

Miami-Dade County Public Schools

Miami Lakes Educational Center



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Positive Culture & Environment	30
Budget to Support Goals	30

Miami Lakes Educational Center

5780 NW 158TH ST, Miami Lakes, FL 33014

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

Demographics

Principal: Yaset Fernandez

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (74%) 2016-17: A (63%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	30

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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	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Lakes Educational Center is to create a highly qualified future workforce by offering state-of-the art academic, career and technical education to all generations within our community.

Provide the school's vision statement.

To facilitate, promote and provide successful career training opportunities and high academic standards for secondary and post-secondary students designed to meet the challenges of an ever-changing global economy.

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
Windisch, Michael	Assistant Principal	Mr. Windisch is our Vice Principal. He assists Principal Fernandez in the formulation of policies, organizational plans, goals and objectives of our school. He oversees and spearheads all programs which engage various stakeholders at our school and provides valuable insight to guide our school's decision making process.
Triche-Eugene, Bertine	Assistant Principal	Mrs. Triche-Eugene is our Assistant Principal. She assists in the planning, development, organization, coordination, and supervision of instructional programs and activities. She also assists in overseeing the implementation of District approved curriculum programs in light of our school's needs.
Chavis, Charlesette	Other	Ms. Chavis is our ELA Department Chairperson. She provides instructional leadership, support, and assistance to all teachers in the ELA Department. She also serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials.
Miller, Alicia	Other	Ms. Miller is our Mathematics Department Chairperson. She provides instructional leadership, support, and assistance to all teachers in the Mathematics Department. She also serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials.
Cordova, Katrina	Magnet Coordinator	Ms. Cordova is our Magnet Coordinator and Student Services Department Chairperson. She assists our school administration and magnet teachers with the implementation of our magnet programs and recruitment of students. She provides instructional leadership, support, and assistance to all counselors in the Student Services Department.
Moffi, John	Other	Mr. Moffi is our Social Studies Department Chairperson. He provides instructional leadership, support, and assistance to all teachers in the Social Studies Department. He also serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials.
Vernon, Marlon	Other	Mr. Vernon is our CTE/Electives Department Chairperson. He provides instructional leadership, support, and assistance to all teachers in the CTE/Electives Department. He also serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials.
Fernandez, Yaset	Principal	Mr. Fernandez is our Principal. Principal Fernandez leads the formulation of policies, organizational plans, goals and objectives of our school. He oversees and spearheads all programs which engage various stakeholders at our school and provides valuable insight to guide our school's decision making process.

Name	Position Title	Job Duties and Responsibilities
Mendez, Haydee	Other	Dr. Mendez is our Science Department Chairperson. She provides instructional leadership, support, and assistance to all teachers in the Science Department. She also serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials.
Cimino, Edith	Assistant Principal	Mrs. Cimino is our Assistant Principal. She assists in the planning, development, organization, coordination, and supervision of instructional programs and activities. She also assists in overseeing the implementation of District approved curriculum programs in light of our school's needs.
DeArmas, Vanessa	School Counselor	Ms. DeArmas is our Trust Specialist. She serves as a liaison between our school and mental health organizations and resources outside of our school. She provides students with access to individual or group counseling services and supports students' mental well-being as well as academic choices and situations.

Demographic Information

Principal start date

Monday 7/19/2021, Yaset Fernandez

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.*

22

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.*

27

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

1,160

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

10

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

10

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	361	274	275	250	1160	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	27	38	34	119	
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	2	17	7	2	28	
Course failure in Math	0	0	0	0	0	0	0	0	0	4	31	12	15	62	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	25	33	31	19	108	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	30	33	25	20	108	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	74	0	0	0	74	

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	18	36	23	17	94

The number of students identified as retainees:

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

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	279	302	265	253	1099
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	37	44	36	48	165
One or more suspensions	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	24	14	3	0	41
Course failure in Math	0	0	0	0	0	0	0	0	0	0	45	18	17	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	33	31	19	17	100
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	35	26	21	30	112

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	46	30	19	14	109

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	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	0	2	

