

Miami-Dade County Public Schools

Miami Jackson Senior High School



2021-22 Schoolwide Improvement Plan

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Miami Jackson Senior High School

1751 NW 36TH ST, Miami, FL 33142

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

Demographics

Principal: Rennina Turner L

Start Date for this Principal: 7/16/2017

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)	99%
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 Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (44%) 2016-17: C (42%)
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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Miami Jackson Senior High School

1751 NW 36TH ST, Miami, FL 33142

<http://generals.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	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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<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 Miami Jackson Senior High School is to provide the optimal learning environment through our commitment to excellence, and to facilitate the full integration of our students into a rapidly changing technological and increasingly complex multi-cultural society.

Provide the school's vision statement.

Miami Jackson Senior High School is to be the high school of choice for all students in our community by providing students preparation essentials for their entry into institutions of higher learning, vocational programs, or workforce.

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
Turner, Rennina	Principal	The role of the principal is to provide leadership, direction and coordination within the school. The principal's responsibilities are to develop and maintain effective educational programs and to promote the improvement of teaching and learning with our school.
Saavedra, Chris	Assistant Principal	The vice principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management, and the supervision over teaching and support staff.
Sterling, John	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management and the supervision over teaching and support staff.
Sarmiento, Zulaima	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management and the supervision over teaching and support staff.
	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management and the supervision over teaching and support staff.
Broomfield, Marcela	Reading Coach	The Reading Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teaches, plans collaboratively, provides feedback to teachers, and conducts professional developments.
Clark, Cherea	Reading Coach	The Reading Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teaches, plans collaboratively, provides feedback to teachers, and conducts professional developments.
Johnson, Demetras	Math Coach	The Math Coach is responsible for coaching, supporting, and guiding teachers in best practices for secondary Math instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional development.
Zambrano, Jacqueline	Science Coach	The Science Coach is responsible for coaching, supporting, and guiding teachers in best practices for secondary science instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional development.
Cogdello, Melva	Other	The Activities Director plan, direct and review the activities and operations of student activities, student government and student organizations at an

Name	Position Title	Job Duties and Responsibilities
		assigned school site; develop, plan and implement program goals and objectives; recommend and administer policies and procedures.

Demographic Information

Principal start date

Sunday 7/16/2017, Rennina Turner L

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.*

21

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.*

42

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,269

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

27

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

14

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	250	330	348	341	1269
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	126	210	238	195	769
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	25	102	124	79	330
Course failure in Math	0	0	0	0	0	0	0	0	0	15	86	154	75	330
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	85	146	135	160	526
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	85	129	138	159	511
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	165	146	0	0	311

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	105	199	225	204	733

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	9	9	6	28

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	370	393	377	357	1497
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	219	239	200	218	876
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	104	125	79	23	331
Course failure in Math	0	0	0	0	0	0	0	0	0	0	90	155	80	10	335
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	150	135	164	185	634
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	136	138	162	194	630

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	0	209	226	208	208	851

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	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	9	9	6	28

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				24%	59%	56%	25%	59%	56%
ELA Learning Gains				34%	54%	51%	37%	56%	53%
ELA Lowest 25th Percentile				33%	48%	42%	41%	51%	44%
Math Achievement				26%	54%	51%	22%	51%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				45%	52%	48%	35%	50%	48%
Math Lowest 25th Percentile				50%	51%	45%	48%	51%	45%
Science Achievement				50%	68%	68%	48%	65%	67%
Social Studies Achievement				42%	76%	73%	44%	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	19%	55%	-36%	55%	-36%
Cohort Comparison						
10	2021					
	2019	23%	53%	-30%	53%	-30%
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	45%	68%	-23%	67%	-22%

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					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	42%	71%	-29%	70%	-28%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	18%	63%	-45%	61%	-43%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	54%	-28%	57%	-31%

Grade Level Data Review - Progress Monitoring Assessments

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

2020 - 2021 Winter Mid-Year Assessment Data.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	21%	0
	Economically Disadvantaged	0	21%	0
	Students With Disabilities	0	0%	0
	English Language Learners	0	5%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	40.0%	0
	Economically Disadvantaged	0	41.0%	0
	Students With Disabilities	0	18.0%	0
	English Language Learners	0	31.0%	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

