Black subgroup showed an average 10% increase in ELA achievement, LG and LG25.
Math Achievement levels increased by 7 percentage points.
Science Achievement levels increased by 5 percentage points.
Social Studies Achievement levels increased by 4 percentage points.
ELA L25 Achievement levels increased by 5 percentage points

2021 Data Findings:

ELA Achievement levels decreased by 6 percentage points.
Math Achievement levels decreased by 26 percentage points, specifically 15% decrease in Algebra and 13% decrease in Geometry.
9th grade students in Algebra scores 2% higher than the 9th district average
Science Achievement levels decreased by 10 percentage points.
Social Studies Achievement levels decreased by 12 percentage points.

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

2019 Data Findings:

Data showed that there were learning gain gaps amongst Black and ELL students throughout various content areas. When comparing the 2019 subgroup data, it was noted that our black students consistently scored 20% lower than all other demographics across all content areas. In Math we noticed that the Algebra EOC score (42%) was 21% lower than the district average in 2019. When comparing 2018 to 2019 data we noticed that our Math L25% learning gains for ELL students decreased by 4%.

2021 Data Findings:

When comparing the 2021 subgroup data, it was noted that the Math, EOC score (31%) was 16% lower compared to 2019. Our Math learning gains decreased by 23%. Algebra scores decreased by 15% and Geometry by 13%.

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

2019 Data Findings:

In our Math courses, especially Algebra, we have noticed that students don't have the background knowledge necessary to begin the school year effectively. This, in turn, causes students to not be able to access pre-requisite knowledge. To improve this factor we need to plan for this gap in pre-requisite knowledge. Algebra should use data to tier students and differentiate accordingly.

2021 Data Findings:

There was a lack of student engagement noted in most math classrooms. Distance learning made it difficult for teachers to maintain effective student engagement. It was also noted that the Algebra and Geometry teachers weren't teaching on pace. They often taught faster than the pacing guides recommended and this made it difficult for students to keep up with the content if they were struggling.

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

2019 Data Findings:

ELA Lowest 25th Percentile increased from 35 percentage points in 2018 to 40 percentage points on the 2019 FSA. Science Achievement increased from 61 percentage points in 2018 to 66 percentage points on the 2019 EOC. Social Studies Achievement increased from 71 percentage points in 2018 to

75 percentage points on the 2019 EOC.

2021 Data Findings:

10th grade ELA achievement percentage of 56% was 4% higher than the district average and 5% higher than the state average. 11th grade Social Studies achievement percentage of 66% was 6% higher than the district average and 3% higher than the state average.

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

2019 Data Findings: We created a collaborative planning schedule that allotted time to plan for DI. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

2021 Data Findings:

Social studies consistently offered tutoring on Saturday's. They also administered all district exams and used data to remediate instruction. ELA consistently used differentiation strategies in their instruction. They also used data to provide targeted interventions to students that were not reaching mastery.

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

This year we will implement the following strategies: Attendance Initiatives, Interactive Learning Environments, Engagement Strategies, Data-driven Instruction and Extended Learning Opportunities.

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 Learning Support Team will develop whole group job-embedded professional development aligned to strategies that help teachers sustain engagement in the classroom (September/21), Administration will be conducting walkthroughs with thorough feedback (October-December/21), Providing mini PDs during faculty meetings that align with interactive learning environment strategies. (November/December/21), and continuous data chats with teachers after each district assessment (October/21 - May/22).

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

Department meetings will be scheduled once a month to review engagement strategies that have worked and to promote collaboration amongst teachers. The Leadership Team will attend department meetings to ensure fidelity of the strategies being implemented school-wide. After school tutoring and interventions, as well as Saturday Academies will be offered to all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	<p>Based on our 2019 and 2021 data review, our school will implement the Targeted Element of Student Engagement.</p> <p>Our 2021 student data revealed that our overall school proficiency was 55% in ELA and 31% in Math. This data decreased significantly when comparing it to our 2019 data of 65% for ELA and 47% for Math. Our 2021 PD Needs Assessment Survey indicated that only 21% of the staff attended professional development that focused on the student learning environment. In the same survey, 22% of teachers indicated they would benefit most from additional professional development in Engagement Strategies (it was the second most requested area of professional development).</p>
Measurable Outcome:	<p>If we implement strategies aligned to student engagement, our ELA scores will increase by a minimum of 5 percentage points and Math scores will increase by a minimum of 8 percentage points each as evidenced by on-going district and teacher-generated assessments.</p>
Monitoring:	<p>The Leadership Team will conduct monthly walkthroughs to ensure student engagement is evident. Data Analysis of district and teacher-generated assessments will be reviewed during monthly Leadership Team meetings to observe progress toward the increase in proficiency. The leadership team will conduct quarterly data chats with teachers (by department) and determine if engagement strategies need to be altered. The Leadership Team will follow-up with regular walkthroughs to ensure student engagement continually takes place and necessary adjustments are occurring.</p>
Person responsible for monitoring outcome:	<p>Tony Ullivarri (pr7071@dadeschools.net)</p>
Evidence-based Strategy:	<p>Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Interactive Learning Environment. Interactive Learning Environment will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Creating an interactive learning environment will allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional/metacognitive processes.</p>
Rationale for Evidence-based Strategy:	<p>The strategy of Interactive Learning Environment was selected because we noticed a significant decrease in proficiency in ELA and Math. An Interactive Learning Environment will help gauge the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. This, in turn will improve student engagement--cognitively, behaviorally, physically, and emotionally.</p>

