Jose Marti Mast 6 12 Academy

2021-22 Schoolwide Improvement Plan

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Jose Marti Mast 6 12 Academy

5701 W 24TH AVE, Hialeah, FL 33016

http://martimast.dadeschools.net

Demographics

Principal: Jose Enriquez, Jr.

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
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 (85%) 2017-18: A (81%) 2016-17: A (78%)
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 6-12	No	71%

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		A	A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Jose Marti MAST 6-12 Academy, the entire school is thematically tied to scientific and mathematical research, methodology, and, most importantly, the application of the sciences. The Mission is to graduate students with a firm and enriched background in the sciences as well as all aspects associated with it.

Provide the school's vision statement.

Jose Marti MAST 6-12 Academy of Mathematics and Science Technology is to provide students with a challenging curriculum that will expose them to critical thinking, the nature of science, mathematics, computer technology and scientific research throughout their middle and high school years. Students will become seasoned critical thinkers with well thought out goals for their futures.

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
Enriquez, Jose	Principal	Monitor implementation of School Improvement Areas of Focus, Instructional Practices, and Action Steps; encourage and promote a positive school culture of collegiality, rigor, and hands on learning as it pertains to the SIP; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure effective, two-way communication with stakeholders
Robles, Maite	Assistant Principal	Monitor implementation of School Improvement Areas of Focus, Instructional Practices, and Action Steps; encourage and promote a positive school culture of collegiality, rigor, and hands on learning as it pertains to the SIP; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure effective, two-way communication with stakeholders
Llanes, Christy	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome.
Llanes, Michelle	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome.
Kearns, Andrew	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome.
Thompson, Martinnette	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome.
Luis, Gladys	ELL Compliance Specialist	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure compliance of programs, meetings, and assessments for ELL population.
Cruz, Albina	Instructional Media	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; ensure effective use and implementation of technology; monitor progress and performance of FLVS students/labs.

Name	Position Title	Job Duties and Responsibilities
Horgan, Marlena	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome.
Estrada, Christine	School Counselor	Assist in the implementation of social emotional learning initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; ensure delivery of programs as it pertains to student welfare, mental health; ensure schedules and curriculum are in line with Pupil Progression Plan and the individual needs of students.
Mitchell, Lynette	Other	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps specifically related to the ESE population; ensure compliance of programs, meetings, and assessments for ESE population; ensure fidelity to student IEP's, EP's, and 504's; work closely with teachers to ensure accommodations are being implemented to meet the needs of individual ESE students.

Demographic Information

Principal start date

Tuesday 7/27/2021, Jose Enriquez, Jr.

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.*

26

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.*

18

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

976

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

1

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

2

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	161	182	172	117	126	100	125	983
Attendance below 90 percent	0	0	0	0	0	0	6	3	2	0	3	1	1	16
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	1	1	5	0	4	2	1	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	6	2	0	0	1	0	2	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	3	5	3	0	1	1	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	21	35	20	0	0	0	91
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	3	1	3	1	0	0	0	8

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

Date this data was collected or last updated

Tuesday 7/27/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	174	179	127	128	110	126	108	952
Attendance below 90 percent	0	0	0	0	0	0	5	4	0	3	1	1	5	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	2	2	1	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	2	7	8	5	4	1	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	4	4	3	0	1	1	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	0	1	1	0	2	0	6

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				90%	59%	56%	89%	59%	56%
ELA Learning Gains				71%	54%	51%	69%	56%	53%
ELA Lowest 25th Percentile				74%	48%	42%	75%	51%	44%
Math Achievement				93%	54%	51%	85%	51%	51%
Math Learning Gains				70%	52%	48%	54%	50%	48%
Math Lowest 25th Percentile				80%	51%	45%	55%	51%	45%
Science Achievement				83%	68%	68%	89%	65%	67%
Social Studies Achievement				99%	76%	73%	91%	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
06	2021					
	2019	77%	58%	19%	54%	23%
Cohort Comparison						
07	2021					
	2019	95%	56%	39%	52%	43%
Cohort Comparison		-77%				
08	2021					
	2019	88%	60%	28%	56%	32%
Cohort Comparison		-95%				
09	2021					
	2019	92%	55%	37%	55%	37%
Cohort Comparison		-88%				
10	2021					
	2019	97%	53%	44%	53%	44%
Cohort Comparison		-92%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	92%	58%	34%	55%	37%
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		-92%				
08	2021					
	2019	94%	40%	54%	46%	48%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	70%	43%	27%	48%	22%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	94%	68%	26%	67%	27%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	98%	73%	25%	71%	27%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	98%	63%	35%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	54%	36%	57%	33%

