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# Robert Morgan Educational Center

18180 SW 122ND AVE, Miami, FL 33177

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

## Demographics

Principal: **Kenneth Williams L**

Start Date for this Principal: 11/19/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	95%
<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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (60%) 2016-17: B (57%)
<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, [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](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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Robert Morgan Educational Center

18180 SW 122ND AVE, Miami, FL 33177

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

## 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 9-12	Yes	80%
<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	96%

## School Grades History

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

## School Board Approval

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## SIP Authority

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

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Robert Morgan Educational Center is committed to impart the knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

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

Robert Morgan Educational Center sets its sails on a voyage toward achieving quality academic instruction, implementation of community leadership, and lifelong learning for all students.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Williams, Kenneth	Principal	<p>The principal provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing Mutli-Tiered System of Supports (MTSS)/ Response to Intervention, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.</p>
Johnson, Bernard	Assistant Principal	<p><b>BUSINESS OPERATIONS:</b>  <b>Payroll:</b>                      Adhere to and oversee School Site Payroll Action Plan; Oversee all hourly accounts.  <b>Activities:</b>                      Oversees the Activities Director and monitors all activities including but not limited to: Clubs, Finance &amp; Graduation.                      Data Analysis, PTSA, SBBS Budget, Supplements</p> <p><b>CURRICULUM AREAS:</b>  <b>Chair of Curriculum Council:</b>                      Facilitate monthly meetings, create meeting agendas, maintain attendance logs.  <b>Career &amp; Tech Ed (CTE):</b> Monitor DOE Curriculum Frameworks &amp; OCP's; Industry Certification.                      EESAC, Faculty Meetings, Leadership Team, Professional Development School Improvement Plan  <b>Student Services Department:</b>                      Advanced Academics, DE, Acceleration, Credit Recovery &amp; Graduation Tracking.</p> <p><b>Special Education:</b>                      Maintenance of all student records including IEPs &amp; CUMs                      LEA for designated cases  <b>Gifted:</b>                      Maintenance of all student records including EPs &amp; CUMs.                      LEA for designated Cases</p> <p><b>PERSONNEL:</b>                      OPS, Clerical, Student Services, IPEGS Observations, Develop and maintain IPEGS Observation Schedule &amp; Log.</p> <p><b>SCHOOL OF CHOICE:</b>                      Oversee Academy Office, Recruitment, Application and Acceptance Process, Recruitment Fair, New Student Orientation, Magnet Budget</p> <p><b>TECHNOLOGY INTEGRATION:</b>                      Schoolwide implementation of all District initiatives and technology applications towards all operations. Monitor</p>



Name	Position Title	Job Duties and Responsibilities
Blanco, Ricardo	Assistant Principal	<p>the TAG Team</p> <p>SOCIAL MEDIA AND SCHOOL WEBSITE: Monitor the Design &amp; Content of all social media outlets.</p> <p>BUSINESS OPERATIONS: Data Analysis, Activities, Oversee Field Trips</p> <p>CURRICULUM AREAS: ESOL, Florida Virtual School, Math Department, Science Department, Physical Education Department, Textbooks</p> <p>OPERATIONS: Attendance &amp; Tardies, Crime Watch Program, Critical Incident Response Team, Discipline (11th &amp; 12th Grades), Emergency Procedures / Fire Drills, Hurricane Preparedness, Physical Plant / Grounds, Property Control, Room Keys (sign out &amp; distribution log), School Volunteers</p> <p>SAFETY COMMITTEE: Facilitate Monthly Meetings Create meeting agendas and attendance logs.</p> <p>PERSONNEL: iPEGS Observations, Security, Substitutes</p> <p>TECHNOLOGY: Monitor the Technician &amp; processing of Heat Tickets.</p>
Figuerola, Marcus	Teacher, K-12	Support Lead Mentor
Gooding, Khristal	Teacher, K-12	New and Early Career Teacher
Ortiz, Laura	Teacher, K-12	Professional Development Liaison
Pena, Janelle	Teacher, K-12	Digital Innovation Leader
Brill, Jennifer	Assistant Principal	<p>BUSINESS OPERATIONS: Data Analysis, Media Center, Activities, Hosting / Facility Usage</p> <p>CURRICULUM AREAS: Language Arts, Reading Department, Social Studies Department, Fine Arts Department, Testing.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>OPERATIONS:                      Covid19 Protocols / (Kaufman), Cafeteria / Food &amp; Nutrition, Discipline (09th &amp; 10th Grades)                      School Climate Surveys, Student Success Center, Transportation / (Kaufman), United Way – Employee &amp; Student, Community Partnerships.</p> <p>TITLE I:                      Parent Activities &amp; Resource Center, Free &amp; Reduced Lunch Applications</p> <p>PERSONNEL:                      iPEGS Observations, CIS, Cafeteria, Media Specialist</p> <p>TECHNOLOGY:                      Monitoring &amp; distribution of district devices.</p>