Action Steps to Implement

8/19 - After analyzing current data of our students, teachers will participate in a school wide PD that focuses on student engagement during the district's mandatory professional development day.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

8/31- 10/11 Teachers will consistently monitor student engagement through academic progress, including but not limited to data chats and teacher generated data trackers. Students will also have the opportunity to track their progress in core classes.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

8/31- 10/11- Once a quarter, teachers will review assessment data and share best practices for engaging our diverse learners with the faculty. Additionally, exemplary lesson plans that contain student engagement strategies will be shared.

Person Responsible Jocelyn Figueroa (jafigueroa@dadeschools.net)

8/31- 10/11-Administration will provide informal feedback to teachers, at least twice each quarter, that is aligned to student engagement strategies. Teachers will receive additional support and resources if needed.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

11/1-12/17 - Teachers will create student data chat forms or reflection tools. Students will have the opportunity to reflect on their progress and areas of growth and create goals for the school year.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

11/1-12/17- Teacher's instructional delivery will include strategies that create an Interactive Learning Environment. Some strategies that they learned in the school based PD in August include: Spark, Padlet, Mentimeter, Escape Room, EdPuzzle, Jeopardy Labs, Canva, Wheel of Names, Storytelling. The teachers are not limited to these engagement tools only. Evidence of the use of any engagement strategy should be noted in their lesson plan.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

1/31 - 4/29 - Teachers will identify disengaged students and keep students focused by using Class Participation Strategies. These strategies may include:

Popsicle stick names -- Write every student's name down on a popsicle stick and pop it in a spare mug. When you need answers from the class, just pull out a popsicle stick and ask the relevant student to share.

Think-pair-share - This technique challenges students to think about the answer to a question on their own, pair up with a classmate to discuss, then share their conclusions with the class.

Wait time - Giving students the space they need to develop an answer will pay off in the long run!

Whip around: Pose a question, then go around the room and ask every student to contribute.

Person Responsible Jocelyn Figueroa (jafigueroa@dadeschools.net)

1/31 - 3/18 - Students will have the opportunity to reflect on their progress and areas of growth for the second semester of school. They create new goals and the necessary steps to reach those goals in the upcoming semester.

Person Responsible Janine Leyte-Vidal (janinecastillo@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Professional Learning. Professional Learning was identified as a critical need because, as per the 2020-2021 PD Needs Assessment Survey, 42% of the faculty ranked "Continue my Professional Growth" as their main reason for participating in professional development.
Measurable Outcome:	If we successfully implement Professional Learning Opportunities, then our teachers will gain the necessary strategies needed to improve their practice which will then, in turn, increase student proficiency by 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will review attendance rosters of meetings and/or ask for proof of attendance. Lesson plans and walkthroughs should reflect implementation strategies learned at the professional developments.
Person responsible for monitoring outcome:	Nestor Diaz (160389@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Professional Learning, our school will focus on the evidence-based strategy of: Extended Learning Opportunities. Extended Learning Opportunities will consist of activities designed to provide learning opportunities for teachers beyond the school day as well as enrichment opportunities for teachers.
Rationale for Evidence-based Strategy:	Extended Learning Opportunities will ensure that teachers have ample opportunities to expand their knowledge on strategies that will aid in creating a learning environment conducive to meaningful learning. Extended Learning Opportunities will also provide an arena for teachers to adjust instruction so individualized teacher and student goals can be reached. This was our chosen strategy because the results from our 2021 needs assessment indicated that teachers wanted more learning opportunities. The Leadership Team also met during the summer and determined that teachers did not get enough opportunities last year to learn as a group and these opportunities would result in better State Assessment scores.

Action Steps to Implement

8/31 - 9/30 -The PLST team will survey the teachers to determine which Instructional Practices they would like to receive development in.