Grade Level Data Review - Progress Monitoring Assessments

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

In grades 6-8, I-Ready is used to progress monitor in Reading and Math; in grades 9-12, classroom level assessments and data were used to measure student progress.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	72	79
	Economically Disadvantaged	75	73	80
	Students With Disabilities	40	20	60
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	74	82	84
	Economically Disadvantaged	71	80	83
	Students With Disabilities	40	60	60
	English Language Learners	N/A	N/A	N/A

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69	73	82
	Economically Disadvantaged	69	69	81
	Students With Disabilities	43	57	57
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67	76	84
	Economically Disadvantaged	66	76	83
	Students With Disabilities	68	68	68
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	92	N/A	N/A
	Economically Disadvantaged	91	N/A	N/A
	Students With Disabilities	100	N/A	N/A
	English Language Learners	0	N/A	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	71	75	78
	Economically Disadvantaged	69	75	76
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	91	N/A
	Economically Disadvantaged	N/A	89	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	92	N/A
	Economically Disadvantaged	N/A	92	N/A
	Students With Disabilities	N/A	86	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students	N/A	85	N/A
	Economically Disadvantaged	N/A	81	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

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

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	54	54	43	67	28			91			
ELL	79	65	68	71	36	37	67	80	80		
ASN	82	73									
BLK	73	40	45	76	34			88			
HSP	88	67	67	81	38	40	88	92	93	100	94

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
WHT	93	62		93	38			75			
FRL	86	64	64	78	35	37	87	90	92	100	92

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	78	78	77	95	78		73				
ELL	77	64	61	93	66	91	66	96	94		
ASN	93	92									
BLK	83	66	63	89	71	60	70	100	92		
HSP	90	71	75	93	69	82	84	99	95	100	87
WHT	93	82		100	79		85	100	100		
FRL	89	71	75	92	67	77	81	98	93	100	85

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	86	43		78	53			92			
ELL	70	80	85	76	62	71	70	86			
BLK	85	66	65	85	55	60	91	88	100		
HSP	90	68	77	85	54	53	89	90	96	100	95
WHT	89	80		91	60			100			
FRL	88	68	76	84	54	56	88	89	96	100	94

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	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	843
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	65
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	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	59
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	77
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	72
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	75
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?

2021 FSA results in ELA remained relatively stable from previous years, with the exception of 7th grade ELA, which decreased 17% from 95% to 78% proficiency. In Math, 6th and 8th grade showed a decrease from 92% to 79% in 6th grade (13% decrease) and from 94% to 70% in 8th grade (24% decrease). All other grade levels remained relatively stable from one year to the next. 2021 EOC data in Social Studies and Science also showed relative stability from 2019 to 2021. The same improvement stability/improvement, however, is not translating into Social Studies AP scores as seamlessly as would have been expected, as evidenced by an overall average drop in AP Social Studies scores of 26% in 2021. The school outperformed the district and national averages overall on state assessments and all tested AP subjects with the exception of Government, Economics, and Psychology.

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

Although there were some slides in data in ELA and Math, 2021 scores on AP exams in the Social Studies stands out as the greatest area of need, having dropped an average of 26% from 2019 to 2021. Since AP Curriculum is both quantitative and qualitative, if we increase exposure to Social Studies based texts across grade levels in ELA as well as embed Social Studies data in Mathematics curricula, we will show improvement in AP Social Studies courses.

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

Due to the large amount of AP Social Studies students choosing online modality, it was challenging for instructors to gauge levels of engagement and fully address students' needs. This may have contributed to a gap in the knowledge and the level of acquisition of the students. Challenges in the way of student engagement and hands-on learning could have also contributed to the drop in scores. New actions needed for improvement include exposure to Social Studies based texts across grade levels in ELA as well as embedding Social Studies data in Mathematics curricula, which will in turn translate into improvement on Social Studies AP exams.