**Demographic Information**

**Principal start date**

Tuesday 11/19/2019, Kenneth Williams 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.*

2

**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.*

2

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

82

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

2,031

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

8

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

8

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	559	460	500	512	2031
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	23	40	30	158
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	9	17	43	62	131
Course failure in Math	0	0	0	0	0	0	0	0	0	16	84	98	79	277
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	61	51	62	51	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	72	50	69	113	304
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	171	0	0	0	171
	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	55	56	85	88	284

**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
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	6	1	13

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

Tuesday 8/3/2021

**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		
<b>The number of students identified as retainees:</b>		
Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

<b>The number of students by grade level that exhibit each early warning indicator:</b>															
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	477	524	525	460	1986
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	24	40	30	32	126
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	17	45	63	2	127
Course failure in Math	0	0	0	0	0	0	0	0	0	0	84	100	79	3	266
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	49	64	50	45	208
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	50	70	112	98	330

<b>The number of students with two or more early warning indicators:</b>															
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	57	86	87	44	274

<b>The number of students identified as retainees:</b>															
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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	6	1	2	11

**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				64%	59%	56%	65%	59%	56%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				57%	54%	51%	54%	56%	53%
ELA Lowest 25th Percentile				43%	48%	42%	46%	51%	44%
Math Achievement				54%	54%	51%	55%	51%	51%
Math Learning Gains				51%	52%	48%	53%	50%	48%
Math Lowest 25th Percentile				49%	51%	45%	43%	51%	45%
Science Achievement				68%	68%	68%	65%	65%	67%
Social Studies Achievement				77%	76%	73%	70%	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	66%	55%	11%	55%	11%
Cohort Comparison						
10	2021					
	2019	61%	53%	8%	53%	8%
Cohort Comparison		-66%				

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	68%	68%	0%	67%	1%

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

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	77%	71%	6%	70%	7%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	46%	63%	-17%	61%	-15%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	58%	54%	4%	57%	1%

### Grade Level Data Review - Progress Monitoring Assessments

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

Mid Year Assessments (MYAs) were used to compile the data listed below. Data includes a combination of both MSO & PHY modality students at a ratio of 70% to 30% respectively. Exams for MSO students were administered via Performance Matters at the students home.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		57%	
	Economically Disadvantaged		58%	
	Students With Disabilities		30%	
	English Language Learners		17%	
		Number/% Proficiency	Fall	Winter
Mathematics	All Students		63%	
	Economically Disadvantaged		66%	
	Students With Disabilities		49%	
	English Language Learners		47%	
		Number/% Proficiency	Fall	Winter
Biology	All Students		N/A	
	Economically Disadvantaged		N/A	
	Students With Disabilities		N/A	
	English Language Learners		N/A	
		Number/% Proficiency	Fall	Winter
US History	All Students		N/A	
	Economically Disadvantaged		N/A	
	Students With Disabilities		N/A	
	English Language Learners		N/A	
		Number/% Proficiency	Fall	Winter

