

Miami-Dade County Public Schools

Miami Springs Senior High School



2021-22 Schoolwide Improvement Plan

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Miami Springs Senior High School

751 DOVE AVE, Miami Springs, FL 33166

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

Demographics

Principal: Nelson Gonzalez L

Start Date for this Principal: 2/21/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (53%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	96%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Springs Senior High School is to encourage students to become lifelong learners and to build successful lives in a rapidly changing global community by providing excellence in academics. It is the goal of Miami Springs Senior High School to promote high academic achievements and assist students in developing a post graduation plan. We afford students with the opportunity to take on new challenges, be risk-takers, explore career paths and promote autonomy.

Provide the school's vision statement.

The vision of Miami Springs Senior High School is to empower our students to lead lives of purpose and merit by encouraging social awareness and global responsibility.

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
Wilson, Delmar	Administrative Support	Mr. Wilson oversees the math department. He also is the EESAC Chair and Head Coach of the basketball, team.
Ceballos, Ise	Administrative Support	Ms. Ceballos oversees the ELA/Reading Department. She also is a member of the SIP team and PLST team.
Villanueva , Miguelina	Administrative Support	Ms. Kelly oversees the social studies department.
Develasco, Carolina	Administrative Support	Ms. Develasco oversees ESE Department.
Goldstein, Beth	Administrative Support	Ms. Goldstein oversees Arts/CTE Department.
Mills, Corina	Administrative Support	Ms. Mills oversees Student Services Department.
Leal, Irma	Administrative Support	Ms. Leal oversees Foreign Language Department.
Perez, Wifredo	Administrative Support	Mr. Perez oversees Physical Education Department. He also is the business manager.
Iribar, Lazaro	Administrative Support	Mr. Iribar oversees English Language Learners Department.
Jackson, Jason	Administrative Support	Mr. Jackson oversees Science Department. He also is the Testing Chair, Dean of discipline
Torossian, Alfred	Principal	Mr. Torossian oversees the entire school.
Robinson, Felicia	Assistant Principal	Ms. Robinson assists the principal in overseeing the school.
	Assistant Principal	Administrator

Demographic Information

Principal start date

Friday 2/21/2020, Nelson Gonzalez 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.*

27

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.*

32

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,077

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

6

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

1

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	218	268	282	311	1079
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	71	90	78	11	250
One or more suspensions	0	0	0	0	0	0	0	0	0	12	12	11	1	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	31	56	3	119
Course failure in Math	0	0	0	0	0	0	0	0	0	61	76	53	4	194
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	59	82	80	105	326
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	63	94	82	95	334
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	117	0	0	0	117

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	77	129	117	138	461

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	0	0	8	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	7	7	17

Date this data was collected or last updated

Sunday 9/19/2021

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	277	306	318	349	1250
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	99	96	106	94	395
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	66	33	74	23	196
Course failure in Math	0	0	0	0	0	0	0	0	0	106	81	96	25	308
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	84	82	103	93	362
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	97	84	91	100	372

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	129	118	132	94	473

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	4	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	7	6	6	19

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	59%	56%	49%	59%	56%
ELA Learning Gains				49%	54%	51%	48%	56%	53%
ELA Lowest 25th Percentile				35%	48%	42%	37%	51%	44%
Math Achievement				37%	54%	51%	36%	51%	51%
Math Learning Gains				49%	52%	48%	43%	50%	48%
Math Lowest 25th Percentile				50%	51%	45%	46%	51%	45%
Science Achievement				58%	68%	68%	67%	65%	67%
Social Studies Achievement				83%	76%	73%	66%	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	44%	55%	-11%	55%	-11%
Cohort Comparison						
10	2021					
	2019	45%	53%	-8%	53%	-8%
Cohort Comparison		-44%				

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	56%	68%	-12%	67%	-11%

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	87%	71%	16%	70%	17%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	63%	-19%	61%	-17%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	54%	-24%	57%	-27%