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

AP Data in AP Physics increased significantly or stayed relatively steady - ranging from AP Physics 1 to AP Physics Electricity and Magnetism to AP Physics Mechanics. Growth ranged from of 16%, 21% and -3% respectively from 2020 to 2021.

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

The content taught in the supplemental lab class was modified in order to scaffold material that would eventually be presented in the AP Physics courses. This provided a stronger knowledge base for students to gain a deeper understanding of the material once placed in the AP Physics course. As a result, there will be continuous modifications for this supplemental course.

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

There will be more hands on learning opportunities and activities to provide students with an authentic college-level experience, which will in turn demand processing and ensure retention of the information being presented. 21st Century Learning and Project-Based Learning will also be focal and integral to increasing student engagement and sharpening critical thinking skills. More purposeful Communication with Stakeholders and Managing Accountability systems will allow the school to reinforce the already positive, rigorous culture and remediate learning losses as well as enrich learning further.

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.

Interdisciplinary STEM professional developments will be developed, and STEAM lessons will be integrated in the classroom. We will be learning to incorporate standard-aligned resources with effective planning design to deepen content knowledge and enhance pedagogy and sustain/grow success on science assessments. In addition, there will be PD and training in the way of Project-Based Learning, 21st Century Learning, and interdisciplinary planning to support Social Studies and recover learning losses evident in that subject area.

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

Participation in the AP Mentoring program and College Board workshops will ensure that curricula presented is the most accurate and current. Sharing of best practices will collectively ensure students are provided opportunities to accelerate their learning. Administration will work with Department Chairs to provide feedback and support to teachers as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the average drop of 26% in passing rates on Social Studies AP scores, student engagement was identified as critical need. Student engagement will create enthusiasm for the subject and help students draw connections between content and their experiences, thus leading to deeper and richer learning experiences.
Measurable Outcome:	Higher student engagement will lead to fewer discipline and attendance issues, which will in turn lead to improved student performance. The infusion of Social Studies texts/data in Math and ELA will also engage students by allowing them to see connections between said texts and their other subjects. This increase in engagement with Social Studies texts will result in an average increase of 25% on Social Studies AP exams.
Monitoring:	Administration will conduct weekly classroom walkthroughs and review lesson plans to ensure Social Studies curricula is being implemented in ELA and Math. Evidence will include document based questions, exposure to Social Studies related texts, and evidence of Social Studies data applied in Math courses. Teachers and Department Chairs will also regularly review formal and informal assessments to address areas of need and opportunities for enrichment.
Person responsible for monitoring outcome:	Jose Enriquez (jenriquez@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Student Engagement, Project Based Learning (PBL) will be implemented in order to process facts and pose questions that can be researched for further study and provide opportunities for more authentic learning and collaboration.
Rationale for Evidence-based Strategy:	Project Based Learning will result in a few positive outcomes. Students will use knowledge gained to have a deeper understanding of topics, which will increase retention and lead to improved scores on the AP exams. Progress Checks along the way will shed light on areas of improvement and opportunities for enrichment, which will allow students reflect on their own performance and set goals for their own learning. Student engagement through Project Based Learning can also improve interpersonal skills, and sharpen the ability to recall content and apply it in a rigorous context.

Action Steps to Implement

Gather appropriate grade level and standards-based Social Studies texts/data to share with Math and ELA departments. The use of materials that are standards-based will provide teachers a clearer understanding of what students are expected to learn and do. (8/30 - 10/11)

Person Responsible Marlena Horgan (marlenahorgan@dadeschools.net)

Conduct cross-curricular planning session/meeting (in person or virtually) to assist Math and ELA departments with planning accordingly for the infusion and implementation of said texts into their curricula and for PBL related to the material. Cross-curricular planning will enable teachers to see connections between their own subjects and those of Social Studies and will empower them to make the inter-disciplinary connections for students. (8/30 - 10/11)

Person Responsible Marlena Horgan (marlenahorgan@dadeschools.net)