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		54%	
	Economically Disadvantaged		53%	
	Students With Disabilities		22%	
	English Language Learners		0%	
		Number/% Proficiency	Fall	Winter
Mathematics	All Students		35%	
	Economically Disadvantaged		33%	
	Students With Disabilities		22%	
	English Language Learners		0%	
		Number/% Proficiency	Fall	Winter
Biology	All Students		20%	
	Economically Disadvantaged		20%	
	Students With Disabilities		N/A	
	English Language Learners		N/A	
		Number/% Proficiency	Fall	Winter
US History	All Students		N/A	
	Economically Disadvantaged		N/A	
	Students With Disabilities		N/A	
	English Language Learners		N/A	
		Number/% Proficiency	Fall	Winter



Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		N/A	
	Economically Disadvantaged		N/A	
	Students With Disabilities		N/A	
	English Language Learners		N/A	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		N/A	
	Economically Disadvantaged		N/A	
	Students With Disabilities		N/A	
	English Language Learners		N/A	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		N/A	
	Economically Disadvantaged		N/A	
	Students With Disabilities		N/A	
	English Language Learners		N/A	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		74%	
	Economically Disadvantaged		73%	
	Students With Disabilities		65%	
	English Language Learners		13%	

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

**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	29	38	33	23	28	32	60	72		97	47
ELL	22	41	37	23	24	27	28	52		98	63
ASN	55	50		30							
BLK	47	47	36	25	21	19	61	56		100	70
HSP	55	45	39	34	25	23	70	70		98	72

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
MUL	58	42									
WHT	61	48		41	24		73	60		97	74
FRL	53	45	40	32	24	18	66	68		98	69
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	42	37	28	35	31	33	50		98	30
ELL	39	52	44	45	52	53	60	59		89	44
ASN	73	82									
BLK	55	51	44	43	40	33	54	73		96	49
HSP	66	59	43	57	53	53	72	76		95	51
MUL	63	57		54	67		64				
WHT	67	55		59	53		77	91		98	54
FRL	61	56	43	52	49	48	64	74		95	51
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	27	43	33	26	34	26	40	33		97	29
ELL	26	48	45	39	45	39	44	32		88	55
ASN	75	56		70	60					100	60
BLK	59	52	40	51	53	43	54	67		97	47
HSP	65	54	48	56	53	46	67	69		95	51
WHT	71	55		50	45	18	69	86		90	54
FRL	63	54	46	54	53	42	63	69		96	51

### 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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	11
Percent Tested	87%

### Subgroup Data

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	45
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
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?

For the 2020-21 FSA & EOC performance data, there was a declining trend across all grade levels, subgroups and core content areas with significant learning losses in Mathematics for both Algebra & Geometry. ELA performance decreased from 63.6% to 54.0%, ELA LG from 64.0% to 45.0%, and ELA LG25 from 43.0% to 39.0%. Both Algebra and Geometry suffered significant losses dropping from 45.9% to 29.0% and 57.8% to 34.5% respectively. US History also lost performance declining from 76.6% to 68.0% for a total loss of 8.6%. Biology suffered no losses and maintained a performance score of 68%.

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

Based on the difference in the FSA & EOC performance results between 2018-19 and 2020-21, Algebra and Geometry demonstrate the greatest need for improvement with a 16.9% and 23.3% performance decline respectively.

#### 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 singular contributing factor for the needs in improvement were lack of face to face instruction due to a Dual Modality environment.

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

Based on the difference in performance results between 2019 and 2021 state assessments for both FSA & EOC, individual data components showed no improvement across grade levels, subgroups, and core content areas. However, the progress monitoring proficiency for both Biology and U.S. History at 68% & 74% respectively shows only a 0.6% and 3% decrease from the 2019 data, demonstrating a relative status quo in achievement for those assessments. Although not a traditional accountable assessment, Acceleration increased 22% (from 51 to 72) and Graduation increased 3% (from 96 to 99).

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

Based on the difference in the performance results for FSA & EOC assessments between 2019 and 2021, there were no improvements across grade levels, subgroups, and core content areas.

