

Miami-Dade County Public Schools

# G. Holmes Braddock Senior High



## 2021-22 Schoolwide Improvement Plan

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## G. Holmes Braddock Senior High

3601 SW 147TH AVE, Miami, FL 33185

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

### Demographics

**Principal: Allen Breeding**

Start Date for this Principal: 7/13/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 8-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	87%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (54%) 2017-18: B (57%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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<b>Budget to Support Goals</b>	<b>0</b>

## G. Holmes Braddock Senior High

3601 SW 147TH AVE, Miami, FL 33185

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

### 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 8-12	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

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

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<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.

The mission of G. Holmes Braddock High School is to provide a rigorous, safe, technologically integrated learning community empowering students to become responsible and productive global citizens.

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

Empowerment through Academics

### 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
Breeding, Allen	Principal	Overseeing all areas including but not limited to compliance, budget, personnel, maintenance, custodial, technology, magnet programs, etc.
Ferguson, George R.	Assistant Principal	Assistant Principal of Curriculum
Raya-Hernandez, Mayra	Assistant Principal	Graduation and ELL
Brooks, David	Assistant Principal	Title 1, ESE and security
Baeza, Joe	Assistant Principal	Attendance and facilities

### Demographic Information

#### Principal start date

Thursday 7/13/2017, Allen Breeding

**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.*

36

**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.*

88

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

119

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

2,634

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

5

**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	0	0	0	567	622	714	731	2634
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	180	233	204	711
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	53	75	107	98	333
Course failure in Math	0	0	0	0	0	0	0	0	0	35	121	168	134	458
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	75	134	108	181	498
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	69	132	127	218	546
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	204	134	0	0	338

**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	96	201	209	243	749

**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	10	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	7	5	9	25

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

Wednesday 9/1/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	632	720	744	749	2845	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	181	233	202	272	888	
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	73	108	97	35	313	
Course failure in Math	0	0	0	0	0	0	0	0	0	118	171	133	26	448	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	135	107	181	147	570	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	131	127	219	192	669	

**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	198	210	237	194	839	

**The number of students identified as retainees:**



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	10	11	
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	5	4	7	23	

## 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				57%	59%	56%	61%	59%	56%
ELA Learning Gains				47%	54%	51%	55%	56%	53%
ELA Lowest 25th Percentile				31%	48%	42%	43%	51%	44%
Math Achievement				37%	54%	51%	36%	51%	51%
Math Learning Gains				31%	52%	48%	37%	50%	48%
Math Lowest 25th Percentile				33%	51%	45%	38%	51%	45%
Science Achievement				59%	68%	68%	60%	65%	67%
Social Studies Achievement				71%	76%	73%	70%	73%	71%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						
09	2021					
	2019	56%	55%	1%	55%	1%
Cohort Comparison		0%				
10	2021					
	2019	54%	53%	1%	53%	1%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	68%	-12%	67%	-11%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	71%	-1%	70%	0%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	63%	-34%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	41%	54%	-13%	57%	-16%

### Grade Level Data Review - Progress Monitoring Assessments

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

Grades 9-12 will use Midyear assessments for various subjects and grade levels.

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Science	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	50.6	0
	Economically Disadvantaged	0	45.2	0
	Students With Disabilities	0	19.7	0
	English Language Learners	0	1.9	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	65.2	0
	Economically Disadvantaged	0	64.8	0
	Students With Disabilities	0	65.6	0
	English Language Learners	0	50.0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	32.8	0
	Economically Disadvantaged	0	61.4	0
	Students With Disabilities	0	43.4	0
	English Language Learners	0	3.2	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	46.1	0
	Economically Disadvantaged	0	45.9	0
	Students With Disabilities	0	36.4	0
	English Language Learners	0	28.6	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	5.7	0
Biology	Economically Disadvantaged	0	4.1	0
	Students With Disabilities	0	1.4	0
	English Language Learners	0	0.0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	61.1	0
	Economically Disadvantaged	0	60.9	0
US History	Students With Disabilities	0	33.3	0
	English Language Learners	0	43.2	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	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	19	27	25	13	14	20	31	36		94	39
ELL	27	38	40	16	20	24	43	33		89	72
HSP	48	39	32	18	17	24	51	46		95	76
WHT	67	59		8						100	73
FRL	45	39	34	17	17	24	51	47		95	76