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				72%	59%	56%	78%	59%	56%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				61%	54%	51%	67%	56%	53%
ELA Lowest 25th Percentile				49%	48%	42%	61%	51%	44%
Math Achievement				69%	54%	51%	68%	51%	51%
Math Learning Gains				59%	52%	48%	67%	50%	48%
Math Lowest 25th Percentile				56%	51%	45%	64%	51%	45%
Science Achievement				74%	68%	68%	72%	65%	67%
Social Studies Achievement				85%	76%	73%	84%	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	73%	55%	18%	55%	18%
Cohort Comparison						
10	2021					
	2019	70%	53%	17%	53%	17%
Cohort Comparison		-73%				

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	74%	68%	6%	67%	7%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	71%	14%	70%	15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	63%	1%	61%	3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	54%	16%	57%	13%

Grade Level Data Review - Progress Monitoring Assessments

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

PowerBI

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		59.1%	
	Economically Disadvantaged		56.8%	
	Students With Disabilities		12.5%	
	English Language Learners		10.5%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		66.7%	
	Economically Disadvantaged		71.2%	
	Students With Disabilities		56.3%	
	English Language Learners		68.4%	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0%	
	Economically Disadvantaged		0%	
	Students With Disabilities		0%	
	English Language Learners		0%	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0%	
	Economically Disadvantaged		0%	
	Students With Disabilities		0%	
	English Language Learners		0%	

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		51.8%	
	Economically Disadvantaged		76.2%	
	Students With Disabilities		41.2%	
	English Language Learners		25%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		66.2%	
	Economically Disadvantaged		65.5%	
	Students With Disabilities		37.5%	
	English Language Learners		57.9%	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		33.5%	
	Economically Disadvantaged		35.5%	
	Students With Disabilities		0%	
	English Language Learners		16.7%	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0%	
	Economically Disadvantaged		0%	
	Students With Disabilities		0%	
	English Language Learners		0%	

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		0%	
	Economically Disadvantaged		0%	
	Students With Disabilities		0%	
	English Language Learners		0%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0%	
	Economically Disadvantaged		0%	
	Students With Disabilities		0%	
	English Language Learners		0%	
	Number/% Proficiency	Fall	Winter	Spring
	All Students		0%	
Biology	Economically Disadvantaged		0%	
	Students With Disabilities		0%	
	English Language Learners		0%	
	Number/% Proficiency	Fall	Winter	Spring
	All Students		86.7%	
	Economically Disadvantaged		87%	
US History	Students With Disabilities		100%	
	English Language Learners		75%	
	Number/% Proficiency	Fall	Winter	Spring
	All Students		86.7%	
	Economically Disadvantaged		87%	
	Students With Disabilities		100%	
	English Language Learners		75%	

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

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	50	48	11	21	23	27			100	60
ELL	31	44	43	16	19	23	32	27		100	75
BLK	54	48	32	21	21	17	49	64		100	89
HSP	63	52	41	32	22	34	53	71		100	84
WHT	75	73									

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	61	52	42	28	21	30	53	67		100	85
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	38	52	63	62	62	80	56	60		100	47
ELL	50	54	53	70	65	63	63	57		100	53
BLK	64	55	38	57	50	48	72	89		99	76
HSP	76	63	52	74	63	58	78	83		99	68
WHT	67	64						100			
FRL	70	60	50	69	59	54	74	84		99	68
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	49	46	51	60	61	38	54		100	76
ELL	47	56	44	68	74	67	69	36		93	74
BLK	76	69	67	57	62	63	67	84		97	83
HSP	78	65	59	71	69	69	72	83		98	82
WHT	85	74						100		100	100
FRL	76	66	60	67	67	63	70	83		97	82

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	74
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	53
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?

There were several trends which emerged from 2019 Data findings. All ELA Subgroups Achievement decreased, except for SWD which increased by 14 percentage points, and ELL which increased by 3 percentage points. All ELA Subgroups Learning Gains decreased, except for SWD, which increased by 3 percentage points. All ELA Subgroups L25 Learning Gains decreased by at least 7 percentage points, except for SWD which increased by 17 percentage points, and ELL which increased by 9 percentage points. All Math Subgroups Learning Gains decreased, except for SWD which increased by 2 percentage points. All Math Subgroups Achievement increased, except for Black students which remained neutral. All Math Subgroups L25 Learning Gains decreased by at least 4 percentage points. All Science Subgroups Achievement increased, except for ELL students which decreased by 6 percentage points. All Social Studies Subgroups Achievement increased, except for Hispanic and White students which remained neutral.