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	24.0%	0
	Economically Disadvantaged	0	24.0%	0
	Students With Disabilities	0	6.0%	0
	English Language Learners	0	1.5%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	21.0%	0
	Economically Disadvantaged	0	21.0%	0
	Students With Disabilities	0	18.0%	0
	English Language Learners	0	15.0%	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	2.0%	0
	Economically Disadvantaged	0	2.0%	0
	Students With Disabilities	0	0.0%	0
	English Language Learners	0	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
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	34.0%	0
	Economically Disadvantaged	0	35.0%	0
	Students With Disabilities	0	5.0%	0
	English Language Learners	0	17.0%	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
		Number/% Proficiency	Fall	Winter	Spring

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	3	18	18	2	16	21	17	21		95	30
ELL	12	27	31	11	30	38	25	20		85	42
BLK	19	26	18	7	15	21	52	36		93	40
HSP	25	31	26	14	24	36	46	34		89	48
FRL	23	30	26	12	22	31	47	35		91	46

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	8	40	48	14	51	53	33	24		91	42
ELL	12	29	26	19	44	49	40	25		74	63
BLK	18	35	53	21	40	49	45	44		90	53
HSP	27	34	27	27	47	51	53	42		84	67
FRL	24	34	34	26	45	51	50	42		87	63
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	13	36	28	4	32	52	17	43		83	56
ELL	5	30	39	14	41	54	23	34		55	63
BLK	20	35	46	18	35	49	46	30		74	73
HSP	28	38	39	23	35	48	50	49		75	66
FRL	26	37	41	22	34	48	50	44		76	71

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	11
Percent Tested	76%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

During the 2020-2021 academic year, overall ELA and Math scores decreased including learning gains and the lowest 25 percentile. Learning gains in ELA decreased from 34% in 2019 to 30% in 2021. ELA's lowest 25% fell from 33% in 2019 to 26% in 2021. In comparison, Math data from 2019 and 2021, a significant decrease was seen in all three reporting categories (proficiency, learning gains, and lowest 25% learning gains). Math proficiency dropped from 26% in 2019 to 13% in 2021. Learning gains dropped from 45% in 2019 to 22% in 2021. Learning gains in the lowest 25% saw a drop from 50% in 2019 to 22% in 2021. Proficiency in Science and Social Studies also decreased between 2018-2019 to 2020-2021. Science proficiency decreased from 50% in 2019 to 47% in 2021. This is a 3 percentage point decrease. Social Studies proficiency decreased from 42% in 2019 to 35% in 2021. This is a 7 percentage point decrease. The graduation rate increased from 86% in 2019 to 90% in 2021.

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

Based on progress monitoring and state assessments, the greatest need for improvement is in the Lowest 25 percentile in Reading with a 7 percentage point decrease from 33% in 2019 to 26% in 2021. Learning gains in Mathematics is also an area of concern that needs to be improved. As stated in the response to question A Learning gains in Math decreased from 45% in 2019 to 22% in 2021. This is a 23 percentage point decrease. Learning gains in the lowest 25% saw a drop from 50% in 2019 to 22% in 2021. These pose the greatest needs as they are the two areas where we saw the biggest decrease.

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 factor that led to the need for improvement in reading and math was a lack of coaching cycles given to teachers. This was attributed to limitations set by COVID protocols. New actions that would need to take place to address this need for improvement are the following: coaches will need to have consistent and effective weekly common planning and coaching cycles based on teacher needs. In addition, an effective progress monitoring system will need to be implemented that yields data that can be used to reteach and remediate standards through interventions. Thought provoking data chats will take place with teachers to understand, reflect and execute remediation strategies to maximize outcome.

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

Based on progress monitoring and state assessments, the greatest improvement was seen in 10th grade ELA proficiency. Proficiency increased from 23% in 2019 to 25% in 2021, a 2 percentage point increase.

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

The contributing factor that led to the improvement in this area was the coaching support provided to teachers focused on planning for instruction, lesson delivery, and interventions. Professional

development and collaborative planning were also instrumental in leading to this improvement. Teachers were able to gain professional growth throughout the year and receive consistent support and feedback during weekly collaborative planning sessions.