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	26	30	25	17	31	33	35	45		98	48
ELL	29	39	30	28	31	33	49	49		88	77
ASN										100	90
BLK	55	50									
HSP	56	46	32	37	30	33	58	71		95	74
WHT	73	56		39	39		62	62		100	93
FRL	53	45	32	36	31	33	57	70		95	73
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	30	39	31	17	36	47	36	42		84	54
ELL	27	44	42	28	39	38	48	40		79	80
BLK	73	53		45	60						
HSP	60	54	43	36	37	38	60	70		90	79
WHT	71	61		38	26		68	76		86	78
FRL	58	54	44	34	37	39	58	67		88	79

### 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	46
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	55
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	11
Percent Tested	75%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42



English Language Learners	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	51
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	46
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?

Here I will answer the question with 2018-2019 data. All departments are fairly consistent over a five year span, with some spikes in data over the same timespan. However, from 2018 to 2019, all ELA subgroups decreased by an average of 7 percentage points. Math Achievement improved by 1 percentage point, but the other two subgroups decreased by an average of 5.5 percentage points. Science decreased by 1 percentage point, and Social Studies increased by 1 percentage point.

Here I will answer the question with 2020-2021 data. Additionally, with recent 2020-2021 data, we can see all that ALL departments decreased in learning gains. Our ELA department decreased 7 percentage points from 47 percent in 2019 to 40 percent in 2021. Our Math department decreased 15 percentage points from 31 percent in 2019 to 16 percent in 2021. Our Science department decreased 8 percentage points from 59 percent in 2019 to 51 percent in 2021 and our Social studies department decreased 25 percentage points from 71 percent in 2019 to 46 percent in 2021.

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

Math Learning Gains decreased from 37 percentage points to 31 percentage points. Learning gains in ELA decreased from 55 percentage points to 47 percentage points.

Additionally, our 2020-2021 data shows that we had a 15 percentage drop in learning gains from 31 percent in 2019 to 16 percent in 2021.

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

Students that did not meet passing scores on the Algebra 1 EOC's will be participating in tutoring. Zoom tutoring sessions will assist in this matter, as the primary issue has been the students' inability to stay after school. Online sessions will allow for further participation from students and teachers.

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

Math Achievement improved from 36 percentage points to 37 percentage points. Social Studies improved from 70 percentage points to 71 percentage points.

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

The contributing factors that lead to this improvement were that the Social Studies department implemented after school reviews for students that were taking the American History End of Course Exams. The new actions that were implemented were the after school review sessions.

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

The strategies that will need to be implemented are to have Active engagement in Extended Learning Opportunities, by both teachers and students. Additionally, Differentiated instruction will continue to be implemented in the classroom.

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

Based on our end-of-year Needs Assessment Survey, our teachers wanted more PD opportunities to improve implementation of data chats and instructional delivery and engagement. PD's that will be provided will be district based opportunities and PLC's from teachers that are knowledgeable in their area.

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

Our ninth and tenth grade ELA students, as well as our Algebra 1 EOC students, will be provided with tutoring opportunities before, during or after school based on student academic needs, by both peers(Honor Society) and teachers. Tutoring session opportunities will run till the EOC's are done.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** According to the data reviewed, our school will implement the Targeted Element of Differentiation. ALL our ELA students decreased from 57 percent in achievement in 2019 to 49 percent in 2021.

**Measurable Outcome:** By providing additional extended learning opportunities, such as tutoring and mini-assessments, we plan to monitor progress and improve our ELA achievement scores by at least 1 percent.