There were several trends which emerged from 2021 Data findings. Overall achievement in ELA Grade 10 proficiency decreased 9 percentage points from 70% to 61%. Overall achievement in ELA Grade 9 proficiency decreased 13 percentage points from 73% to 60%. Overall achievement in Algebra 1 proficiency decreased 40 percentage points from 63% to 23%. Overall achievement in Geometry EOC proficiency decreased 41 percentage points from 70% to 29%. Overall achievement in EOC Biology proficiency decreased 21 percentage points from 74% to 53%. Overall achievement in US History proficiency decreased 15 percentage points from 85% to 70%.

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

Based off 2019 progress monitoring data, ELA was identified as the area with the greatest need for improvement. There is a 16 percentage point decrease when comparing tier 2/3 students with tier 1 students on the 9th grade ELA MYA and a 17 percentage point decrease in percent correct on the 10th grade MYA ELA.

Based off 2021 EOC data, Math was identified as the area with the greatest need for improvement. In analyzing 2021 data in comparison with 2019 data, the areas which demonstrated the greatest percentage point decreases were Algebra 1 and Geometry. Algebra 1 decreased by 40 percentage points and Geometry by 41 percentage points, identifying the two content areas as the greatest areas need of improvement.

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

During the 2019 -20 school year, due to the pandemic, 2 teachers retired and those students had minimal instruction for a period of the school year.

During the 2020 -21 school year, we placed an emphasis on data driven instruction in all accountability areas. However, being that many students were taking assessments at home it was challenging to hold students accountable to maintain integrity with assessments. Therefore, though we used data to guide instruction, we questioned the validity of the data used to progress monitor students. With students returning for face to face learning, we expect more accuracy in scores to better determine areas of deficiencies for remediation and intervention. We will continue to place a focus on data driven instruction and anticipate to plan remediation and intervention with more accurate data points.

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

Science Achievement increased from 72 percentage points in 2018 to 74 percentage points on 2019 EOC. Based on 2019 EOC US History results, 85% of students were proficient as compared to 84% in 2017-18. This is an increase of one percentage point.

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

Contributing factors to this improvement are the ongoing collaboration and professional development (PD) that exists within the Science and Social Studies Departments. Teachers in this department attend relevant PD, and meet regularly during lunch to discuss best practices and to plan collaboratively.

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

Strategies which will need to be implemented in order to accelerate learning are Standards-Based Collaborative Planning with incorporated TLAC techniques, Data driven instruction, Reciprocal Teaching, and RTI interventions.

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 PLST will develop whole group sessions and job-embedded small group sessions with a focus on using data to drive instruction, and implement TLAC techniques.

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

We will implement weekly collaborative planning meetings in all accountability areas. To monitor the effectiveness of collaborative planning, administrative walkthroughs will be conducted weekly following collaborative planning meetings, to ensure data-driven instruction, and standards based learning. Administrators will analyze both formative and summative data to ensure student progress. Data chats will be held with teachers and students following interim assessments throughout the 2021-22 school year. Extended Learning opportunities will be provided with after school tutoring and interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on data review of the Climate Survey, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed only 47% of students at our school felt adults cared about them. Considering the effects of the pandemic and obstacles students may be facing in and out of school during the current times we recognize the need to improve in staff-student connections to support social emotional learning.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning, our students will receive quality instruction that will contribute to improved student outcomes. This will be evidenced by a 5 percentage point increase on the 2022 School Climate Survey.

Monitoring: The SLT will continue to collaborate with the student services department and the mental health coordinator to promote student social emotional growth utilizing growth mindset strategies. This area of focus will be monitored with the implementation of Spot Success Awards for students demonstrating positive core values to build student morale and a growth mindset. A staff/student mentorship program will also be implemented.

Person responsible for monitoring outcome: Michael Windisch (mwindisch@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will implement the evidence-based strategy of student-staff connections.

Rationale for Evidence-based Strategy: Improved student staff connections will assist in promoting a growth mindset to enhance quality instruction that will contribute to improved social emotional learning and academic achievement.