Discuss and assist with planning for the use of Social Studies data/texts and PBL at bi-weekly, departmental PLC meetings. Working collaboratively on planning for PBL will allow teachers to share best practices and grow their repertoire of strategies. (8/30 - 10/11)

Person Responsible Martinnette Thompson (mthompson05@dadeschools.net)

Monitor implementation of Social Studies texts/data and PBL via weekly lesson plan reviews, review of student portfolios, and walkthroughs. By monitoring the implementation, Administration will ensure that teachers stay on track to support the PBL initiative as it pertains to the SIP and the expressed outcome. (8/30 - 10/11)

Person Responsible Maite Robles (249477@dadeschools.net)

Department Chairs identify exemplar teachers/lessons that reflect PBL to highlight at PLC meetings. By highlighting current best practices, teachers can learn from each other and work collaboratively to improve upon their own practices. (11/9/21 – 12/17/21)

Person Responsible Andrew Kearns (akearns@dadeschools.net)

Administration will conduct individual conferences with teachers to provide feedback, discuss data (where applicable), and reflect on instruction as it pertains to PBL. By conducting constructive conversations with teachers, capacity is built to improve upon instruction. (11/29/21 – 12/17/21)

Person Responsible Jose Enriquez (jenriquez@dadeschools.net)

Department Chairs will continue to provide exemplar lessons that reflect PBL and cross curricular connections to Social Studies and highlight exemplar lessons in PLC meetings (1/23/22 - 4/29/22).

Person Responsible Christy Llanes (cllanes13@dadeschools.net)

Administration will have data chats with teachers in Science and Social Studies following MYA data in order to reflect on instruction and how PBL contributes to improvements in instruction, remediation/enrichment strategies, and differentiated instruction. (1/23/22 - 4/29/22)

Person Responsible Jose Enriquez (jenriquez@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Based on the data review which shows a 26% average drop in Advanced Placement Social Studies test scores and a decrease in proficiency in 7th grade ELA and 6th and 8th grade math, the school will rely on Professional Learning Communities (PLC'S) to facilitate departmental planning aligned to the goals of the SIP. Although Professional Learning Communities (PLC'S) are not new to our school, it is evident that teachers can benefit from sharing best practices/skills sets and collaborate to further amplify the use of 21st Century strategies in their classrooms. The implementation of the 4c's (communication, collaboration, creativity, and critical thinking) will help close the gaps in proficiency evident on the 2021 FSA assessments in question and improve the passing rates on AP Social Studies exams.
Measurable Outcome:	Sharing of best practices via PLC's will lead to increased and more strategic use of technology/programs such as iReady, Edgenuity, AP Classroom, Khan Academy, Quizziz, Algebra Nation, and others. Digital resources will enable to teachers to increase their knowledge of learners and lead to more targeted enrichment and intervention, which will in turn lead to higher achievement on FSA, EOC, and AP assessments. In addition to using digital platforms to target instruction and identify areas of intervention more effectively, at least 80% of teachers will be using Schoology to collaborate effectively with their students. This collaboration will improve teaching and learning and lead to an increase in AP Social Studies scores as well as proficiency rates in 7th grade ELA and 6th and 8th grade math.
Monitoring:	The Area of Focus will be monitored by Department Chairs and Administrators via classroom walk throughs, lesson plan reviews, and PLC meeting agendas and rosters to ensure that teachers are using technology tools to target instruction and meet individual students' needs. Teachers will maintain accurate records of student data as it pertains to usage and performance and use said data to reflect on planning and instruction.
Person responsible for monitoring outcome:	Jose Enriquez (jenriquez@dadeschools.net)
Evidence-based Strategy:	The Evidence-based Strategy is 21st Century Learning, specifically infusion of digital formats in order to adhere to the Gradual Release Model, utilization of Schoology by at least 80% of teachers , sharing best practices and discussing current literature on 21st Century Learning (4c's - creativity, collaboration, communication and critical thinking).
Rationale for Evidence-based Strategy:	Discussions on technology integration and 21st Century Learning will enhance student engagement and learning and empower students to become productive global citizens capable of the 4 c's - creativity, collaboration, communication, and critical thinking. By fostering this type of learning, students will have more ownership of their own learning, which will in turn lead to higher performance on state and AP assessments.