Grade Level Data Review - Progress Monitoring Assessments

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

We will use Performance Matters Mid-Year assessment as our progress monitoring tool for each grade level.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		52%	
	Economically Disadvantaged		51%	
	Students With Disabilities		22%	
	English Language Learners		0%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		53%	
	Economically Disadvantaged		53%	
	Students With Disabilities		37%	
	English Language Learners		46%	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		47%	
	Economically Disadvantaged		44%	
	Students With Disabilities		21%	
	English Language Learners		6%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		28%	
	Economically Disadvantaged		28%	
	Students With Disabilities		10%	
	English Language Learners		25%	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		8%	
	Economically Disadvantaged		4%	
	Students With Disabilities		4%	
	English Language Learners		11%	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		62%	
	Economically Disadvantaged		62%	
	Students With Disabilities		61%	
	English Language Learners		35%	

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

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	23	11	16	35	52	22	47		73	26
ELL	20	30	10	17	37	49	23	26		83	58
BLK	22	23	21	13	18	31	26	39		88	33
HSP	42	42	17	18	31	47	38	55		91	62
WHT	50	31								100	85

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	35	35	15	17	28	39	35	53		93	59
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	25	31	21	17	40	45	28	31		89	28
ELL	20	43	43	28	46	47	43	68		78	72
BLK	39	41	17	33	48	45	59	64		76	35
HSP	47	50	39	38	50	52	58	84		85	57
WHT	71	58		29	37					88	67
FRL	45	47	35	36	48	47	57	81		84	55
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	19	38	39	28	60	57	35	42		67	31
ELL	20	35	32	29	40	41	41	31		64	67
BLK	27	43	33	24	33	32	49	43		77	38
HSP	51	48	37	37	44	48	69	70		80	57
WHT	72	64		43	47		86	57		79	68
FRL	46	47	36	35	42	46	65	63		78	57

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	11
Percent Tested	84%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
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	67
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	42
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?

The 2018 to 2019 FSA data shows a significant increase in student achievement in social studies, but attention needs to be given to ELA L25 students and science. Social studies achievement increased by 17 percentage points from 66% in 2018 to 83% in 2019, Overall ELA decreased 2 percentage points from 49% in 2018 to 47% in 2019. ELA learning gains increased 1 percentage point from 48% in 2018 to 49% in 2019. ELA L25 decreased 2 percentage points from 37% in 2018 to 35% in 2019. Overall Math increased 1 percentage point from 36% in 2018 to 37% in 2019. Math learning gains increased 6 percentage points from 43% in 2018 to 49% in 2019. Math L25 increased 4 percentage points from 46% in 2018 to 50% in 2019. Science decreased 9 percentage points from 67% in 2018 to 58% in 2019.

The 2020-2021 FSA/EOC data shows a significant decrease in all core subject areas. Overall ELA decreased 8 percentage points, ELA LG decreased 11 percentage points, and ELA L25 decreased 18 percentage points, in Math overall was a decrease of 20 percentage points, Math LG decreased 22 percentage points, and Math L25 decreased 9 percentage points. Science decreased 22 percentage points and Social Studies decreased 29 percentage points.

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

The data components that demonstrate the greatest need for improvement include ELA L25 decreased 2 percentage points from 37% in 2018 to 35% in 2019. Learning gains of SWD students in ELA L25% decreased by 18 percentage points from 39% in 2018 to 21% in 2019. Learning gains of black students decreased 16 percentage points from 33% in 2018 to 17% in 2019. In addition, math LG L25 for SWD decreased 12 percentage points from 57% to 45%. In social studies, SWD decreased 11 percentage points in passing scores from 42% in 2018 to 31% in 2019.

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

The contributing factor is a decrease of 17 percentage point of SWD L25 from 39% in 2018 to 21% in 2019 and black students in L25 with a decrease in 16 percentage points from 33% in 2018 to 17% in 2019.

The new actions needed consist of implementing, with fidelity the Reading program READ180 and System 44 in the Reading classes and Commonlit in the English language arts classes to further assist with differentiated instruction to cater to individual student needs.