**Monitoring:** Teachers will conduct quarterly data chats with students to monitor student performance on class assignments and district assessments. Data will be utilized by teachers to identify areas of academic need and develop targeted academic instruction to focus on those needs. Extended learning opportunities will be provided to those students who are not showing growth.

**Person responsible for monitoring outcome:** George R. Ferguson (ronferguson@dadeschools.net)

**Evidence-based Strategy:** Student performance on class, departmental and district mini-assessments will be utilized by teachers to identify areas of academic need and develop targeted academic instruction.

**Rationale for Evidence-based Strategy:** Data is the best form to monitor student progress and by using class, departmental and district assessments, it gives us the best possible way of collecting accurate data to improve and provide differentiation.

**Action Steps to Implement**

08/30/21 - 10/11/21 - Teachers will create baseline assessments to determine where remediation is needed from data collected to provide differentiation.

**Person Responsible** George R. Ferguson (ronferguson@dadeschools.net)

08/30/21 - 10/11/21 - Teachers will develop lesson plans that are general to differentiated instruction.

**Person Responsible** George R. Ferguson (ronferguson@dadeschools.net)

08/30/21 - 10/11/21 - Teachers will create assessments to continue to monitor student performance and provide differentiation.

**Person Responsible** George R. Ferguson (ronferguson@dadeschools.net)

08/30/21 - 10/11/21 - Teachers will use available resources (USATestPrep, Savvas, Common Lit) to aide with additional practice needed and provide differentiation.

**Person Responsible** George R. Ferguson (ronferguson@dadeschools.net)

11/01/21 - 12/17/21

Teachers will administer and then analyze data from the District mini assessment.

**Person Responsible** George R. Ferguson (ronferguson@dadeschools.net)

11/01/21 - 12/17/21

Teachers will analyze data from the District's writing baseline and focus on areas of improvement.

**Person Responsible** George R. Ferguson (ronferguson@dadeschools.net)

01/31/22 - 04/29/22

ELA teachers will meet with the Principal, AP of curriculum and Department Chair to discuss data based off the Mid-Year Assessment.

**Person Responsible** George R. Ferguson (ronferguson@dadeschools.net)

01/31/22 - 04/29/22

Tutoring will be made available before and after school Monday through Thursday to help students achieve mastery on the FSA.

**Person Responsible** [no one identified]

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

<b>Area of Focus Description and Rationale:</b>	Based on qualitative data from the Needs assessment survey, our school will focus on Professional Learning. This is based off of forty percent of teachers on the needs assessment survey stating that more professional development was necessary on knowledge of learners and sixteen percent on instructional delivery and engagement.
<b>Measurable Outcome:</b>	We hope to decrease to 35 percent in knowledge of learners and 12 percent in instructional delivery and engagement as evidenced by the Needs assessment survey in 2022.
<b>Monitoring:</b>	Teacher participation in professional developments offered by the school will be monitored by attendance and course evaluation completion.
<b>Person responsible for monitoring outcome:</b>	Mayra Raya-Hernandez (210897@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Professional Learning, we will focus on providing teachers with available professional development opportunities that are available in the district.
<b>Rationale for Evidence-based Strategy:</b>	By participating in the Schoology professional learning opportunities, it would allow us to address the need for instructional delivery and engagement that teachers felt needed more training in.

**Action Steps to Implement**

08/30/21 - 10/11/21 - Teachers will be emailed available PD's through MDCPS.

**Person Responsible** Mayra Raya-Hernandez (210897@dadeschools.net)

08/30/21 - 10/11/21 - An in house PD will be offered 09/07/21 on an opt day for Schoology 101.

**Person Responsible** Mayra Raya-Hernandez (210897@dadeschools.net)

08/30/21 - 10/11/21 - Teachers will be encouraged to take a PD on 09/16/21 for analyzing data if available or a skillsoft on products focusing on Teams.

**Person Responsible** Mayra Raya-Hernandez (210897@dadeschools.net)

08/30/21 - 10/11/21 - A needs assessment survey will be sent to determine additional needs for PD's.

