Biotech@Richmond Heights 9 12 High School

2021-22 Schoolwide Improvement Plan

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Biotech@Richmond Heights 9 12 High School

15020 SW 102ND AVE, Miami, FL 33185

biotech@dadeschools.net

Demographics

Principal: John Sterling L

Start Date for this Principal: 4/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: B (60%) 2016-17: B (60%)
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	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

BioTECH @ Richmond Heights 9-12, in collaboration with its partners, aims to deliver an interdisciplinary, rigorous and relevant STEM education to develop successive generations of researchers who will apply their ingenuity and training to the conservation of life on Earth.

Provide the school's vision statement.

Through participation in a STEM research-based curriculum, BioTECH @ Richmond Heights 9-1 will develop global citizens with deep understanding of the value of all living organisms for the sustainability of Earth's biosphere.

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
Hamdan, Sami	Principal	Mr. Hamdan, as Principal, is the chief administrator at the school in developing policies, programs, budgets, and curriculum activities in a manner that promotes the educational development of each student and the professional development of each staff member. He ensures that the instructional objectives are developed and involves the faculty and others in the development of specific objectives to meet the needs of the school program.
Garcia, Wendy	Assistant Principal	Mrs. Garcia-Costa, as Assistant Principal, serves as a member of the administrative team to develop and implement the total school program. She assists to provide direction to staff in implementing goals and objectives and interacts/meets with staff to assist in their own development. She assists in the evaluation of the school program and of staff and assists to initiate needed improvements.
Florian, Nicole	Magnet Coordinator	Nicole Florian serves as the Magnet Lead Teacher and School Assessment Coordinator. As part of the Administrative Team, Florian assists with the implementation of the magnet theme program, outreach and recruitment of students. As the SAC, Florian organizes and monitors state and local student assessments at BioTECH in accordance with the procedures outlined for each program.
Mazarredo, Alexander	Teacher, K-12	Mr. Mazarredo, serves as a Social Studies Teacher and Department Chairperson of Social Sciences & Electives. He analyzes needs, interests, strengths, and weaknesses of students, develops lesson plans, and monitors student progress using data. As a department chairperson he oversees department meetings, maintain textbook and technological inventory, and provides training for faculty and staff with other ongoing learning programs.
Perez, Ashley	Teacher, ESE	Ms. Perez, Exceptional Student Education (ESE) Consultation Teacher: Serve as the Local Education Agency Representative (LEA), as well as the ESE Department Chairperson, Ms. Perez writes comprehensive Individual Education Programs (IEP) for the ESE Student Caseload. As the Multi-Tiered System of Support Coordinator, Ms.. Perez ensures timelines are met for requesting parental consent, meeting notices, evaluation, and placement for ESE. Ms. Perez maintains student records and documentation as well as assure that all necessary documentation is provided to families prior to and during IEP meetings (Notification of Meetings, Procedural Safeguards, IEP, Transfer of Rights, John McKay Scholarship).

Demographic Information

Principal start date
Wednesday 4/21/2021, John Sterling 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.*

12

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.*

11

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

370

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

2

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

3

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	99	100	91	87	377
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	9	13	17	50
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	4	10	13	12	39
Course failure in Math	0	0	0	0	0	0	0	0	0	3	19	18	3	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	7	10	10	11	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	11	12	15	3	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	18	0	0	0	18

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	10	19	19	11	59

The number of students identified as retainees:

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

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	0	0	0	98	97	91	98	384
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	10	12	18	10	50
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	11	15	13	1	40
Course failure in Math	0	0	0	0	0	0	0	0	0	20	20	3	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	10	11	11	5	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	12	17	3	16	48

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

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

The number of students identified as retainees:

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

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				71%	59%	56%	67%	59%	56%
ELA Learning Gains				57%	54%	51%	63%	56%	53%
ELA Lowest 25th Percentile				53%	48%	42%	65%	51%	44%
Math Achievement				76%	54%	51%	50%	51%	51%
Math Learning Gains				56%	52%	48%	41%	50%	48%
Math Lowest 25th Percentile				44%	51%	45%	35%	51%	45%
Science Achievement				76%	68%	68%	79%	65%	67%
Social Studies Achievement				85%	76%	73%	78%	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	68%	55%	13%	55%	13%
Cohort Comparison						
10	2021					
	2019	75%	53%	22%	53%	22%
Cohort Comparison		-68%				