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

Implemented strategies needed to accelerate learning include but are not limited to the following: (1) Optimized instructional block to incorporate a Gradual Release of Responsibility Model (GRRM) with Chunking and Differentiated Instruction (DI); (2) Frontloading and flipping the classroom with a focus on critical benchmarks and skills that reinforces what will be learned during the classroom and further strengthened with home learning; (3) Provide extended learning opportunities via After-school and Saturday school tutoring and enrichment programs; (4) Adherence to the District's pacing guide and prodigious utilization of instructional supplementary material such as iXL for Math & Reading, Schoology, Edgenuity, Albert IO, Read180, and System 44 (as needed); (5) increased Dual Enrollment/Advanced Placement offerings across core and academy classes.

**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 data review, our school will implement the Targeted Element of Data-Driven Decision Making. We selected the overarching area of Professional Learning based on our findings that demonstrated that Professional Learning Communities (PLCs) were the most requested Professional Learning activity. Within the Targeted Element of Professional Learning, our school will focus on the evidence-based strategy of: Establishing and Implementing Instructional Frameworks. Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: a opening routine, whole-group, small-group, and closing activity that promotes bell-to-bell instruction.

**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 need to be implemented to ensure sustainability of improvement in the next year and beyond are curriculum coaches, tutors, interventionist, and transportation to alleviate the learning loss index. In addition at our monthly faculty meetings, we will facilitate formal reflective discussions on our strategies used to accelerate learning to make adjustments as needed.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Equity & Diversity**

**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Equity & Diversity. Through our data review, we noticed that 30% of the staff did not feel that they were provided with the opportunity to actively participate in establishing Implementation Steps for the School Improvement Process. 19% of the staff did not know our Essential Practices. We recognize the need to improve the communication, connectivity, and engagement of all staff in order to positively impact Culture & Environment.

**Measurable Outcome:**

If we successfully implement the Targeted Element of Equity & Diversity, at least 80% of our staff will report positively that they were provided the opportunity to engage in establishing Implementation Steps for the School Improvement Process by the reflection period between May 3 - June 9.

**Monitoring:**

This Area of Focus will be monitored by disseminating surveys electronically following monthly faculty and department meetings with the explicit goal of analyzing responses to ensure fidelity to the School Improvement Process and its related Essential Practices.

**Person responsible for monitoring outcome:**

Bernard Johnson (bajohnson@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Equity & Diversity, our school will focus on the evidence-based strategy of: Empowering Teachers and Staff. Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

**Rationale for Evidence-based Strategy:**

Empowering Teachers and Staff will assist in increasing the engagement of all staff in the development, implementation, monitoring, and reflection of the School Improvement Process.

**Action Steps to Implement**

1. During each faculty meeting, the PLST will present one component of the SIP for teachers to analyze by departments to offer opportunities for teachers to provide targeted feedback and strategies for improvement.

**Person Responsible**

Bernard Johnson (bajohnson@dadeschools.net)

2. The PLST will collect feedback from teachers after the monthly faculty meetings via a reflective survey and streamline the information for department chairs between August 31 thru October 11.

**Person Responsible**

Laura Ortiz (laort3@dadeschools.net)

3. At monthly department meetings from August 31 thru October 11, chairs will present the feedback for discussion and further analysis.

**Person Responsible**

Bernard Johnson (bajohnson@dadeschools.net)

4. At monthly curriculum council meetings, from August 31 thru October 11, the leadership team will create strategies that will be used to implement the most effective outcomes as based on faculty feedback as monitored by the administration team.

**Person Responsible**

Bernard Johnson (bajohnson@dadeschools.net)

5. Teachers will be provided opportunities to create presentations based on best practices for the mandatory Professional Development Day of October 29, 2021.

**Person Responsible** Laura Ortiz (laort3@dadeschools.net)

6. At the November Faculty meeting, the PLST will present a list of possible PLCs (Professional Learning Communities) that faculty members can create. A survey will be distributed electronically and the PD Liaison to create the formal PLC groups.

**Person Responsible** Laura Ortiz (laort3@dadeschools.net)

7. PLCs will run from December to March. The PLST will meet with each PLC to assist in the organization and implementation of the group.