Teachers in both areas will collaborate to ensure students in the Lowest 25% population are tracked to ensure they are mastering skills in order to achieve mastery.

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

The data components that showed the most improvement include social studies achievement, which increased by 17 percentage points from 66% in 2018 to 83% in 2019.

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

Differentiated Instruction of lesson plans
After-school tutoring
STEAM
Fairchild challenge
Law studies courses

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

1. Following master scheduling guidelines, students are properly placed in grade level courses and interventions.
2. The most critical skills and knowledge for each subject and grade level are prioritized and adjustments are made to the pacing guides accordingly.
3. The administration is monitoring the instruction of teachers to ensure they are delivering strong Tier 1 core instruction.
4. Teachers are diagnosing students' unfinished learning and providing acceleration support using available data tools.
5. Teachers are administering and analyzing diagnostic and formative assessments to determine student knowledge and guide school leaders and teachers on developing next steps in instruction and real-time micro-interventions that can prevent further gaps.
6. Teachers are continuously monitoring students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary.

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.

Several professional developments will be offered during the school year to achieve teacher success and incorporate new research-based strategies inside the classrooms.

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

Professional development for teachers pertaining to strategic and collaborative planning.
Counselors will meet regularly with students to discuss current/future credits to ensure graduation on the corresponding year; this is tracked through the counselors' data base.
Tutoring will be provided for specific core subject areas (ELA, Math, Science, U.S. History) and for specific subgroups (ELL, L25%, ESE).

Part III: Planning for Improvement

Areas of Focus:

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

The instructional practice of differentiation was identified as a critical need from the data reviewed due to the low achievement levels of our L25 students in ELA and math. 2019 ELA L25 LG were 21% as compared to 48% for the district. 2019 math L25 LG were 52% as compared to 51% for the district. The 2020-2021 FSA/EOC data shows a significant decrease in all core subject areas. Overall ELA decreased 8 percentage points, ELA LG decreased 11 percentage points, and ELA L25 decreased 18 percentage points, in Math overall was a decrease of 20 percentage points, Math LG decreased 22 percentage points, and Math L25 decreased 9 percentage points. Science decreased 22 percentage points and Social Studies decreased 29 percentage points. We are not meeting the need of these students. Implementation of differentiated instruction across all areas will lead to learning gains for our L25 subgroup. A plan of action must include targeted interventions and strategic, consistent differentiated instruction with scaffolded lessons.

Measurable Outcome:

Staff will be provided access to all data platforms, and receive professional development in how to analyze various reports, additionally, staff will meet individually with leadership team to discuss results and instructional decisions. Staff will utilize data during planning sessions, utilize progress monitoring processes in each quarter, and conduct data chats with students utilizing student friendly rubrics. Successful implementation of differentiated instruction with fidelity will result in an increase of 5% in our L25 student learning gains in ELA and mathematics as evidenced by 2022 state assessments.

Monitoring:

Staff will utilize progress monitoring processes in each quarter, and conduct data chats with students utilizing student friendly rubrics.

Person responsible for monitoring outcome:

Alfred Torossian (pr7511@dadeschools.net)

Evidence-based Strategy:

Data-driven instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-driven instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Strategy:

Standards-aligned instruction will ensure that teachers are planning effective lessons according to state standards and district pacing guides, thereby improving student academic achievement. This will be monitored through weekly classroom walkthroughs to ensure compliance.

Action Steps to Implement

1. Leadership team members will work with their respective departments to ensure lesson plans will focus on student needs according to the pretests, assessments, target remediation of standards while maintaining rigor and adherence to the district pacing guide (8/31/21 - 10/11/21).

Person Responsible

Felicia Robinson (flee823@dadeschools.net)

2. Leadership team members will work with teachers in their departments to ensure the use of the Gradual Release Model that allow students to eventually gain accountability for their learning. (8/31/21 - 10/11/21).