Action Steps to Implement

Department Chairs will gather materials pertaining to 21st Century Learning resources to share with PLC members at bi-weekly meetings. Sharing of materials and resources will provide teachers with a clearer understanding of the 4 C's of 21st Century Learning and its demands. (8/30 - 10/11)

Person Responsible	Jose Enriquez (jenriquez@dadeschools.net)

PLC's will meet bi-weekly to discuss resources/current literature and share best practices as they pertain to 21st century Learning. Discussion and collaboration as it pertains to 21st Century Learning will build teacher capacity in the way of the 4 C's. (8/30 - 10/11)

Person Responsible	Jose Enriquez (jenriquez@dadeschools.net)

Administration will review lesson plans and conduct weekly walkthroughs to ensure fidelity to 21st Century learning tools and strategies. A regular review of lesson plans will ensure fidelity to the 4 components of 21st Century Learning. (8/30 - 10/11)

Person Responsible	Maite Robles (249477@dadeschools.net)

Administration and Department Chairs will regularly reflect on and discuss ways to modify and improve, where needed, classroom strategies and tools to maximize 21st Century learning and ensure the 4 C's are being addressed. Regular reflection and modification of strategies and tools will ensure that the needs of individual students are met and that PLC's are functioning at the most effective and efficient level. (8/30 - 10/11)

Person Responsible	Maite Robles (249477@dadeschools.net)

Department Chairs identify exemplar teachers/lessons that reflect 21st Century Learning to highlight at PLC meetings. By providing examples of successful implementation of the strategy, teachers are able to apply new insights/knowledges to their own planning and delivery. (11/9/21 – 12/17/21)

Person Responsible	Christy Llanes (cllanes13@dadeschools.net)

Administration will conduct individual conferences with teachers to provide feedback, discuss data (where applicable), and reflect on instruction as it pertains to 21st Century Learning. By engaging in reflection on how the 4 components are currently being implemented, teachers are able to plan for effectively for 21st Century Learning. (11/29/21 – 12/17/21)

Person Responsible	Maite Robles (249477@dadeschools.net)

Department Chairs continue to identify exemplar uses of 21st Century Learning and cross curricular applications with Social Studies during PLC meetings. (1/23/22 - 4/29/22)

Person Responsible	Andrew Kearns (akearns@dadeschools.net)

Administration will conduct data chats with Science and Social Studies after the MYA to discuss how 21st Century Learning can be used to address deficiencies, enrich strengths, and contribute to differentiated instruction. (1/23/22 - 4/29/22)

Person Responsible	Maite Robles (249477@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	"My teachers give me meaningful homework to help me learn" was the data point that had the least amount of positive responses, with 50% agreeing or strongly agreeing. Half of the students do not feel that homework is meaningful or helpful, which can have a detrimental impact on student engagement and mental health. In addition, not all students have the same access to resources or supports at home. For the sake of equity, an analysis of homework and its quantity and purpose is necessary.
Measurable Outcome:	A reduction in the quantity of work, an increase in the quality of the assignments, and clearer communication as to the purpose of the assignments given will ensure meaningful comprehension and retention of content and skills. This will result in an increase of positive responses on the School Climate Survey in 2022 by at least 20%.
Monitoring:	As the year progresses, Department Chairs and Administration will review lesson plans and teacher websites/pages/accounts to ensure that homework loads are equitable, fair and reasonable. Parental input will be solicited at monthly EESAC meetings, and the School Climate Survey will be redistributed in 2022 to assess whether there was a shift in a positive direction on this statement.
Person responsible for monitoring outcome:	Jose Enriquez (jenriquez@dadeschools.net)
Evidence-based Strategy:	Communicate with Stakeholders as an evidence-based strategy will allow teachers to express the purpose of assignments and offer support in the way of homework. Collaborative tools that allow for two-way communication such as Schoology, teacher websites, parent newsletter and teacher distribution lists will foster goodwill and empower parents to support their children at home. Communicating with Stakeholders will also ensure that homework is a collaborative process. In addition, chunking the curriculum and deselecting topics will refocus homework on the core content necessary and will make rationales for homework assignments more purposeful and agreeable to parents and students.
Rationale for Evidence-based Strategy:	Communicating with Stakeholders will ensure that homework is a collaborative process. Using project based learning and gamefying homework assignments will ensure content retention without causing fatigue. Through chunking the curriculum and deselecting topics, teachers can refocus homework on the core content necessary and will make rationales for homework assignments more purposeful and agreeable to parents and students. These purposes for learning can and should be shared with students and parents through various channels. The reduction and more strategic assigning of homework as well as the communication of purpose will improve mental health by not exacerbating the students' anxiety levels, especially post pandemic when many are returning to school physically for the first time in over a year.