Action Steps to Implement

8/23-10/11- Continue promoting growth mindset strategies via presentations, individual counseling, and group counseling. As a result, students will be supported in social emotional development, and utilizing growth mindset strategies.

Person Responsible Vanessa DeArmas (282729@dadeschools.net)

8/23-10/11- Acknowledge and reinforce core values and positive behaviors attributing to a growth mindset with Spot Success Awards for students. As a result, we will build student morale and a growth mindset to ingrain this into our school culture.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

9/23-10/11- Student staff mentorship program to provide emotional and social support to L25/35 students. As a result, L25/35 students would receive an additional layer of support from a trusted adult to build student and staff connections within our school.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

8/23-10/11 Students will continue to receive five hour mental health instruction in ELA courses. As a result, students will become more informed on mental health awareness.

Person Responsible Charlesette Chavis (cchavis-dunn@dadeschools.net)

11/1-12/17/2021-Feature a monthly Core Value Focus, and nominate students and staff members for Values Matter Miami recognition.

Person Responsible Vanessa DeArmas (282729@dadeschools.net)

11/1-12/17/2021-Host monthly SEL Strong student seminars and roundtable discussions to provide support and empowerment to students' physical and mental well-being.

Person Responsible Vanessa DeArmas (282729@dadeschools.net)

1/31-4/29/22 We will continue to promote the implementation of reinforce core values and positive behaviors attributing to a growth mindset with Spot Success Awards for students. As a result, we will build student morale and a growth mindset to ingrain this into our school culture.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

1/31-4/29/22 We will continue to promote the implementation of Student staff mentorship program to provide emotional and social support to L25/35 students.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

#2. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on data analysis from the School Climate survey, and Spring 2021 FSA achievement scores, our school will implement the targeted element of Walkthroughs. We selected this targeted element based on our findings that demonstrated a decrease in all accountability areas, and student responses on the School Climate Survey regarding the availability of Administrators.

Measurable Outcome: If we successfully implement the Targeted Element of Walkthroughs, our teachers will be provided with support and feedback from administrators to enhance instruction, and administrators may be afforded more opportunities to be available to students while visiting classrooms. All accountability areas will increase in percentage points minimally to what they were in 2019 or greater, as evidenced by the 2022 State Assessments, and School Climate Survey responses regarding administrator availability will increase by at least 5% on the 2021-2022 School Climate Survey.

Monitoring: We will implement weekly collaborative planning meetings in all accountability areas. To monitor the effectiveness of collaborative planning, administrators will attend collaborative planning meetings, conduct walkthroughs following meetings, and provide timely feedback to teachers.

Person responsible for monitoring outcome: Yaset Fernandez (236764@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of utilizing Teach Like a Champion (TLAC) techniques in the classroom. All teachers will receive a copy of the TLAC text, which will be further reviewed and discussed in collaborative planning. Following collaborative planning meetings administrators will conduct weekly focused walkthroughs to observe the implementation of TLAC techniques and provide timely feedback to teachers. Administrators will also discuss the progression and effectiveness of Walkthroughs in weekly leadership team meetings with Performance Matters and Power BI data.

Rationale for Evidence-based Strategy: Conducting weekly Walkthroughs will allow us to be strategic with monitoring effectiveness of classroom instruction, as well as demonstrate presence for students to feel more comfortable approaching administrators.

Action Steps to Implement

8/23-10/11 Promote the implementation of TLAC techniques by providing each teacher with a copy of the TLAC text. Teachers will also be supported through the modeling of techniques in Collaborative planning meetings.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

8/23-10/11-Administrators will conduct weekly walkthroughs to monitor instruction aligned to planning, and TLAC techniques shared in Collaborative Planning meetings. As a result, teachers will plan more effective classroom instruction to cater to the evolving needs of 21st century learners.

Person Responsible Michael Windisch (mwindisch@dadeschools.net)

8/23-10/11-Spotlight best practices with the implementation of TLAC techniques in Faculty Meetings. As a result, TLAC techniques would be promoted to support teacher implementation and buy-in.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

8/23-10/11-Provide walkthrough feedback to teachers to support continued pedagogical development. As a result, teachers would use timely feedback to improve practices, and engage in accurate reflection for continued development.