**Person Responsible** Janelle Pena (penaja@dadeschools.net)



**#2. Instructional Practice specifically relating to Professional Learning**

**Area of Focus Description and Rationale:** Based on the 2020-21 data review, our school will implement the Targeted Element of Data-Driven Decision Making. We selected the overarching area of Professional Learning based on our findings that demonstrated that Professional Learning Communities (PLCs) were the most requested Professional Learning activity. In order to meet our teachers' needs and simultaneously raise their involvement in the School Improvement Process, we will provide time during contractually mandated meetings to specifically focus on the School Improvement Process.

**Measurable Outcome:** If we successfully implement Data-Driven Decision Making, then we expect at least 80% of our teachers to respond affirmatively when asked if they were provided the opportunity to actively participate in establishing Implementation Steps for the School Improvement Process. Moreover, we expect an increase in the number of respondents to the School Climate Survey during the reflection period between May 3 - June 9.

**Monitoring:** This Area of Focus will be monitored by the Leadership Team after every faculty, department, and curriculum council meeting. Leadership will disseminate online surveys after each meeting to gauge faculty awareness and keep teachers engaged in the School Improvement Process. Data Analysis will be conducted after each meeting.

**Person responsible for monitoring outcome:** Bernard Johnson (bajohnson@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Professional Learning, our school will focus on the evidence-based strategy of: Data-Driven Decision Making. Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction, etc.

**Rationale for Evidence-based Strategy:** Data-Driven Decision Making will ensure that teachers' take ownership of the School Improvement Process and simultaneously raise awareness of the diverse needs of their learners, thereby creating a culture of awareness and personalized leadership with our classrooms.

**Action Steps to Implement**

1. The Professional Development Liaison will create a professional development learning opportunity during the mandatory PD day in August to provide teachers with information on PLCs and the Teacher's Choice program.

**Person Responsible** Bernard Johnson (bajohnson@dadeschools.net)

2. Teachers who enroll in the Teacher's Directed Professional Learning program (Teacher's CHOICE) can create PLCs that will focus on school-improvement as monitored by the PLST by January 2022.

**Person Responsible** Janelle Pena (penaja@dadeschools.net)

3. The PLST will present the main components of the School Improvement Plan to the faculty during the October faculty meeting. A worksheet to gather feedback will be provided to faculty with follow-up questions.

**Person Responsible** Laura Ortiz (laort3@dadeschools.net)

4. During the Fall PLST 2021 – Professional Learning Support Team Conference, the PLST will design a plan based on faculty feedback to create and implement PLCs.

**Person Responsible** Bernard Johnson (bajohnson@dadeschools.net)

5. At the November Faculty Meeting a list of possible PLC topics will be presented to the faculty. A survey will be provided to organize and create the PLCs.

**Person Responsible** Janelle Pena (penaja@dadeschools.net)

6. PLCs will run from December 2021 to March 2022. The data collected between 8/31 thru 10/11 will be used in conjunction with student testing assessment results to determine effectiveness and what next steps will be needed during May 2022.

**Person Responsible** [no one identified]

**#3. Instructional Practice specifically relating to Professional Learning****Area of Focus Description and Rationale:**

Based on the 2020-21 data review, our school will implement the Targeted Element of Establishing and Implementing Instructional Frameworks. For the 2020-21 FSA & EOC performance data, there was a declining trend across all grade levels, subgroups and core content areas with significant learning losses in Mathematics for both Algebra & Geometry. Algebra and Geometry demonstrate the greatest need for improvement with a 16.9% (45.9 to 29.0) and 23.3% (57.8 to 34.5) performance decline respectively. We selected the overarching area of Professional Learning based on our findings in the school climate survey that indicated 37% of our teachers felt frequently overloaded and overwhelmed at my job. In order to meet our teachers' needs and simultaneously reduce stress, we will provide time during professional development opportunities and department meetings to specifically focus on creating a set of inquiry practices that result in the achievement of all students during the instructional block that promotes bell to bell instruction.

**Measurable Outcome:**

If we successfully implement PLCs and effective department meetings, then we expect at least a 10% reduction of our teachers responding affirmatively when asked if they feel overloaded and overwhelmed at their job in the School Climate Survey during the reflection period between May 3 - June 9.