Action Steps to Implement

Department Chairs will present best practices as they pertain to digital platforms that enable students to engage in more purposeful work at PLC and Faculty Meetings. This will empower teachers to sort through and select which platforms work best for them and their students/goals. (8/30 - 10/11)

Person Responsible	Jose Enriquez (jenriquez@dadeschools.net)

Department Chairs will present best practices as they pertain the use of technology tools to communicate and collaborate with parents. This will provide a clearer understanding to teachers of the benefits and

limitations of said platforms and will allow them to make choices that are more aligned to their learning targets and the needs of their students. (8/30 - 10/11)

Person Responsible   Maite Robles (249477@dadeschools.net)

Department Chairs and Assistant Principal will review lesson plans to ensure that homework is project based, purposeful and not superfluous or excessive. By minimizing home learning that is not effectively and efficiently reinforcing classroom learning, student anxiety levels will reduce, and students with fewer resources at home will have a more equitable playing field. (8/30 - 10/11)

Person Responsible   Maite Robles (249477@dadeschools.net)

Administration will monitor channels of communication between teachers and students/parents to ensure two-way, collaborative communication and a regular, clear review of purpose and learning targets related to home learning assignments and activities. Administration will offer feedback as needed. This two-way communication ensures that the school understands the limitations (where they exist) some students face at home and will empower staff to make choices as it pertains to home learning and the needs of their students. (8/30 - 10/11)

Person Responsible   Jose Enriquez (jenriquez@dadeschools.net)

Administration will identify teachers whose platforms and communications are collaborative in nature to highlight and share during December Faculty Meeting. By providing concrete examples of effective, collaborative platforms of communication, teachers are able to modify and improve their own communication processes. (11/1/2021 – 12/7/2021)

Person Responsible   Jose Enriquez (jenriquez@dadeschools.net)

Administration will conduct informal survey via Teams for parents and students to assess current opinion on nature, purpose, and amount of homework. By gauging current sentiment/opinion on this data point, Administration and Leadership Team can make appropriate modifications and improvements as needed. (11/29/2021 – 12/17/2021)

Person Responsible   Maite Robles (249477@dadeschools.net)

Administration will facilitate deep review of district and school home learning policy at Faculty Meetings and PLC'S and using the policy to drive planning for home learning. (1/23/22 - 4/29/22)

Person Responsible   Maite Robles (249477@dadeschools.net)

Teachers will conduct data chats with students as well as parents as it pertains to I-Ready, MYA data, classroom assessments, and teacher observations, among other possible data points. (1/23/22 - 3/18/2022)

Person Responsible   Marlena Horgan (marlenahorgan@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	"Adequate disciplinary measures are used at my school" is the statement that had the least amount of positive responses from teachers at 13% disagreeing or strongly disagreeing. The data shows that a substantial portion of teachers do not think that the disciplinary systems in place are adequate.
Measurable Outcome:	Teachers will feel an increased sense of responsibility and empowerment related to student behavior by the end of the year, which will be reflected in a 10% decrease in percentage of teachers feeling negatively about disciplinary measures on the School Climate Survey.
Monitoring:	Leadership Team will discuss discipline at monthly meetings to address concerns or adjust responses to disciplinary infractions as needed.
Person responsible for monitoring outcome:	Jose Enriquez (jenriquez@dadeschools.net)
Evidence-based Strategy:	Shared Leadership as an evidence-based strategy will be implemented to foster collaboration among stakeholders and empower teachers and staff to work with the school and with parents to solve problems.
Rationale for Evidence-based Strategy:	By implementing Shared Leadership, all stakeholders work together to solve disciplinary problems. Engaging all stakeholders builds teacher capacity in handling disciplinary problems and following proper procedures, and it creates a sense of community and shared responsibility among students, teachers, staff, and parents.

