

Miami-Dade County Public Schools

# J.C. Bermudez Doral Senior High



2021-22 Schoolwide Improvement Plan

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# J.C. Bermudez Doral Senior High

5005 NW 112TH AVE, Doral, FL 33178

[ no web address on file ]

## Demographics

Principal: Edward Smith

Start Date for this Principal: 7/19/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	47%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# J.C. Bermudez Doral Senior High

5005 NW 112TH AVE, Doral, FL 33178

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9	No	50%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

## School Grades History

Year	2020-21
Grade	

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<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 J.C. Bermudez Doral Senior High School is to journey together as a community of learners to assist every individual in becoming aware of their infinite worth and uniqueness. We educate using reason as a way of recognizing the meaning of truth and freedom.

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

J.C. Bermudez Doral Senior High School's vision is to educate individuals to become aware of their infinite worth and contribute to the good of society with their lives.

### 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
Lorenzo, Ernest	Teacher, K-12	Mr. Lorenzo teaches courses in world history utilizing core curriculum and other appropriate learning activities approved by the Florida Department of Education. He also creates instructional resources for use in the classroom, while also creating a positive educational climate for students to learn in.
Trelles, Lissette	Teacher, K-12	Ms. Trelles oversees the English department. She ensures that she has read all prescribed novels, poetry, and additional resources to gain a thorough understanding of them before developing lesson plans and curricula. Additionally, she assesses student needs and provides support or extra resources to struggling students as well as exceptional achievers.
Robaina, Amarily	Administrative Support	Ms. Robaina oversees the responsibilities of providing assistance in planning, scheduling, coordinating, and supervising assemblies, club activities, field trips, and activity buses. She also responds to all parent concerns and establishes and maintains the school's social fundraising and activity calendar.
Smith, Katrisha	Assistant Principal	Ms. Smith assists in the planning, development, organization, coordination and supervision of instructional programs and activities. She also interprets and implements the district-approved curriculum program in light of individual school needs. She maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs. While also supervising the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary.
Smith, Edward	Principal	Mr. Smith oversee day-to-day school operations, manages school logistics and budgets, interview and hires school personnel, while also handling reviewing and implementing school policies. He also ensures a safe and clean environment for students, while also attending Professional Developments to stay abreast of current educational trends. Mr. Smith encourages, guiding and assisting student leaders and teachers in reaching their full potential. Additionally, he meets with parents and administrators on a regular basis for problem resolution.

## Demographic Information

### Principal start date

Sunday 7/19/2020, Edward Smith

**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.*

9

**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.*

10

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

37

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

568

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

1

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

11

**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	276	292	0	0	568
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	61	0	0	98
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	5	51	0	0	56
Course failure in Math	0	0	0	0	0	0	0	0	0	4	47	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	47	56	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	47	52	0	0	99
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	141	0	0	0	141
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	40	72	0	0	112

**The number of students identified as retainees:**



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

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

Monday 7/19/2021

**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	0	294	0	0	0	294
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	60	0	0	0	60
One or more suspensions	0	0	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	0	50	0	0	0	50
Course failure in Math	0	0	0	0	0	0	0	0	0	0	47	0	0	0	47
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	54	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	50	0	0	0	50

**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	69	0	0	0	69

**The number of students identified as retainees:**

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

**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					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		73%	71%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019					
Cohort Comparison						

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					

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					

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

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

**Grade Level Data Review - Progress Monitoring Assessments**

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

- Mid-Year assessment
- Performance Matters topic assessment
- FAIR Test

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		35%	
	Economically Disadvantaged		35%	
	Students With Disabilities		8%	
	English Language Learners		31%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		47%	
	Economically Disadvantaged		46%	
	Students With Disabilities		40%	
	English Language Learners		40%	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		30%	
	Economically Disadvantaged		29%	
	Students With Disabilities		100%	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

**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	19	35		21	28						
ELL	27	46	40	26	29	17	90				
HSP	45	47	45	33	28	12	80				
WHT	40										
FRL	44	45	43	29	31	14	78				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	40
White Students Subgroup Below 41% in the Current Year?	YES
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?**

According to 2020-21 FSA Math data, our overall testing proficiency was 47% which include the subsets of ELL and SPED.