Person Responsible Michael Windisch (mwindisch@dadeschools.net)

11/1-12/17/2021-Department Teams will take turns presenting a TLAC technique at monthly faculty meetings.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

11/1-12/17/2021-Conduct weekly leadership team meetings to monitor the implementation of TLAC techniques and debrief on walkthrough observations.

Person Responsible Yaset Fernandez (236764@dadeschools.net)

1/31-4/29/22 We will continue to promote the implementation of TLAC techniques by Spotlighting best practices observed during walkthroughs in classrooms to enhance teacher pedagogy.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

1/31-4/29/22 We will continue to promote the implementation of TLAC techniques by having department teams take turns showcasing different TLAC techniques at monthly faculty meetings to provide Job Embedded professional development and enhance teacher pedagogy.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	In analyzing 2021 data, the areas which demonstrated the greatest percentage point decreases were Algebra 1 and Geometry. Algebra 1 decreased by 40 percentage points and Geometry by 41 percentage points, identifying math as the content area with the most critical need.
Measurable Outcome:	8/23-6/8-If we successfully implement data driven and standards based instruction, then Algebra 1 and Geometry will increase by a minimum of 20 percentage points. Increases will be evidenced by the 2022 State Assessments.
Monitoring:	Quarterly data chats using Performance Matters data will occur with teachers and students following Topic Assessments. RTI interventions and extended learning opportunities will be provided to support students who are not showing growth based on Performance Matters Data.
Person responsible for monitoring outcome:	Bertine Triche-Eugene (btriche@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in increasing overall achievement scores in mathematics, as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using timely, and aligned data to plan lessons that specifically meet student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available to address areas of deficiencies.

Action Steps to Implement

8/23-10/11-Administrators will conduct quarterly data chats using Performance Matters data with teachers following Topic Assessments. As a result, teachers will be able to precisely identify student deficiencies for prescriptive remediation.

Person Responsible Michael Windisch (mwindisch@dadeschools.net)

8/23-10/11-Teachers will conduct quarterly data chats with students using Performance Matters data following Topic Assessments. As a result, students will be able to precisely identify areas of deficiencies for targeted improvement.

Person Responsible Michael Windisch (mwindisch@dadeschools.net)

8/23-10/11-A data tracker by teacher will be created to progress monitor students with Performance Matters Data. Teachers will use data trackers to monitor student progress and adjust instruction as needed.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

8/23-10/11-RTI interventions and extended learning opportunities will be provided to support students who are not showing growth based on Performance Matters Data. Students will continue to be progress monitored following targeted instruction with Performance Matters Data.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

11/1-12/17/2021- Teachers will plan to incorporate check for understanding activities throughout lesson presentations to assess student learning.

Person Responsible Alicia Miller (aliciamiller@dadeschools.net)

11/1-12/17/2021-Award top five students demonstrating highest progress and highest achievement scores on the MYA with gift cards and a hallway poster chart.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

1/31-4/29/22 We will continue to progress monitor and disaggregate student data after Topic Assessments and conduct administrator/teacher data chats to identify student learning deficiencies to mitigate learning gaps.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

1/31-4/29/22 We will continue to progress monitor and disaggregate student data after Topic Assessments and conduct teacher/student data chats to address student learning deficiencies to mitigate learning gaps.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

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

Based on the 2021 data analysis, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that demonstrated all accountability areas decreased. Online instruction was not meeting the unique needs of all learners therefore it is evident that we must be strategic with returning to face to face learning to ensure classroom instruction is standards-based and prescriptive to meet student learning needs.

Measurable Outcome:

If we successfully implement Collaborative Planning, then all accountability areas will increase in percentage points minimally to 2019 scores. ELA grade 9 will increase 13 percentage points, ELA grade 10 will increase 9 percentage points, Algebra 1 will increase 20 percentage points, Geometry will increase 20 percentage points, Biology will increase 21 percentage points, and U.S. History will increase 15 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

We will implement weekly collaborative planning meetings in all accountability areas. To monitor the effectiveness of collaborative planning, administrators will attend collaborative planning meetings, conduct walkthroughs following meetings, and provide timely feedback to teachers.