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	76%	68%	8%	67%	9%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	71%	14%	70%	15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	63%	13%	61%	15%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	54%	18%	57%	15%

Grade Level Data Review - Progress Monitoring Assessments

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

The following assessments were utilized to compile the data below:
Grade 9: MYA ELA, MYA Algebra 1, Spring Assessment Biology
Grade 10: MYA ELA, MYA Geometry
Grade 11: MYA US History

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	66	
	Economically Disadvantaged	0	63	
	Students With Disabilities	0	38	
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	76	
	Economically Disadvantaged	0	84	
	Students With Disabilities	0	60	
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	94	
	Economically Disadvantaged	0	93	
	Students With Disabilities	0	100	
	English Language Learners	0	100	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	n/a	
	Economically Disadvantaged	0	n/a	
	Students With Disabilities	0	n/a	
	English Language Learners	0	n/a	

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	66	
	Economically Disadvantaged	0	63	
	Students With Disabilities	0	40	
	English Language Learners	0	56	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	32	
	Economically Disadvantaged	0	18	
	Students With Disabilities	0		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	77	
	Economically Disadvantaged	0	82	
	Students With Disabilities	0	75	
	English Language Learners	0		

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

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	33	54	33	38		69	75		100	40
ELL	52	61	73	29	25						
BLK				9							
HSP	63	55	54	34	22	38	85	74		98	48
WHT	59	44		55	20			92		100	60

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	61	52	69	32	21	30	85	76		96	47

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	49	38	29	73	55		61	73		100	73
ELL	65	70	64	65	59		50				
BLK	50	41									
HSP	72	58	56	72	50	38	75	79		98	67
WHT	82	65		100	91			92		92	91
FRL	70	59	60	74	56	42	77	78		98	71

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	47	61	74	23	32	40	68				
ELL	50	61	60	37	45		63				
BLK	74	74		19	27		75				
HSP	66	62	68	53	42	29	78	75			
WHT	70	57		52	37						
FRL	62	62	70	43	32	27	77	75			

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	9
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	57
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	61
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	57
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?

Based on the FSA ELA 9th and 10th Grade 2019 & 2021 Data, students sustained learning gains and L25 learning gains. ELA learning gains in 2019 were 57% as compared to 53% in 2021. ELA L25 learning gains in 2019 were 53% as compared to 53% in 2021.

Based on the Algebra 1 EOC and Geometry EOC, student data reflects a significant decline on proficiency with an overall performance of 76% in 2019 to 33% in 2021. Additionally, learning gains and L25 learning gains with a decrease from 56% in 2019 to 21% in 2021 and 44% in 2019 to 32% in 2021 respectively.

While the overall performance percentage decrease in proficiency was greater than the L25, both areas need additional support in order to demonstrate increase in the 21-22 assessments.

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

Based on the FSA ELA 10th Grade proficiency scores, we decreased 20 percentage points. FSA ELA 10th Grade decreased from 75% in 2019 to 55% in 2021.
Based on the Algebra 1 EOC proficiency scores, we decreased 60 percentage points. Algebra 1 EOC decreased from 86% in 2019 to 26% in 2021.
Based on the Geometry EOC proficiency scores, we decreased 29 percentage points. Geometry EOC decreased from 72% to 43%.
A review of the ESSA Data indicates all subgroups are well above the 41% threshold according to the Federal Index. 2021 ESSA subgroup data is as follows: SWD 61%. ELL 62 %, Black 46%, Hispanic 67%, White 88% and ED 69%.
Based on the FSA / EOC data, the area demonstrating the greatest need is Mathematics. Both Algebra and Geometry produced a significant decline in student performance.