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

According to 2020-21 ELA data, the greatest need for improvement would be within our ELL (31%) and SPED (8%). Our overall proficiency score is 35%.

**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 were student lack of motivation as a result of the use of online learning as a primary tool for instruction and students' recent exit from the ESOL program. The new actions that would need to be taken to address this need for improvement would be student extended learning opportunities, utilization of differentiated instruction and use of effective curriculum and resource utilization.

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

Although we do not have data for 2019 state assessments due to our school opening in 2020, we showed the most improvement in mathematics within the ELL and ESE subgroups.

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

We achieved this through the implementation of monthly data chats, differentiated and bell-to-bell instruction in addition to tutoring conducted by teachers. The contributing factors and new actions to this improvement were collaborative learning/structures, corrective feedback for students and checks for understanding.

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

The strategies we will need to implement in order to accelerate learning are data-driven decision-making, interactive learning environments and ongoing progress monitoring. We will incorporate standard aligned instruction to improve and accelerate student learning. This will be done by identifying the most critical learning standards and aligning lesson plans based on objectives and past assessments.

**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.**

Based on the contributing factors and strategies identified to accelerate learning, teachers will attend professional development sessions on the following subjects: Teaching Mathematics Post-Covid, SAVVAS My Perspectives ELA ELL Implementation Training Grades 9-12, High School Science Engagement and Social Studies: Putting the Civil Back in Discourse.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are vertical planning, data chats, standards aligned instruction, EESAC/PTSA parental involvement and overall accountability.

## Part III: Planning for Improvement

### Areas of Focus:



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

After further review of our 2020-21, FSA ELA data points, our leadership team identified that greater focus should be placed on standards-aligned instruction in ELA due to students scoring a 35% proficiency level in their ELA assessment.

**Measurable Outcome:**

Successful Implementation of increased collaborative planning will result in a 2% increase in student learning gains in ELA and Mathematics as evidenced by 2022 state assessments.

**Monitoring:**

The leadership team will conduct quarterly data chats, adjust groups based on current data in real time and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review monthly lesson plans for indication of differentiation for L25 students, in particular. Data analysis of formative assessments of L25, ELL and ESE students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a monthly basis. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

**Person responsible for monitoring outcome:**

Katrishia Smith (katrishasmith@dadeschools.net)

**Evidence-based Strategy:**

Using resources effectively requires optimizing the use of resources to improve student learning. In order to optimize resources, determine if existing resources can be reallocated to better support student and teacher needs, analyze data to determine whether resources benefit students and justify the cost, and ensure that resources align with the school's goals.

**Rationale for Evidence-based Strategy:**

Standard aligned instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

Grade level chairpersons will conduct monthly meetings to collaborate and ensure that planned lessons target remediation of standards while maintaining rigor and adherence to the district pacing guide. (09/01/21 - 10/11/21)

**Person Responsible**

Katrishia Smith (katrishasmith@dadeschools.net)

The leadership team will conduct scheduled quarterly meetings with Grade level chairpersons to discuss remediation of standards. (09/01/21 - 10/11/21)

**Person Responsible**

Katrishia Smith (katrishasmith@dadeschools.net)

The administrative team will conduct quarterly walkthroughs to target remediation of standards. (09/01/21 - 10/11/21)

**Person Responsible**

Katrishia Smith (katrishasmith@dadeschools.net)

The leadership team will meet with instructional staff and coaches to discuss observation findings. (09/01/21 - 10/11/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The administrative team will conduct a faculty meeting on school-wide data findings. (11/01/21-12/21/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will provide all teachers with topic assessments and additional district approved materials to mitigate learning loss. (11/01/21-12/21/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

## #2. Culture & Environment specifically relating to Student Attendance

**Area of Focus Description and Rationale:** Based on the data from our 2020 School Culture EWI report, which indicates 54% of students who have more than 16 absences, we identified this area as a critical need. Based on educational research, it is widely known that there is a direct correlation between attendance and student achievement.