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

Strategies that will need to be implemented are professional development on data-driven instruction, response to intervention(RTI) strategies, and formative classroom assessments (exit slip data analysis). Continuing to build on providing explicit feedback on student work allowing for re-writes with mastery being the end goal.

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

The professional development opportunities that will be provided to support teachers will be data-driven instruction, RTI, and effective intervention strategies, including a framework for instruction. These opportunities will be provided during faculty meetings, teacher planning days, collaborative planning, and department meetings.

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 will be in the form of supplemental instruction through in-house push-in and pull-out Interventions, City Year Corp members, and After School & Saturday Academy.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching**Area of Focus Description and Rationale:**

Based on 2019 and 2021 FSA reading data, Learning gains from students in the lowest quartile decreased from 33% in 2019 to 26% in 2021, a 7 percentage point decrease. In comparison, Math data from 2019 and 2021, a significant decrease was seen in all three reporting categories (proficiency, learning gains, and lowest 25% learning gains). Math proficiency dropped from 26% in 2019 to 13% in 2021. Learning gains dropped from 45% in 2019 to 22% in 2021. Learning gains in the lowest 25% decreased from 50% in 2019 to 22% in 2021. As a leadership team, we tiered our teachers and expect that learning loss will have a significant impact on our students. Our school will implement instructional coaching cycles to support teachers in improving their effectiveness to plan and deliver instruction that will support student achievement. Based on this fact, teachers will need strategic professional development and coaching support that will address current gaps in knowledge and simultaneously support students in meeting the expectations set by the state.

Measurable Outcome: Measurable outcomes will consist of an increase of 10 percentage points in learning gains for our lowest 25% percent of students in both ELA and Math.

Monitoring: A needs assessment should be conducted (Coach, Teacher, and Admin). A needs assessment protocol will be implemented to gather data on teacher needs. This will support growth in teacher efficacy that will ultimately mitigate student learning loss. The stakeholders responsible are instructional coaches, teachers, and the administrative team.

Person responsible for monitoring outcome:

Rennina Turner (pr7341@dadeschools.net)

Evidence-based Strategy:

Coaching cycle protocols will be used as the evidence-based strategy to ensure coaching cycles are deliberate and targeted.

Rationale for Evidence-based Strategy:

Coaching cycles will enhance the opportunity for teachers to co-plan, rehearse, coteach, and then debrief with their coaches so they can accomplish their goals. Coaches will use both student-centered and teacher-centered methods to help teachers improve the decisions to be made during instructional delivery. By implementing deliberate and targeted coaching cycles, the planning and delivery of teachers' instruction will be at the highest level of effectiveness. This will increase data and mitigate student learning loss.

Action Steps to Implement

Administrators and Transformation Coaches conduct walkthroughs to Tier teachers. As a result, we should be able to create a roadmap of support that will be provided to teachers. This action should take place from August 30 - September 10, 2021.

Person Responsible

Rennina Turner (pr7341@dadeschools.net)

At the beginning of each coaching cycle, the Coach, Teacher, and Administrator will meet to discuss the "how" and "why" of the coaching cycle process and the expected outcomes/look-for's (from start to finish). As a result, we should observe the teacher and coach working collaboratively through each cycle. This action should take place from September 13 - September 30, 2021.

Person Responsible

Rennina Turner (pr7341@dadeschools.net)

The coach will provide coaching cycles, during which the coach and respective administrator will have continued discussions surrounding the coaching cycle process and the progress of the teacher. As a

result, we should be able to observe documentation from the coach detailing a completed coaching cycle. This action should take place from September 13 - December 10, 2021.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

After completion of a coaching cycle, the principal and/or administrator will conduct walkthroughs to observe the effectiveness of the cycle and to provide deliberate feedback to the teacher. As a result, we should be able to observe a shift in instruction as the teacher implements the practice modeled by the coach. This action should take place from September 13 - December 10, 2021.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Coaches and Administrators will follow-up with identified Teachers, who received coaching cycle, to assess sustainability of practice. Allocation of resources will be made available to Teachers to ensure success.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Tiering of Teachers will be a fluid process and be assessed on a quarterly bases to ensure necessary support will be provided as necessary.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Disaggregate student data of teachers that have received coaching cycles to determine effectiveness of cycle. This action will take place from January 31, 2022 through March 18, 2022