Person Responsible Jocelyn Figueroa (jafigueroa@dadeschools.net)

9/15 - 9/20- The PLST Team will develop a Professional Development Plan for the school year that will include PDs as well as other enrichment opportunities that will occur during faculty and departmental meetings.

Person Responsible Jocelyn Figueroa (jafigueroa@dadeschools.net)

8/31- 10/11-Teachers will be provided opportunities to learn and share best practices for professional growth that aligns with state standards during faculty and department meetings.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

8/31- 10/11- At the end of Semester 1, the PLST will re-evaluate the PDs provided and re-send a new survey in order to provide new professional learning opportunities.

Person Responsible Jocelyn Figueroa (jafigueroa@dadeschools.net)

11/1-12/17 - Teachers will have the opportunity to present engagement and differentiation strategies during faculty and/or department meetings. This will, in turn, allow teachers to learn new strategies that they can implement to increase student engagement in the classroom.

Person Responsible Jocelyn Figueroa (jafigueroa@dadeschools.net)

11/1-12/17- Teachers will meet with their co-teacher to establish a co-teaching model. This will allow more opportunities for small group and one-to-one learning. It will also help inform and establish a co-teach model that will help enrich instruction in the classroom.

Person Responsible Aida Diaz (aidadiaz@dadeschools.net)

1/31 - 2/15 - A new PD survey will be sent out at the closing of the second quarter to determine the best plan-of-action for teacher enrichment opportunities. This survey will ask for teacher feedback regarding the instructional practices they would like to focus on as well as the most effective modes of delivering them.

Person Responsible Janine Leyte-Vidal (janinecastillo@dadeschools.net)

1/31 - 4/29 - We will provide a break out room for teachers that have inclusion courses during some faculty or department meetings. Staff members will have the opportunity to establish a co-teach model with their respective co-teachers and discuss any updates or progress. This co-teach model will be evident when administrators conduct walkthroughs.

Person Responsible Amanda Herrera (aherrera@dadeschools.net)

#3. Culture & Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of teacher attendance. Through our data review, we noticed that 20% of teachers have 10 or more absences during the 2020 - 2021 school year. 29% of staff were absent 5.5 to 10 days. We recognize the need to tailor our attendance initiatives to motivate and recognize teachers.
Measurable Outcome:	If we successfully implement the targeted element of teacher attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent teacher recognition, no more than 10% of our staff will be absent 10+ days by June 2022.
Monitoring:	This area of focus will be monitored by reviewing the daily log of teacher's attendance which is used to assign substitute teachers. Trends in absenteeism will be analyzed on a school wide or individual basis. Teachers with perfect attendance will be recognized.
Person responsible for monitoring outcome:	Tony Ullivarri (pr7071@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented for the targeted element of teacher attendance is attendance initiatives. This strategy involves close monitoring and reporting of teacher absences and more direct measures including administrative follow ups as well as recognitions for teachers with perfect attendance.
Rationale for Evidence-based Strategy:	Teachers represent the greatest lever at schools' disposal for driving student achievement. Research shows a correlation between teacher absenteeism and student performance, with part of the explanation attributable to the relative weakness of substitute teachers. If teachers are in school, student education is not paused. This will, in turn, improve student academic achievement in their courses. This evidence-based strategy was selected because 20% of teachers had 10 or more absences during the 2020 - 2021 school year and the school did not have any initiatives in place.

Action Steps to Implement

8/31- The school's leadership team will prioritize attendance early in the year. They will share the 2020 data for teacher absences with the staff and promote improved attendance in order to maintain consistency in the classroom and increase student achievement.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

9/15- 10/11 - The school's administration will monitor attendance through the PowerBi's teacher attendance dashboard. Administration will follow up with teachers with an increasing number of absences to determine if support is needed to improve attendance.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

9/15- 10/11 - Every 9 weeks the admin team will meet to analyze attendance data and will identify teachers that will be recognized for their perfect attendance.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

8/31- 10/11 - Administration will provide support and assistance as needed for teachers who exhibit a pattern of excessive and/or unauthorized absences. Support may be provided at the school and/or via the District's Employee Assistance Program.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

11/10- 12/11 - The administrative team will continue to meet to analyze attendance data and will identify teachers that will be recognized for their perfect attendance.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

11/10- 12/11 - Administration will provide support and assistance as needed for teachers who exhibit a pattern of excessive and/or unauthorized absences. Support may be provided at the school and/or via the District's Employee Assistance Program.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

1/31 - 4/29 - Increase teacher involvement in the design and implementation of learning opportunities and events. This will, in turn, improve and/or sustain teacher attendance due to an increase in morale.