**Measurable Outcome:** Successful implementation of monitoring our students attendance will result in a 5% decrease for students with 16 or more absences.

**Monitoring:** Student attendance will be monitored by the administrative team, to include teachers and counselors, who will be responsible for meeting with parents and students on a monthly basis, as well as implementing strategies to assist truant students, including weekly progress reports.

**Person responsible for monitoring outcome:** Amarilys Robaina (arobaina@dadeschools.net)

**Evidence-based Strategy:** Strategic attendance initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

**Rationale for Evidence-based Strategy:** The importance of monitoring the link between our students' attendance and their academic performance is critical to their academic achievement. The attendance and academic progress of students with more than 7 absences within a 9-week period will be addressed. This is important as a school to address so that we can identify if our students are in need of additional services that our district can provide.

### Action Steps to Implement

The leadership team will identify and contact parents and or guardians of students who have 15 or more unexcused absences. (09/01/21 - 10/11/21)

**Person Responsible** Amarilys Robaina (arobaina@dadeschools.net)

The leadership team will provide a Truancy Intervention Parent Letter to students who have been listed as truant. (09/01/21 - 10/11/21)

**Person Responsible** Amarilys Robaina (arobaina@dadeschools.net)

The leadership team will identify and provide certificates to all students with perfect attendance on a quarterly basis. (09/01/21 - 10/11/21)

**Person Responsible** Amarilys Robaina (arobaina@dadeschools.net)

The leadership team will make a recommendation for referral to Social Worker and or School Resource Officer to provide wraparound services to students whose absences are due to mental health or emotional disturbances. (09/01/21 - 10/11/21)

**Person Responsible** Amarilys Robaina (arobaina@dadeschools.net)

The administrative team will assign all students to the Mental Health Coordinator to provide additional support. (11/01/21-12/21/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The administrative team, along with the Mental Health Coordinator will have monthly meetings with the Social Worker and or School Resource Office to address the effectiveness of wraparound services that have been provided to students. (11/01/21-12/21/21)

**Person Responsible** Amarilys Robaina (arobaina@dadeschools.net)

**#3. Leadership specifically relating to Walkthroughs**

**Area of Focus**  
**Description and Rationale:** Administrative walkthroughs have been identified as an area of focus due to low proficiency of 35% in ELA. Due to Covid-19 restrictions, walkthroughs were not conducted on a quarterly basis as originally intended.

**Measurable Outcome:** Successful implementation of the targeted focus leadership development will result in a 3% increase of ELA proficiency.

**Monitoring:** This area of focus will be monitored by the administrative team. A quarterly schedule will be developed and adhered to by the leadership team. This will allow the leadership team to meet, discuss, and address it's quarterly findings.

**Person responsible for monitoring outcome:** Katrisha Smith (katrishasmith@dadeschools.net)

**Evidence-based Strategy:** Determining, Implementing, & Tracking Initiatives and Progress involves identifying priority initiatives, designing a plan of implementation and tracking, and communicating the stakeholders' role in the initiative. Leaders will ensure a timeline and format for progress monitoring is developed and the details of implementation are communicated effectively.

**Rationale for Evidence-based Strategy:** The rationale for selecting walkthroughs is to build sound teaching practices and teacher morale, thus resulting in increased student achievement.