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

This need for improvement was impacted by distance learning, intermittent attendance, and limited opportunity for hands-on student engagement as a result of pandemic restrictions. Additionally, teachers had difficulty with the delivery of lessons that would provide students with the opportunity for individual and/or small-group support, as well as, engagement opportunities.
As we transition to in-person learning, we will continue to address increased engagement, use of data and differentiated instruction to address the indicated learning gaps resulting from these barriers.

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

Biology EOC proficiency increased 7% from 76% in 2019 to 83% in 2021.

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

As a Magnet program which focuses on Conservation Biology, the students have an opportunity to engage in a myriad of learning experiences on the standards assessed on the Biology EOC. This opportunity for increased student engagement, repetition and instruction on the content across courses results in proficient performance as evidenced by student outcome.

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

Data-driven instruction, Standards-based instruction, Differentiated Instruction, Cross-Curricular standards embedded in instruction, extended learning opportunities

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

The PLST Team will collaborate and develop a series of whole group and department/content-focused sessions on the following areas of focus: differentiated instruction, engaging the learner, interpreting data & selecting target areas of focus, standards based instruction in addition to on-going data-chats with individualized feedback to support learning. Strategy focus sessions will be scheduled on Faculty Meeting dates: 10/21, 11/21, 1/11, 2/8, 3/8, 4/12, 5/10.

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

The overall progress of students as evidenced by ongoing progress monitoring and mini, topic or unit assessments will be shared with all instructional personnel in an effort to support the utilization of data in planning, remediation and instruction following the administration, Administrative weekly walk throughs will allow an opportunity to assess the fidelity of implementation of selected strategies school-wide and provide for timely feedback as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, BioTECH will implement the Targeted Element of Differentiation. As a result of prior year data analysis, low performance among students in the lowest 25 percentile across ELA was identified as an area in need. As compared to the previous year available data (2021), ELA combined decreased by 10 percentage points from 71% in 2019 to 61% in 2021. ELA Learning gains decreased by 4 percentage points from 57% in 2019 to 53% in 2021. ELA L25 learning gains remained constant with 53% in 2019 and 2021. Further analysis indicated that the most significant decease overall was in the performance of the 10th grade cohort. Additionally, the learning gain performance over the last three accountability years has also demonstrated a need for improvement in ELA. Based on the Algebra 1 EOC and Geometry EOC, student data reflects a significant decline on proficiency with an overall performance of 76% in 2019 to 33% in 2021. Additionally, learning gains and L25 learning gains with a decrease from 56% in 2019 to 21% in 2021 and 44% in 2019 to 32% in 2021 respectively.
Measurable Outcome:	If we successfully implement Differentiation, then our Lowest 25 percent learning gains in ELA and Mathematics will increase by a minimum of 12 percentage points to 70 percent in ELA and a minimum of 20 percentage points to 52 percent in Mathematics as evidenced on the 2022 State Assessments. If we successfully implement Differentiation, then our learning gains in ELA and Mathematics will increase by a minimum of 6 percentage points to 58 percent in ELA and a minimum of 20 percentage points to 41 percent in Mathematics as evidenced on the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups on current data and follow-up with regular walk throughs to ensure quality instruction and proper implementation of selected strategies. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. We will monitor the effectiveness of differentiation through the following tools: benchmark assessments, district assessments, FAIR data, FSA Assessments, work products and observation.
Person responsible for monitoring outcome:	Wendy Garcia (wcosta@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. We will utilize a variety of instructional approaches such as altering assignments to meet the needs of the students, assessing students on an ongoing basis to determine their readiness levels, using assessment results to adjust instruction as needed, providing a variety of options for how students can learn and demonstrating their knowledge, striving to make lessons engaging and meaningful, employing different grouping formats for instruction, reflection and goal setting.
Rationale for Evidence-based Strategy:	In order to promote students' academic strengths and learning gains through the monitoring of assessment data students will be provided with interventions and/or enrichment via differentiation to achieve the measurable outcome.