Person Responsible Felicia Robinson (flee823@dadeschools.net)

3. Leadership team members will disaggregate data during leadership team meetings. (8/31/21 - 10/11/21).

Person Responsible Felicia Robinson (flee823@dadeschools.net)

4. Leadership team members will have data chats with departments (8/31/21 - 10/11/21).

Person Responsible Felicia Robinson (flee823@dadeschools.net)

5. Teachers will have data chats with students on the subject assessments. (11/01/21 - 12/17/21)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

6. Leadership team will ensure teachers develop data binders and use data to drive instruction. (11/01/21 - 12/17/21)

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

7. Before school and after school tutoring in Reading, Language Arts and Mathematics will be provided to L25 students (1/31/22 - 4/29/22).

Person Responsible Constantino Hernandez (chernandez17@dadeschools.net)

8. Teachers will continue to conduct data chats with students to analyze weakness and strengths after all assessments (Reading and Mathematics). (1/31/22 - 4/29/22).

Person Responsible Felicia Robinson (flee823@dadeschools.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Although the data shows over 50% positivity in response to the majority of the questions, due to the pandemic, the need to continue to implement collaborative activities to sustain and/or increase a positive school culture is essential in acquiring school-wide success in all areas.

Measurable Outcome: A projected increase of 10% of students coming prepared to class is needed as our focus to sustain a positive academic environment.

Monitoring: The area of focus will be monitored through various assessments ranging from classroom assignments to student participation in extra-curricular activities.

Person responsible for monitoring outcome: Alfred Torossian (pr7511@dadeschools.net)

Evidence-based Strategy: Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically and emotionally.

Rationale for Evidence-based Strategy: The rationale is to maintain and consistently increase the school's positive affect on students and staff to further reinforce cooperative learning in the classrooms and community-at-large.

Action Steps to Implement

1. The analysis of Performance Matters data to assist with mastery of standards school-wide (08/31/21-10/11/21).

Person Responsible Felicia Robinson (flee823@dadeschools.net)

2. School-wide activities provided to students and staff to promote collaboration and participation (clubs, sports, extra-curricular activities sponsored by clubs, etc.) (8/3.1/21 - 10/11/21).

Person Responsible Felicia Robinson (flee823@dadeschools.net)

3. Restorative Justice Practice (RJP) activities in the classrooms which are posted on Twitter and Instagram to promote a cohesive/safe environment for all stakeholders (8/31/21 - 10/11/21).

Person Responsible Felicia Robinson (flee823@dadeschools.net)

4. Cross-curricular activities which involve STEAM projects (8/31/21 - 10/11/21).

Person Responsible Felicia Robinson (flee823@dadeschools.net)

5. Leadership team will recognize student achievements with Honor Roll celebrations. (11/1/21 - 12/17/21)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

6. School staff and students will participate in two community service projects. CBS adopt a Family and Thanksgiving basket giveaway. (11/1/21 - 12/17/21)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

7. Provide students with the opportunity to express their thoughts and or feelings on the topics presented during RJP weekly. (1/31/22 - 4/29/22)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

8. Continue to provide positive reinforcement activities, such as Honor Roll Breakfast, lunch time games, spirit week activities and assessment incentive lunches. (1/31/22 - 4/29/22)..

Person Responsible Felicia Robinson (flee823@dadeschools.net)

#3. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Results from the 2020 School Climate Survey show that only 11% of instructional staff receive feedback on lesson plans and guidance on data to plan for instruction. Providing teachers with more guidance and resources for planning will strength the academic environment.
Measurable Outcome:	Successful implementation of guidance on using data to plan instruction and feedback on lesson plans will result in an increase of 5% on this School Climate Survey data point.
Monitoring:	School administration will monitor staff morale weekly during leadership team meeting discussions. Feedback from school leaders will allow for open discussion of ways to improve staff morale.
Person responsible for monitoring outcome:	Alfred Torossian (pr7511@dadeschools.net)
Evidence-based Strategy:	Involving staff in important decision making allows your staff to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.
Rationale for Evidence-based Strategy:	Hawks Leadership Academy assists teacher leaders to build strong relationships with school stakeholders, encourage future leaders, and provide strategies to maintain a positive school culture and safe learning environment.