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Provide wraparound services to those Tier 3 teachers to determine barriers preventing teacher from moving tier's. This action will take place from January 31, 2022 through March 18, 2022

Person Responsible Rennina Turner (pr7341@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

A comparative analysis of FSA data collected during the 2018-2019 academic year and the 2020-2021 academic year shows that there is a decrease in all content areas. Based on 2019 and 2021 FSA reading data, there was a 1 percentage point decrease in proficiency, 24% in 2019 to 23% in 2021. Math proficiency dropped from 26% in 2019 to 13% in 2021. Science proficiency decreased from 50% in 2019 to 47% in 2021 while Social Studies decreased from 42% to 35%. This is a 3-percentage point and 7 percentage point decrease respectively. With the understanding that students will need support transitioning into the learning environment due to Covid-19. It is imperative for us to implement engagement strategies that will support students in owning their learning process as well as have them engage in authentic learning and real-life applications.

Measurable Outcome:

If we successfully implement student engagement strategies, we will observe 50% or more students actively engaged in classroom activities which will help students understand assessment criteria and reflect on their classwork. Student engagement will be determined by using a student engagement protocol that contains specific criteria.

Monitoring:

Student engagement will be monitored through classroom observations during the instructional block. Observations of students asking and answering questions, responding to questions (whole group, small group), will also be used to monitor student engagement.

Person responsible for monitoring outcome:

Rennina Turner (pr7341@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy being implemented for student engagement is providing students with multiple opportunities to show their knowledge during formal and informal assessments, taking notes (Cornell Notes), and completing journal entries. Student end products will also show student understanding and mastery of the standard.

Rationale for Evidence-based Strategy:

This specific strategy was selected because it increases students' attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences as well as metacognitive thinking.

Action Steps to Implement

Provide teachers with professional development opportunities to effectively understand student engagement strategies that will be implemented throughout the school. As a result, we should be able to model engagement strategies for teachers to use throughout instruction. This action should take place from September 13 - September 30, 2021.

Person Responsible

Rennina Turner (pr7341@dadeschools.net)

Provide teachers with ongoing coaching support through collaborative planning and modeled lessons focused on effective student engagement strategies and techniques. As a result, teachers will be provided with direct support to use during instruction. This action should take place from September 13 - October 1, 2021.

Person Responsible

Rennina Turner (pr7341@dadeschools.net)

The administrative team will conduct weekly walkthroughs using a student engagement protocol to provide teachers with feedback on instructional delivery and student engagement strategies. As a result,

administrators will be able to identify model teachers using engagement strategies during instructional delivery. This action should take place from September 13 - October 8, 2021.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

During weekly leadership team meetings, the leadership team will discuss engagement strategies observed throughout the week and begin to tier teachers based on effectiveness. This information will be used to assist new and teachers in need of support with peer observations. As a result, administrators will be able to identify model teachers using engagement strategies during instructional delivery. This action should take place from September 13 - October 8, 2021.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Provide Tier 2 and Tier 3 Teachers with opportunities for peer observation of Tier 1 Teachers in effective student engagement strategies. This will occur throughout all departments to allow interactions and promote cross-curricular collaboration/professional development. Administrators and Coaches will assist in coordinating peer observation on a bi-weekly bases. Administrators and Coaches will debrief with Teachers to assess key "take-aways".

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Administrators will reassess "student engagement protocols" using a two pronged approach to gage effectiveness and repeatability.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Teachers, with the assistance of administrators and academic coaches, will focus will be on the engagement and re-engagement of truant students. Creating "road-map" for those students that will comprise of key standards in which student shows deficiency in based on available assessment data or key standards needed in preparation to state assessments. This action will take place from January 31, 2022 through February 25, 2022.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Continue to provide Provide Tier 2 and Tier 3 teachers with opportunities for peer observation of Tier 1 teachers in effective student engagement strategies. This will occur throughout all departments to allow interactions and promote cross-curricular collaboration/professional development. Administrators and Coaches will assist in coordinating peer observation on a bi-weekly bases as well as provide teachers the opportunity to observe, recommended Tier 1 teachers at other locations. Administrators and Coaches will debrief with teachers to assess key "take-aways" as well as provide them the opportunity to "turn-key" successful practices with their peers. This action will take place from January 31, 2022 through February 25, 2022.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

#3. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale:

We have decided to focus on communicating with all stakeholders to positively drive the way parents, businesses, and students think about our school. Based on attendance data, 49% of students were absent 31 or more days in 2020-2021 compared to 24% in 2019-2020. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher-level programs.