Action Steps to Implement

1. Introduce and provide professional development on the use of Learning Style Surveys by October 15, 2021.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

2. Introduce and provide professional development on data-driven instruction with varied learning modalities by December 15, 2021.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

3. Integrate progress monitoring through the implementation of mini-assessments in all tested areas by March 18, 2022

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

4. Introduce cross-curricular collaboration to develop a DI Toolkit (Best Practices) by June 10, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

5. Provide professional learning opportunity focused on the utilization of content specific data analysis for the development of instructional strategies to address areas of need or provide enrichment opportunities such as Bell Ringers and Exit Slips by December 17, 2021.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

6. Conduct Administrative walk-throughs with differentiated instruction "look-fors" in ELA/Math, as well as embedded standards-based instruction in non-assessed content areas by December 17, 2021.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

7. Identify the students within the lowest 25, "bubble students", and insufficient progress based on the MYA data, notify students, teachers and parents of additional school-based support provided by January 20, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

8. Implement a BEAR Pull-out Tutoring Intervention Program during elective periods for all identified students and sub-groups that provides small-group and/or individualized remediation in targeted standards as evidenced by MYA from January 18, 2022 to April 29, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

#2. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	As a result of the academic data review, we have determined that there has been a 2 percentage point decrease to BioTECH's graduation rate as evidenced by 97% graduation rate in 2021. Additionally, our acceleration success rate, decreased from 70% in 2019 to 50% in 2021. Due to the graduation cohort population size, every students performance has a significant impact in the overall graduation rate This demonstrates that we are not meeting the various academic needs of our students. Therefore, it is evident that we must improve our ability to identify and target our students in need. We will provide interventions and supports to the students we serve in order to ensure they achieve their high school graduation requirements.
Measurable Outcome:	If we successfully identify and provide intervention and support to our students, we will demonstrate an increase of 2% in the student graduation and 10% in the acceleration rates at our school by the end of the 2021-2022 academic year.
Monitoring:	Through the use of annual FSA, GPA, and district assessment data, the leadership team at BioTECH will be able to monitor student progress and provide intervention, support, and guidance to students in need.
Person responsible for monitoring outcome:	Wendy Garcia (wcosta@dadeschools.net)
Evidence-based Strategy:	Ensure student academic progress monitoring to proactively provide intervention and guidance to individual students who may require additional support and reengagement on the track to graduation. As a Support Team, develop and facilitate parent and student sessions on applicable topics such as: graduation requirements, college application process, dual enrollment, and scholarships etc.
Rationale for Evidence-based Strategy:	Monitoring student progress, providing individualized support, and strategies for reengagement (i.e. student meetings, parent communication, support services, intervention groups, incentives) will allow for proactive intervention to allow students the best opportunity to succeed academically and achieve their goal of high school graduation.

Action Steps to Implement

1. Identify students at risk of not meeting graduation requirements and share the information with the leadership team and faculty by September 30, 2021.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

2. Schedule and facilitate a meeting with identified students and parents to develop a plan of action to remediate needs by September 30, 2021.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

3. Educate students and foster student accountability by educating them on graduation requirements by December 17, 2021.

Person Responsible Alexander Mazarredo (amazarredo@dadeschools.net)

4. Assist underclassmen in developing a timeline of requirements to ensure a timely graduation and monitor progress by June 10, 2022.

Person Responsible   Alexander Mazarredo (amazarredo@dadeschools.net)

5. Conduct individual parent and student meetings for students at-risk of not meeting graduation requirements and not making progress towards established goals (i.e. failed courses, truancy, failure to register for college and career readiness assessments to earn concordant scores by November 23, 2021).

Person Responsible   Adrianna Morera (adriannamorera@dadeschools.net)

6. Develop a database containing students by graduation year cohort, acceleration eligibility, and graduation status in order to address proper academic programming and options by December 17, 2021.

Person Responsible   Wendy Garcia (wcosta@dadeschools.net)

7. Conduct individual parent and student meeting for students who will not meet graduation requirements as a result of not making progress towards goal set during previous implementation period (i.e. failed courses, GPA, failure to register for college and career readiness assessments to earn concordant score) to develop a plan of action to obtain diploma via adult education, GRE or other by January 20, 2022

Person Responsible   Adrianna Morera (adriannamorera@dadeschools.net)

8. Collaborate with Dual Enrollment Coordinator and Student Services Department in the development of student cohorts by class to maximize the number of students who enroll and complete a DE Course by April 29, 2022.