Action Steps to Implement

1- Conduct monthly Hawks Leadership Academy meetings (8/31/21 - 10/11/21).

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

2- Provide teacher leaders opportunities for the purpose of enhancing their skill set (8/31/21 - 10/11/21).

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

3- Prepare teacher leaders to address multiple school operational tasks (8/31/21 - 10/11/21).

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

4- Connect teacher leaders with veteran administrators for additional hands-on experiences (8/31/21 - 10/11/21).

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

5. Leadership team will provide shadowing opportunities for staff participating in the Hawks Leadership Academy that inspire to be leaders. (11/1/21 - 12/17/21)

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

6. Leadership team will provide review sessions for FELE assessment and mock interviews. (11/1/21 - 12/17/21)

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

7. Extend shadowing opportunities for staff members interested in developing leadership skills. (1/31/22 - 4/29/22)

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

8. Invite staff members that are not part of the Hawks Leadership Academy to join the academy. (1/31/22 - 4/29/22)

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

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

Due to the pandemic, faculty/staff has recognized that students have been under much strain throughout this time. The 2020-2021 FSA data shows a significant decrease in all core subject areas. Overall ELA decreased 8 percentage points, ELA LG decreased 11 percentage points, and ELA L25 decreased 18 percentage points, in Math overall was a decrease of 20 percentage points, Math LG decreased 22 percentage points, and Math L25 decreased 9 percentage points. The need to help students recognize that "we are in this together" is crucial to their learning. Based on the results of the 2020 School Climate Survey, 48% of faculty/staff feel that students do not come prepared academically to class. All stakeholders must share in the responsibility of regaining student confidence in themselves and others to overcome obstacles- past, present or future.

Measurable Outcome:

Successful implementation of student engagement strategies will result in an increase of 5% in the School Climate Survey results as it pertains to students coming prepared academically to class.

Monitoring:

Administration and teachers will have access to all Performance Matters assessments posted in order to be able to collaborate monthly on the needs of the students throughout the school year.

Person responsible for monitoring outcome:

Felicia Robinson (flee823@dadeschools.net)

Evidence-based Strategy:

Corrective feedback for students refers to the intentional constructive verbal or written feedback provided to assist students in understanding their areas of success and areas of development. Feedback can be provided on students' work samples or on separate feedback sheets in the form of sentences (i.e., anecdotal feedback) describing the work's merits and weaknesses.

Rationale for Evidence-based Strategy:

Clear lesson goals so that both teachers and students understand the activities needed to reach the goals and that students understand the purpose of the lesson from its inception.

Action Steps to Implement

1. Teacher lesson plans will clearly demonstrate the purpose, activity and assessment (08/31/21-10/11/21).

Person Responsible

Alfred Torossian (pr7511@dadeschools.net)

2. Teachers will monitor the assessment outcomes and make adjustments as needed in order to differentiate instruction to achieve individual student success (08/31/21-10/11/21).

Person Responsible

Alfred Torossian (pr7511@dadeschools.net)

3. Students on quarantine will also engage with the classroom teacher via zoom meetings to minimize learning gap (08/31/21-10/11/21).

Person Responsible

Alfred Torossian (pr7511@dadeschools.net)

4. Instructional staff will engage students with real-world examples so that learning is relevant to classroom content (08/31/21-10/11/21).