Measurable Outcome:

Through successful implementation of our communication strategy with stakeholders, it is projected that by the 2022-2023 school year, our student enrollment will have increased by 15%.

Monitoring:

Monthly data collection tools will be used to measure communication with stakeholders. Continued parent satisfaction surveys and EESAC/Stakeholder surveys will be collected to see the impact on positive marketing of our school.

Person responsible for monitoring outcome:

Rennina Turner (pr7341@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy we will implement is communicating directly with stakeholders. This will give us the perspective of others, as well as provide insights that help our leadership team gain a competitive advantage. We will include diverse perspectives in our outreach to ensure we are hearing from all stakeholder angles.

Rationale for Evidence-based Strategy:

Based on the school SIP survey, a number of teachers scored low on responses to questions related to the dissemination of information to enhance their job performance. Likewise, at the end of the school year, an informal EESAC survey was given to members that stated more communication was needed to make school-wide decisions. By implementing specific communication strategies with stakeholders, we should see an increase in enrollment, attendance, and morale within the school.

Action Steps to Implement

Reach out to all stakeholders and create partnerships between the community, businesses, and the school. We will also increase parental collaboration and emphasize students' voices through Student Government Association and school-based clubs. As a result, we should be able to increase communication throughout the community. This action should take place from August 30 - September 17, 2021.

Person Responsible

Rennina Turner (pr7341@dadeschools.net)

Create the Generals Community Connections monthly newsletter that will be distributed to visitors, businesses in the area and stakeholders that are connected to our school. This newsletter will help us to connect the school with outside community partners. As a result, we will inform our community stakeholders of the great work our school is doing. This action will take place from October 4 - February 28, 2021.

Person Responsible

Rennina Turner (pr7341@dadeschools.net)

Establish a PTA that will assist in recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events, and planning teacher appreciation activities. This action will assist our school in simultaneous communication with parents and teachers that will filter out into the community.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

The school will continually offer meaningful opportunities for all stakeholders to participate in elevating our school culture through parent workshops and meetings, activities that invite community partners into the schoolhouse, stakeholder meetings such as EESAC to continuously gauge and assess the teams' effectiveness in this area. We plan to involve parents and community members in school improvement and support for student achievement and culture. This action will take place from November 1 - December 17, 2021.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

The school will transition the "Generals Community Connection" Newsletter from monthly to quarterly, This will allow greater input from all stakeholder such as teachers and students. This will also allow us to focus on Community based projects that can be created, planned, announced and completed without time constraints.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

The school will task EESAC with recruiting new community partners to attend monthly meetings to promote school culture as well as to establish new partnerships to assist with school wide initiatives.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Refocus the "Generals Community Connection" Newsletter to target key areas to promote recruitment. This will allow members of the community the opportunity to visit the school and see the various programs being offered. This action will take place from January 31, 2022 through May 27, 2022.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Create promotional material, such as flyers and short videos, that the school can share with local community business. Identify staff member to assist with increasing our social media presence. This action will take place from January 31, 2022 through May 27, 2022.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: The shared leadership model will be enacted by all stakeholders in our building. Leadership is a dynamic and multi-directional group process rather than a role exercised by a select few at the top. After reviewing the School Climate Survey results, it was evident that teachers scored lower on the questions in areas such as "accepting constructive criticism" which saw a decrease of 5.2%, and the question "feeling that ideas are listened to" yielded a 1.9% decrease from 2018 survey results. Adopting a shared leadership model will help to drive the culture in the school in a more collaborative direction.

Measurable Outcome: There will be a 10 percentage point increase in each response within the "leadership section" for the school climate survey.

Monitoring: Monitoring will consist of monthly school leadership team (SLT) needs assessment survey that indicates successes and concerns of a particular group. This information will help the team to ensure leadership is shared among all stakeholders.