Person Responsible Jocelyn Figueroa (jafigueroa@dadeschools.net)

1/31 - 4/29 - The administrative team and department heads will use mindfulness supports for teachers to reduce stress in ways that positively affect both teachers and students. Mindfulness helps build community and can impact teacher attendance in a positive manner.

Person Responsible Jocelyn Figueroa (jafigueroa@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on the review of the Core Leadership Competencies, we want to use the targeted element of specific teacher feedback. By providing teachers with specific feedback, our teachers will obtain the experiences and training needed to develop new skills and levels of capability.
Measurable Outcome:	If we successfully implement the targeted element of specific teacher feedback, our teachers will regularly be provided with positive feedback and suggestions for improvement on specific practices/strategies. The percentage of teacher feedback and walkthroughs will increase by at least 20% during the 2021-2022 school year.
Monitoring:	The Leadership Team will conduct monthly walkthroughs and provide feedback for teachers. The Leadership Team will meet once a month to discuss data collected at walkthroughs. They will identify specific staff members that are in need of additional support and provide them with mentors or additional professional development opportunities.
Person responsible for monitoring outcome:	Tony Ullivarri (pr7071@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of instructional leadership team, we will focus on the evidence-based strategy of: consistent, developmental feedback. Consistent, developmental feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.
Rationale for Evidence-based Strategy:	Consistent, developmental feedback will give teachers the opportunity to reflect on their practice and the feedback provided. The feedback will be coordinated, consistent, and clear, steadily guiding the teacher on a path of development. Teachers will have the opportunity to gain new skills and expand their knowledge through this process. The feedback structure will be aligned with theories of adult learning and reflect the school's goals for feedback.

Action Steps to Implement

8/31- 10/11 - Administration will conduct classroom walkthroughs and provide detailed feedback for teachers.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

8/31- 10/11 - The admin team will meet, in person, with teachers to discuss areas for improvement and strategies that they can implement. The teacher may be asked to observe a model teacher.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

8/31- 10/11 - Administration will follow up with teachers and determine if new strategies have been implemented based on feedback.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

8/31- 10/11 - Administration will share overall trends with Faculty during the monthly faculty meeting to ensure that all teachers are effectively implementing feedback that is aligned to school wide trends.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

11/1-12/17- Teachers in core content areas will have the opportunity to conduct peer-to-peer observations. This will give the observer an opportunity to learn new instructional strategies and will give the observed teacher an opportunity to receive valuable feedback.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

11/1-12/17- Administration will conduct informal classroom walkthroughs and provide detailed feedback to teachers through different communication methods (in person, notes, email, etc.).

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

1/31 - 4/29 - Teachers on the English 1 & 2 and US History team will have the opportunity to conduct peer-to-peer observations. This will give the observer an opportunity to learn new instructional strategies and will give the observed teacher an opportunity to receive valuable feedback.

Person Responsible Nestor Diaz (160389@dadeschools.net)

1/31 - 4/29 - Administration will continue to conduct informal classroom walkthroughs and provide detailed feedback to teachers that focuses on the behavior, not the person. The feedback should be reasonable and identify strengths and areas of growth for the teacher.

Person Responsible Tony Ullivarri (pr7071@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

Coral Gables SHS has been categorized with a "low" overall ranking when compared to all schools in Florida. The school data shows that Coral Gables SHS ranked "high" for property incidents, specifically breaking and entering/burglary. This primary area of concern will be rectified by hiring additional security at the school to monitor hallways. We will create a plan to ensure that students remain in class throughout the day and any student that is seen in the halls has a pass.

The school data shows that Coral Gables SHS ranked "medium" for drug/public order incidents, specifically tobacco. As part of the new discipline plan, we will be checking restrooms more often to ensure that students are not using tobacco products in the restroom. We will continue to monitor suspicious student activity throughout the school to ensure that students understand that the use of tobacco products are not tolerated.

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.

Coral Gables Senior High School encourages school pride. Staff and students often wear school regalia and the staff takes a lot of pride in working here. Many attended Coral Gables as students. Within the various academies, we notice pride as well. Pep Rallies are common at Gables to increase pride. The social emotional wellness of students is a priority. Counselors are available and always willing to assist students in need. This connects to physical and emotional safety and allows students the opportunity to feel safe and comfortable sharing ideas

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

Teachers focus on creating a positive culture within their classrooms. They ensure that students are learning in a safe space and promote a welcoming classroom environment. The PTSA supports students and staff through activities, grant opportunities and recognition. Academy Leads and Department Chairs build inclusive teams amongst their teachers and serve as leaders. They also build student leadership. The Leadership Team promotes positive culture and environment at the school by building relationships with students, staff, parents and community stakeholders. Students are the most important component. They are leaders within their clubs and academies. They participate in school functions and they support each other throughout the year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00