Person Responsible   Adrianna Morera (adriannamorera@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Implement a monitoring system to identify students who may be at risk of failing to meet graduation requirements to ensure on-time graduation and achieve college-readiness based on credit history analysis, attendance history, and assessment records (EOC, FSA, SAT, ACT etc.).
Measurable Outcome:	We will be monitoring curriculum and instruction to identify students who may be at risk. Based on the EWS data, we have 59 students who demonstrate 2 or more at-risk indicators. We plan to decrease our most fragile students from 59 to 19. This will reduce our fragile students from 15% of total enrollees to 5% of the population.
Monitoring:	Through the implementation of collaborative, cross-curricular and grade level meetings, the leadership team at BioTECH will be able to monitor the academic and behavioral progress of the students identified by the Early Warning Systems.
Person responsible for monitoring outcome:	Wendy Garcia (wcosta@dadeschools.net)
Evidence-based Strategy:	Early Warning Systems are data systems that use validated indicators that identify students that are at risk of missing key educational milestones such as high school graduation.
Rationale for Evidence-based Strategy:	By identifying students with the Early Warning Systems indicators, the leadership team is able to target students who require assistance or intervention.

Action Steps to Implement

1. Review Early Warning Systems with instructional personnel by department and identify students in need of remediation or intervention by September 30, 2021.

Person Responsible	Wendy Garcia (wcosta@dadeschools.net)

2. Provide extended learning opportunities for identified students through June 10, 2022.

Person Responsible	Wendy Garcia (wcosta@dadeschools.net)

3. Develop an Attendance Monitoring Plan and schedule monthly meetings for progress monitoring through June 10, 2022.

Person Responsible	Wendy Garcia (wcosta@dadeschools.net)

4. Develop positive reinforcement strategies to encourage a positive trend in the data, including incentives and additional school day activities through June 10, 2022.

Person Responsible	Wendy Garcia (wcosta@dadeschools.net)

5. Develop a peer tutoring schedule with multiple opportunities to assist students academically as evidenced by assessment data, grades, and/or need by November 8, 2021.

Person Responsible   Sami Hamdan (pr7008@dadeschools.net)

6. Continue to provide incentives and positive reinforcement for school attendance, peer tutoring participation, and academic progress on assessments and grades by December 17, 2021.

Person Responsible   Wendy Garcia (wcosta@dadeschools.net)

7. Identify the students within the lowest 25, "bubble students", and insufficient progress based on the MYA data, notify students, teachers and parents of additional school-based support including Before & After School Tutoring and the BEAR Pull-Out Tutoring via elective periods provided by January 20, 2022.

Person Responsible   Wendy Garcia (wcosta@dadeschools.net)

8. Identify students with chronic attendance issues and continue to conduct interventions (conferences, calls, incentives, contracts, support) by April 29, 2022.

Person Responsible   Wendy Garcia (wcosta@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	BioTECH will implement a Succession Management Plan to afford teachers an opportunity for professional advancement and active engagement in school decision-making processes to improve teacher perception of Principal support.
Measurable Outcome:	According to the 2021 School Climate Survey results, 24% of the teachers believed that the Principal did not support them. BioTECH will be creating a succession management plan and implementing a variety of means by which to obtain teacher input to increase administrative support and teacher engagement.
Monitoring:	The Leadership Team will conduct interest surveys for staff collaboration on a variety of educational and cultural activities at the school site. Additionally, the leadership, will meet regularly and request feedback from all stakeholders for equitable and inclusive decision-making.
Person responsible for monitoring outcome:	Wendy Garcia (wcosta@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus the evidence based strategy of: involving staff in important decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership.
Rationale for Evidence-based Strategy:	By identifying teacher leaders and creating a Succession Management Plan the Leadership Team is able to provide support to all teachers. The involvement of all staff in decision-making will integrate the talents of teachers within the building to carry out the mission, the vision and the ability to problem solve in order to increase teacher perception on their opportunities to advance professionally and engage in active decision-making.

Action Steps to Implement

1. Identify instructional leaders within the school and departments by requesting feedback from faculty and staff by September 30, 2021.