**Monitoring:**

This Area of Focus will be monitored by the the Professional Development Liaison after the successful completion of a PLCS cycle and after every department meeting. Mrs. Ortiz will analyze the evaluation submitted after the completion of PLCs and will disseminate online surveys after each department meeting to determine the effectiveness of creating instructional frameworks. Data Analysis will be conducted after each meeting or PLC cycle.

**Person responsible for monitoring outcome:**

Laura Ortiz (laort3@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Professional Learning, our school will focus on the evidence-based strategy of: Establishing and Implementing Instructional Frameworks. Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: a opening routine, whole-group, small-group, and closing activity that promotes bell-to-bell instruction.

**Rationale for Evidence-based Strategy:**

Establishing and Implementing Instructional Frameworks will ensure that teachers' take ownership of the School Improvement Process and simultaneously create more cohesion in their classrooms and work as a team to reduce the feelings of being overloaded and overwhelmed.

**Action Steps to Implement**

1. The Professional Development Liaison will create a professional development learning opportunity during the mandatory PD day in August to provide teachers with information on PLCs and the Teacher's Choice program highlighting how they can be used to establish and implement instructional frameworks.

**Person Responsible**

Laura Ortiz (laort3@dadeschools.net)

2. Teachers who enroll in the Teacher's Directed Professional Learning program (Teacher's CHOICE- Creating High-Impact Opportunities for Innovation, Collaboration, and Equity) can create PLCs that can focus on creating department instructional frameworks and work together to analyze their effectiveness by January 2022.

**Person Responsible** Janelle Pena (penaja@dadeschools.net)

3. Mrs. Ortiz will create surveys that will be disseminated during monthly departments meeting and collect data from professional development evaluations from 8/31 - 10/11.

**Person Responsible** Laura Ortiz (laort3@dadeschools.net)

4. The data collected between August 31 thru October 11 will be used in conjunction with student testing assessment results to determine effectiveness and what next steps will be needed in MYA 2022.

**Person Responsible** Bernard Johnson (bajohnson@dadeschools.net)

5. During the October 29th Mandatory Professional Development Day, Ms. Vandana Gudi will present on best practices for Mindful Meditation. She will explain how these practices could be implemented in a classroom structure as part of an effective framework.

**Person Responsible** Bernard Johnson (bajohnson@dadeschools.net)

6. At the November 2021 Faculty Meeting, several of the PLC possible options presented to the faculty will center on establishing frameworks of effective instruction. A survey will be distributed digitally to organize interest.

**Person Responsible** Janelle Pena (penaja@dadeschools.net)

7. During the months of November and December, the PD Liaison will use the surveys to create the PLCs. A member of the PLC will meet with each potential group to help plan the PLC meetings.

**Person Responsible** [no one identified]

#### #4. Leadership specifically relating to Specific Teacher Feedback

**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Specific Teacher Feedback. Through our data review, we noticed that 30% of the staff did not feel that they were provided with the opportunity to actively participate in establishing Implementation Steps for the School Improvement Process. 19% of the staff did not know our Essential Practices. We also noticed that 20% of our staff disagrees with the statement, "I feel staff morale is high at my school." We recognize the need to improve the communication, connectivity, and engagement of all staff in order to positively impact Leadership..

**Measurable Outcome:**

If we successfully implement the Targeted Element of Making Meetings Matter, at least 80% of our staff will report positively that they were provided the opportunity to engage in establishing Implementation Steps for the School Improvement Process as reflected in the School Climate Survey during the SIP reflection period between May 3 - June 9.

**Monitoring:**

This Area of Focus will be monitored by disseminating surveys electronically following monthly faculty and department meetings with the explicit goal of analyzing responses to ensure fidelity to the School Improvement Process and its related Essential Practices.

**Person responsible for monitoring outcome:**

Bernard Johnson (bajohnson@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Specific Teacher Feedback, our school will focus on the evidence-based strategy of: Making Meetings Matter. Making Meetings Matter involves ensuring the time is managed properly and used effectively- to guarantee that meetings are effective, the time should be used for the exchange of information, problem solving, and reviewing progress.