Person responsible for monitoring outcome: Rennina Turner (pr7341@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy we selected is shared leadership. We will engage the staff to work together towards a shared purpose. We want to ensure all participants share responsibility and accountability.

Rationale for Evidence-based Strategy: According to the school climate survey, there is a need for the staff to have an opportunity to have leadership positions and input in decision making. The survey showed that teachers answered lowest on strongly agree and agree for questions 28 and 5.

Action Steps to Implement

Implement an SLT (School Leadership Team) consisting of department chairs, transformation coaches, and essential personal that assist in making the school run smoothly and help to build positive school culture. This action should take place from September 13 - September 27, 2021.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

The SLT Team will meet on an ongoing basis to coach members to work effectively together. Team members will facilitate these meetings that will discuss, plan, and implement school-wide activities and initiatives. As a result, this process of facilitation will allow others on the team to feel empowered as they move the school forward. This action should take place from October 4 - February 28, 2021.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Monthly, we will measure individual and/or the team's effectiveness. This will be accomplished by developing clear targets and measurable objectives. The SLT Team will create ratings and team member reports. We will also create an agreed-on scale to rate how a task/initiative is completed. This action should take place from October 4 - October 28, 2021.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Continuously communicate with all stakeholders on the development of school-wide initiatives. This will be done alongside the school's EESAC and other community stakeholders. This shared leadership approach will solicit others for buy-in and feedback throughout the school year. As a result, all stakeholders and school leaders will share ownership in school initiatives, activities and programs.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

The school will enlist the Student Government Association (SGA) into the SLT. This will allow us to have a closer pulse of needs and concerns of the student body and allow for more impactful decision making to make the greatest impact. SGA will not only attend SLT meetings but a school representative will also attend SGA meetings.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

The SLT Team will revisit "rating scale" and revise to include timeline to better gauge task completeness as well as checkpoints for SLT Team members. This will hold stakeholders accountable to complete tasks in a timely manner to ensure fidelity of the task.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Continue to communicate with all stakeholders on the development of school-wide initiatives. This will be done alongside the school's EESAC and other community stakeholders. The use of social media, school marquee and promotional material shared with local community businesses will be a focus. This shared leadership approach will solicit others for buy-in and feedback throughout the school year. As a result, all stakeholders and school leaders will share ownership in school initiatives, activities and programs. This action will take place from January 31, 2022 through May 27, 2022.

Person Responsible Rennina Turner (pr7341@dadeschools.net)

Task SLT with creating agenda for departmental meetings that address key focus areas of the school on a monthly bases. This will ensure a uniformed approach in the message needed and being delivered to staff. This action will take place from January 31, 2022 through May 27, 2022.

Person Responsible Rennina Turner (pr7341@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.

According to the state report our school incident report is listed as very low. Miami Jackson ranks #93 out of 505 high schools statewide. Miami Jackson ranked #34 / 74 high schools in the county. In 2019-2020, 1.5 incidents were reported per 100 students compared to all other high schools statewide. Violent incidents seem to be the incidents reported to the state. As a school, we will work on monitor violent incidents. The secondary area of concern is suspensions.

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.

The school builds a positive school culture and environment by developing a positive rapport among stakeholders, highlighting student accomplishments, establishing common norms throughout the school, setting consistent consequences for desired and undesired behavior, engaging positively students academically, socially, and mentally, and lastly creating and maintaining a stimulating physical environment.

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

Administrators gauge the atmosphere of the school and determine those elements that are positive elements and continue to reinforce them. Also, administrators will look for elements that hinder a positive school culture and work to improve upon them. In addition, administrators will create a shared vision and set the tone in the building.

The teachers will be responsible for communicating the status of their students to the parents. In addition, this constant communication with parents will help develop a rapport. The teachers will ensure that their lessons are meaningful. Lastly, they will use "teachable moments" to connect with students and set the tone in the classroom.

The school counselors will build strong relationships and maintain students' trust.

The community members will support the school in various capacities such as fundraising, volunteering, attendance at school meetings and sporting events.

The clerical staff will assist students and staff with promoting positive school culture. They will also be patient and encouraging with parents as well.

All staff members will be positive role models for students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00