Person Responsible	Sami Hamdan (pr7008@dadeschools.net)

2. Develop and implement a Succession Management Plan focused on ensuring the ongoing development of leaders by June 10, 2022.

Person Responsible	Sami Hamdan (pr7008@dadeschools.net)

3. Utilize school-developed surveys and round table discussions to guide decision making, including during leadership team, curriculum council, and general faculty meetings by June 10, 2022.

Person Responsible	Sami Hamdan (pr7008@dadeschools.net)

4. Provide a platform for school leaders to demonstrate and share monthly best practices, including faculty meetings June 10, 2022.

Person Responsible	Sami Hamdan (pr7008@dadeschools.net)

5. Provide faculty with an opportunity to provide feedback on the shared best practices with the goal to enhance the strategies by December 16, 2021.

Person Responsible	Sami Hamdan (pr7008@dadeschools.net)

6. Analyze the results from the feedback tools to enhance the action steps implemented and develop new action plans focused on leadership by December 17, 2021.

Person Responsible	Sami Hamdan (pr7008@dadeschools.net)

7. Continue to identify instructional personnel to share Best Practices and embed opportunities for these to share with the instructional personnel at varied meetings by April 29, 2022.

Person Responsible	Sami Hamdan (pr7008@dadeschools.net)

8. Identify additional instructional personnel with leadership potential and engage them in school-based decision-making and planning (i.e. data analysis, subject selection, Master Schedule, etc.) by April 29, 2022.

Person Responsible	Sami Hamdan (pr7008@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.

Historically, behavioral discipline has not been an area of concern for BioTECH @ Richmond Heights. However, attendance to school has been identified as an area of concern as evidenced by the school attendance data (EWS). Current EWS data indicates 50 students as having attendance below 90% thus 22% of the student population. Furthermore, data trends from the 19-20 and 20-21 school year indicate 78% and 68% respectively for students with absences ranging from 0-10 days. The school has created an Attendance Plan of Action that incorporates continuous communication, monitoring, support and reinforcement to address this area of concern.

Part IV: Positive Culture & Environment

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

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

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

Our School Culture strengths are in Relationships, Engaging Physical & Emotional Safety, and Clearly-defined expectations. At BioTECH, we have created and established protocols that allow for honest communication and feedback among all stakeholders. We provide opportunities for students, teachers, and parents to provide valuable feedback via surveys and formal and informal conversations that assist the leadership team in academic and school culture decision making. Students are given a voice in school activities, academic offerings, as well as, selecting individual courses of study and research as it pertains to the Conservation Biology Magnet course work. Additionally, as a Conservation Biology school the overall mission of the school is to foster a love of the environment, all living things, as well as, embrace the love of learning via science-based research. At BioTECH, both staff and students are encouraged and actively engaged in a cognitively stimulating learning environment in collaboration with our community partners to access their learning and support connections between students' life goals and educational opportunities. Furthermore, the staff and student population of BioTECH is diverse. As such, we foster a learning environment that is safe and provides all stakeholders an opportunity to have their needs met.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, Counselor (our School Leadership Team), students and parents. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team building and morale boosting activities. The Assistant Principal will monitor the implementation of action steps and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, families, and the community.

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: Instructional Practice: Graduation**				**$0.00**
3	III.A.	**Areas of Focus: Culture & Environment: Early Warning Systems**				**$16,290.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	100-Salaries	7008 - Biotech@Richmond Heights 9 12 High School	Other Federal		$5,500.00
			Notes: Saturday Academy starting on January 29, 2022 through May 7, 2022.			
	6300	100-Salaries	7008 - Biotech@Richmond Heights 9 12 High School	Other Federal		$8,640.00
			Notes: After School tutoring starting on November 1st, 2021. Three hours a week for ELA, Math, Science, and Social Sciences.			
			7008 - Biotech@Richmond Heights 9 12 High School			$2,150.00
			Notes: We will request for EESAC to approve incentives for students. Incentives will include: gift cards for perfect attendance, improved attendance, extended learning opportunity participation, improved academic performance, and "values matters" involvement.			

4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
		Total:	$16,290.00