Person responsible for monitoring outcome:

Bertine Triche-Eugene (btriche@dadeschools.net)

Evidence-based Strategy:

Accountability areas will focus on the evidence-based strategy of standards based instruction in Collaborative Planning. Standards based instruction will assist in ensuring classroom instruction is aligned to standard objectives for targeted instruction. Standards based instructions will be monitored through administrative walkthrough following collaborative planning meetings.

Rationale for Evidence-based Strategy:

Standards Based instruction will ensure that teachers are planning with the end in mind to design lessons that specifically meet student needs and learning targets. Teachers will review ALD's and Item Specs when planning lessons to ensure planned instructional activities align with learning targets.

Action Steps to Implement

8/23-10/11-Weekly Collaborative Planning Meetings will be implemented for accountability areas. Collaborative planning meetings will support standards based instruction throughout the 2021-22 school year.

Person Responsible

Michael Windisch (mwindisch@dadeschools.net)

8/23-10/11-In Collaborative Planning meetings teachers will Plan with the end in mind to ensure classroom instruction is aligned to standard objectives for targeted instruction. Teachers will review ALD's and Item Specs when planning lessons to ensure planned instructional activities align with learning targets.

Person Responsible

Bertine Triche-Eugene (btriche@dadeschools.net)

8/23-10/11-Teachers will take turns sharing best practices in Collaborative Planning to support Job Embedded PD efforts. As a result, teachers will have an opportunity to collaborate and brainstorm challenges, needs, and shared best practices.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

8/23-10/11-Administrators will conduct walkthrough observations following Collaborative Planning meetings to observe implementation of planning in instructional delivery and assess effectiveness. Timely feedback will be provided to teachers following walkthroughs.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

11/1-12/17/2021-Teachers in accountability areas will use the Baseball Card and SIA reports to disaggregate data and complete a data reflection form following Topic Assessments.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

11/1-12/17/2021-After administrative-teacher data chats are conducted, teachers will ensure that all students have set individual goals.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

1/31-4/29/22 We will continue to progress monitor and disaggregate student data after Topic Assessments and conduct administrator/teacher data chats to identify student learning deficiencies to mitigate learning gaps.

Person Responsible Bertine Triche-Eugene (btriche@dadeschools.net)

1/31-4/29/22 We will continue to progress monitor and disaggregate student data after Topic Assessments and conduct teacher/student data chats to address student learning deficiencies to mitigate learning gaps.

Person Responsible Bertine Triche-Eugene (btriche@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.

Our school ranked #18 of 74 Miami Dade County schools, and #42 of 505 high schools statewide in school incident ranking. Though our reported incidents per 100 students was in the very low category, there were 9 Drug/Public Order Incidents reported. A primary area of concern that the school will monitor during the upcoming school year will be the use of drugs or drug related substances within our school. A secondary area of concern will be in increased school attendance. School culture and environment will be monitored through the lens of behavior and discipline by conducting ongoing data reviews of Power BI data to identify at risk students, providing positive behavior support for students at risk, and incentivize students demonstrating model behaviors and core values.

Part IV: Positive Culture & Environment

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

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

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

Our strengths within School Culture are in communication, and preserving a culture of excellence. To promote this culture we create opportunities throughout the year to engage with parents and families, this ensure open lines of communication are maintained so parents acquire necessary information to support students. Information is also consistently provided to all stakeholders through our social media pages, Microsoft Teams, School Messenger and school webpage. We preserve a culture of excellence by supporting professional growth with ongoing Job-Embedded professional development provided to teachers. This year we will be enhancing teacher skill-set by providing teachers job-embedded professional development on Teach Like a Champion Techniques. Techniques will be discussed and modeled in collaborative planning meetings.

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

Stakeholders who will be involved in building a positive school culture and environment are the principal, assistant principals, and teacher leaders. The Principal's role is to monitor and oversee all the school's initiatives and provide timely feedback, support and guidance in respond to concerns . The Assistant Principals will monitor the implementation of TLAC techniques with collaborative planning and walkthroughs . Teacher leaders will assist in promoting TLAC techniques through the modeling of best practices, and sharing information which will be disseminated on social media pages. Teacher leaders will also provide and respond to feedback from stakeholders. All stakeholders are responsible for making specific efforts to maintain open lines of communication and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00

	Total: \$0.00
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