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

5. Leadership team will work with Instructional staff to develop questioning strategies to incorporate in accountability talk with students. (11/1/21 - 12/17/21)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

6. Leadership team will work with instructional staff to integrate technology in daily instruction. (11/1/21 - 12/17/21)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

7. Teachers will assist students with creating individual home learning plans to address areas of weakness.

Person Responsible Felicia Robinson (flee823@dadeschools.net)

8. Leadership team will provide monthly recognition/incentives for students making academic improvement.

Person Responsible Alfred Torossian (pr7511@dadeschools.net)

#5. Other specifically relating to ELA**Area of Focus Description and Rationale:**

The 2020-2021 FSA/EOC data shows a overall ELA decreased 8 percentage points, ELA LG decreased 11 percentage points, and ELA L25 decreased 18 percentage points. The instructional practice of differentiation was identified as a critical need from the data reviewed due to the low achievement levels of our L25 students in ELA. 2019 ELA L25 LG were 21% as compared to 48% for the district. Implementation of differentiated instruction across all areas will lead to learning gains for our L25 subgroup. A plan of action must include targeted interventions and strategic, consistent differentiated instruction with scaffolded lessons.

Measurable Outcome:

Staff will be provided access to all data platforms, and receive professional development in how to analyze various reports, additionally, staff will meet individually with leadership team to discuss results and instructional decisions. Staff will utilize data during planning sessions, utilize progress monitoring processes in each quarter, and conduct data chats with students utilizing student friendly rubrics. Successful implementation of differentiated instruction with fidelity will result in an increase of 5% in our L25 student learning gains in ELA as evidenced by 2022 state assessments.

Monitoring:

Staff will utilize progress monitoring processes in each quarter, and conduct data chats with students utilizing student friendly rubrics.

Person responsible for monitoring outcome:

Alfred Torossian (pr7511@dadeschools.net)

Evidence-based Strategy:

Data-driven instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-driven instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Strategy:

Standards-aligned instruction will ensure that teachers are planning effective lessons according to state standards and district pacing guides, thereby improving student academic achievement. This will be monitored through weekly classroom walkthroughs to ensure compliance.

Action Steps to Implement

1. Leadership team members will work with their respective departments to ensure lesson plans will focus on student needs according to the pretests, assessments, target remediation of standards while maintaining rigor and adherence to the district pacing guide (8/31/21 - 10/11/21).

Person Responsible

Felicia Robinson (flee823@dadeschools.net)

2. Leadership team members will disaggregate data during leadership team meetings. (8/31/21 - 10/11/21)

Person Responsible

Felicia Robinson (flee823@dadeschools.net)

3. Leadership team members will work with teachers in their departments to ensure the use of the Gradual Release model that allows students to eventually gain accountability for their learning. (8/31/21 - 10/11/21)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

4. Leadership team members will have data chats with departments. (8/31/21 - 10/11/21)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

5. Leadership team will work with instructional staff to develop interventions with students. (11/1/21 - 12/17/21)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

6. Leadership team will work with instructional staff to develop professional development to increase student achievement. (11/1/21)

Person Responsible Felicia Robinson (flee823@dadeschools.net)

7. Before school and after school tutoring in Reading and Language Arts will be provided to L25 students (1/31/22 - 4/29/22).

Person Responsible Constantino Hernandez (chernandez17@dadeschools.net)

8. Interventionist will push-in to selected classrooms to work with L25 students based on assessment data. (1/31/22 - 4/29/22).

Person Responsible [no one identified]

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 primary area of concern is related to attendance. The leadership team in collaboration with our student services department will educate our students via grade-level orientations on the importance of attending and being on time. We also will use out community engagement liaison to make home visits as needed.

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.

Sustaining the practice of common planning, we foster teacher collaboration, which is essential to teamwork. The leadership team members enhance the practice of celebrating successes and incorporating mindfulness so that teachers feel less overwhelmed. Our school integrates our new approach to disciplining students where students are active constituents of the resolution and the disciplinarians serve as mentors. Students at Miami Springs Senior High School feel cared for and attended to with the help of the faculty and staff.

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

Department chairs:

Mr. Wilson, math

Ms. Ceballos, ELA/reading

Ms. Develasco, ESE

Mr. Jackson, science

Ms. Kelly, social studies

Beth Goldstein, fine arts/CTE

Wilfredo Perez, physical education

Irma Leal, foreign language

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
5	III.A.	Areas of Focus: Other: ELA	\$0.00

Total:		\$0.00
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