Action Steps to Implement

Leadership Team will meet to discuss clear procedures and protocols for classroom infractions, uniform infractions, and tardiness and draft a Discipline Action Plan to review with staff. The Discipline Action Plan will include clear and progressive consequences for infractions as well as incentives for positive behavior, thus making disciplinary measures more consistent across the school. (8/30 - 9/15)

Person Responsible Jose Enriquez (jenriquez@dadeschools.net)

Administration will share Discipline Action Plan at EESAC and Faculty Meeting to solicit input from various stakeholders (including students) and to ensure that expectations, consequences, and rewards are clear and consistent with the school's goals and the MDCPS Code of Student Conduct. By making the creation of the Discipline Plan a collaborative effort, there will be more buy-in on the part of all stakeholders. (9/15 - 10/11)

Person Responsible Maite Robles (249477@dadeschools.net)

Finalized Discipline Action Plan will be shared via school website and Teams with parents, students, and other stakeholders to ensure that expectations, consequences, and rewards are communicated and that all stakeholders share in the responsibility of abiding by the plan. By doing so, all stakeholders feel they have a stake in the plan. (9/15 - 10/11)

Person Responsible Jose Enriquez (jenriquez@dadeschools.net)

Student Services and Administration will monitor student infractions to determine if any student requires Tier 2 interventions and further parental involvement based on the school's Discipline Plan. By targeting students who require higher levels of intervention, Student Services can begin any necessary processes and procedures to support the student(s). (8/30 - 10/11)

| **Person Responsible** | Christine Estrada (estradac@dadeschools.net) |

Discipline Plan will be revised and finalized based on Leadership Team feedback and shared at Faculty Meeting and EESAC Meeting and also with students. By sharing a clear and consistent plan with stakeholders, expectations and consequences are clear and consistently enforced. (11/1/2021 – 12/15/2021)

| **Person Responsible** | Maite Robles (249477@dadeschools.net) |

Administration and Student Services will identify students with multiple infractions of same nature to conduct student and parent conferences. By targeting interventions early, student behavior can be improved and necessary interventions can be implemented to prevent further infractions. (11/1/2021 – 12/17/2021)

| **Person Responsible** | Christine Estrada (estradac@dadeschools.net) |

Teachers will use more frequent and purposeful in-class SEL/RJP strategies. (1/23/2022 - 4/29/2022)

| **Person Responsible** | Christine Estrada (estradac@dadeschools.net) |

Administration and Leadership Team will conduct a final review of the school's Discipline Plan in order to make improvements for the following year. (4/1/2022 - 4/29/2022)

| **Person Responsible** | Jose Enriquez (jenriquez@dadeschools.net) |

Additional Schoolwide Improvement Priorities

Using the 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.

No disciplinary reports were reported to the Department of Education.

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.

To create a positive school culture and environment, the stakeholders brainstormed an all-encompassing theme for the 2021-22 school year. This year's theme #GetInGear will provide unity, cohesiveness and increased staff morale as well as increased school spirit amongst students. In order to create positive connections amongst the teachers, students and staff, various activities and initiatives will be in line with the theme. The message is that if all the gears work in unison, the machine will function seamlessly and cohesively. The theme will be pervasive across activities, social media posts, literature, and other means of communication and collaboration with parents and the community as well.

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

Various stakeholders will be responsible for upholding the year's theme and promoting a positive school culture and environment. The Activities Director (AD) will ensure that the theme is visible throughout the building. The AD will plan and execute Spirit Weeks revolving around the theme and organize interclass competitions amongst grade levels. The TV Production teacher will be responsible for infusing the theme into the morning announcements, and Student Services staff (counselors) will interweave the theme into classroom presentations and conversations/conferences with students. The PTSA President and its members will assist in fundraising efforts to support the various visual cues and activities planned, and all staff will use the hashtag #GetinGear when posting and promoting activities on social media platforms. The Administrative Team will promote and encourage all staff to be immersed in the theme and embrace it in classroom and extracurricular activities.