**Rationale for Evidence-based Strategy:**

Making Meetings Matter will assist in increasing the engagement of all staff in the development, implementation, monitoring, and reflection of the School Improvement Process.

#### Action Steps to Implement

1. During each faculty meeting, the PLST will present one component of the SIP for teachers to analyze by departments to offer opportunities for teachers to provide targeted feedback and strategies for improvement.

**Person Responsible**

Bernard Johnson (bajohnson@dadeschools.net)

2. The PLST will collect feedback from teachers after the monthly faculty meetings held between 8/31 - 10/11 and extending thru May 2022, via a reflective survey and streamline the information for department chairs.

**Person Responsible**

Laura Ortiz (laort3@dadeschools.net)

3. At monthly department meetings, held between between 8/31 - 10/11 and extending thru May 2022, chairs will present the feedback for discussion and further analysis.

**Person Responsible**

Bernard Johnson (bajohnson@dadeschools.net)

4. At monthly curriculum council meetings, held between 8/31 - 10/11 and extending thru May 2022, the leadership team will create strategies that will be used to implement the most effective outcomes as based on faculty feedback as monitored by the administration team.

**Person Responsible** Bernard Johnson (bajohnson@dadeschools.net)

5. At the October Faculty Meeting, teachers were presented with the component of SIP regarding Establishing Frameworks of Effective Instruction. They were provided with guiding questions that were discussed in the October Department Meeting. The answers to these questions were reviewed at the Fall PLST Conference and used to create a list of possible PLC groups.

**Person Responsible** Bernard Johnson (bajohnson@dadeschools.net)

6. At the November Faculty Meeting, potential PLC group topics will be presented to the faculty, and a survey will be distributed to gather interested PLCs members as well as any other PLC topics staff are interested in establishing.

**Person Responsible** Janelle Pena (penaja@dadeschools.net)

7. By December, PLC groups will be created based on Teacher Feedback.

**Person Responsible** Laura Ortiz (laort3@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.

**Analysis of the data in the primary and secondary areas of concern for vaping/tobacco use and bullying respectively, Robert Morgan has an incident rate of 2.12 incidents per 100 students. Ten percent of students agreed that bullying is an area of concern on campus and four percent of students surveyed felt unsafe on campus. In comparison with other high schools with similar demographics, Robert Morgan ranks in the bottom quartile for all high schools in Miami Dade County. Although 97% of staff agreed that school violence was not a problem and 93% of staff felt safe on campus, one faculty meeting will be devoted to analyzing information provided by the school safety dashboard as part of the SIP analysis. Teachers will then provide feedback on safety measures on campus, strategies that they believe will positively impact student behavior and steps towards addressing bullying so that all students and staff can feel safe on campus. Mr. Blanco, Assistant Principal over discipline, will oversee the implementation of staff and faculty input through weekly security meetings with administration, security monitors and a security committee that discusses disciplinary and safety procedures for the campus. Anti-bullying and anti-vaping campaigns will be discussed at grade level orientation assemblies and executed throughout the year through the HIPP program focusing on our incoming freshman, online social media and at targeted locations around the campus.**

## 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 core focus of positive school culture centers on celebrating student success by providing opportunities such as honor roll and district award ceremonies, Matey and Navigator of the Month, and continually promoting success on our social media. Staff sets positive examples by modeling expected behaviors, creating classroom protocols that ensure a rigorous learning environment that also promotes tolerance and inclusivity. Our support staff and clubs build student leadership and comraderies by providing opportunities for students to participate in competitions, field trips, and community service.

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

Administration focuses on maintain patterns of supportive interactions which foster positive overall staff and student relationships. Teachers create a cognitively stimulating physical school environment that informs and engages students. Student Services provides ongoing support for the development of a safe and supportive school environment. Security, clerical, and our Activities Director ensures that students and parents understand safety protocols established to support their physical safety. All stakeholders clearly communicate rules, norms, and enforcement of such.