**Action Steps to Implement**

The leadership team will conduct quarterly data chats and will disaggregate data during leadership team meetings. (09/01/21 - 10/11/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will develop a quarterly calendar for scheduled walkthroughs. (09/01/21 - 09/17/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The administrative team will conduct quarterly walkthroughs. (09/17/21 - 10/11/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will meet with instructional staff and coaches to discuss observation findings. (09/17/21 - 10/11/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The administrative team will conduct a faculty meeting on school-wide data findings. (11/01/21-12/21/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will provide all teachers with topic assessments and additional district approved materials to mitigate learning loss. (11/01/21-12/21/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

**#4. Instructional Practice specifically relating to Collaborative Planning****Area of****Focus****Description and****Rationale:**

After further review of our 2020-21, FSA ELA data points, our leadership team identified areas of concern in ELA (35%) and math (47%). Our plan of action will include collaborative planning, as this strategy is linked to increasing student achievement.

**Measurable Outcome:**

Successful Implementation of increased collaborative planning will result in a 3% increase in proficiency in ELA and mathematics as evidenced by 2022 state assessments.

**Monitoring:**

The leadership team will conduct quarterly data chats during collaborative planning, adjust groups based on current data in real time and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review monthly lesson plans for indication of differentiation for L25 students, in particular. Data analysis of formative assessments of L25, ELL and ESE students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a monthly basis. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

**Person responsible for monitoring outcome:**

Katrishia Smith (katrishasmith@dadeschools.net)

**Evidence-based Strategy:**

We will implement collaborative planning, to include mentorship and partnership with teacher collaboration to share responsibilities for students' learning, resulting in improved instruction. To promote strategic teacher teaming, empower the teams by supporting a safe space for teachers to come together to share information, resources, ideas, and expertise so that learning becomes more accessible and effective for students.

**Rationale for Evidence-based Strategy:**

Collaborative planning will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

Grade level chairpersons will conduct monthly meetings to collaborate and ensure that planned lessons target remediation of standards while maintaining rigor and adherence to the district pacing guide. (09/01/21 - 10/11/21)

**Person Responsible**

Katrishia Smith (katrishasmith@dadeschools.net)

The leadership team will conduct scheduled quarterly meetings with grade level chairpersons to discuss remediation of standards. (09/01/21 - 10/11/21)

**Person Responsible**

Katrishia Smith (katrishasmith@dadeschools.net)

The administrative team will conduct quarterly walkthroughs to target remediation of standards. (09/01/21 - 10/11/21)

**Person Responsible**

Katrishia Smith (katrishasmith@dadeschools.net)

The leadership team will meet with instructional staff and coaches to discuss observation findings. (09/01/21 - 10/11/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The administrative team will conduct a faculty meeting on school-wide data findings. (11/01/21-12/21/21)

**Person Responsible** Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will provide all teachers with topic assessments and additional district approved materials to mitigate learning loss. (11/01/21-12/21/21)

**Person Responsible** Katrisha Smith (katrishasmith@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.

**During the upcoming school year, our administrative team and staff members plan to address specific areas of concern in regard to discipline typical to high school students; i.e. truancy, vaping and inappropriate public displays of affection. Student behavior will be monitored and addressed through a counseling approach to discipline. We plan to increase by 5% our attendance rate, decrease substantial reading deficiency from 141 students to 70 students, and maintain a 0% in one or more suspensions and retained students for the 2022 school year.**

### 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.

Based on the 2020 School Climate Survey, we will continue to implement safety and security measures, build on leadership and relationships within the school and the community and provide resources and support systems to parents and students. The leadership team will mentor individual students who are consistently truant and connect with them on a monthly basis to encourage attendance efforts. The leadership team will plan regular student incentives to promote consistent student attendance. Within the



targeted element of student attendance, our school will focus on the evidence-based strategy of attendance initiatives. Attendance initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

### **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 principal, teacher leaders, counselors (our school leadership team), students, staff members, parents, families, community members, local business leaders and elected officials. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The assistant principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

## **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
<b>Total:</b>			<b>\$0.00</b>