**Person Responsible** Mayra Raya-Hernandez (210897@dadeschools.net)

11/01/21 - 12/17/21 - A survey will be sent to teachers to see how many PD's they have taken so far this year.

**Person Responsible** Mayra Raya-Hernandez (210897@dadeschools.net)

11/01/21 - 12/17/21 - An additional survey will be sent to teachers to continue to determine needs for PD's.

**Person Responsible** Mayra Raya-Hernandez (210897@dadeschools.net)

01/31/22 - 04/29/22

A PD survey will be sent out to teachers, to determine a plan for teacher enrichments opportunities.

**Person**  
**Responsible** Mayra Raya-Hernandez (210897@dadeschools.net)

01/31/22 - 04/29/22

PD opportunities will be disseminated through department chairs, so that teachers are aware of PD's that pertain to their area of content.

**Person**  
**Responsible** Mayra Raya-Hernandez (210897@dadeschools.net)

**#3. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Focus Element of Student Attendance. Through our data review, we noticed that student attendance for 31+ days increased from 10 percent in 2019-2020 to 21 percent in 2020-2021. Which resulted in an increase of 11 percent.
<b>Measurable Outcome:</b>	If we successfully implement the Focus Element of Student Attendance, our student attendance for students missing 31+ days will decrease by at least 5 percent and this will be reflected on the SIP data review for the 2022-2023 school year.
<b>Monitoring:</b>	The Leadership Team will monitor iAttend for daily attendance reports and meet as a truancy team to reach out to parents of students who are habitually absent. The Leadership Team will plan regular student incentives to promote consistent student attendance by offering grade level annual field trips.
<b>Person responsible for monitoring outcome:</b>	Joe Baeza (205114@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives and reaching out to parents will assist in narrowing the absence gap amongst our students. Student absences will also be monitored on a daily basis.
<b>Rationale for Evidence-based Strategy:</b>	Attendance initiatives and monitoring will assist in decreasing the number of student absences.

**Action Steps to Implement**

08/30/21 - 10/11/21 - Monitor attendance using iAttend and contact parents.

**Person Responsible** Joe Baeza (205114@dadeschools.net)

08/30/21 - 10/11/21 - Devise incentive strategies for historical absentee days.

**Person Responsible** Joe Baeza (205114@dadeschools.net)

08/30/21 - 10/11/21 - Attendance will be monitored by the truancy intervention team and they will meet to address concerns.

**Person Responsible** Joe Baeza (205114@dadeschools.net)

08/30/21 - 10/11/21 - Follow up with counselors, regarding students who continue to be absent.

**Person Responsible** Joe Baeza (205114@dadeschools.net)

11/01/21 - 12/17/21 - Offer incentives for days that are prone to be high in daily absences.

**Person Responsible** Joe Baeza (205114@dadeschools.net)

11/01/21 - 12/17/21 - Continue to follow up with parents for students that continue to be truant.



**Person Responsible** Joe Baeza (205114@dadeschools.net)

01/31/22 - 04/29/22

Continue to pull attendance reports and follow up with counselors and parents, about students that are habitually absent.

**Person Responsible** Joe Baeza (205114@dadeschools.net)

01/31/22 - 04/29/22

Meet with the truancy intervention team and come up with strategies to help mitigate absenteeism.

**Person Responsible** Joe Baeza (205114@dadeschools.net)

**#4. Leadership specifically relating to Walkthroughs**

**Area of Focus Description and Rationale:** Based on the School Climate survey and the SIP survey of the Core Leadership Competencies, we will focus on the Targeted Element of Walkthroughs. Thirty-four percent of teachers indicated that walkthroughs were only performed once a year.

**Measurable Outcome:** If we successfully implement the Targeted Element of Walkthroughs, our teachers will feel that our administration is engaged in the learning process. This will be realized in the data by a decrease of 5 percent in the Targeted Element of Walkthroughs category on 2022 School Climate survey.

**Monitoring:** We will know this implementation was successful by the teacher responses in the 2022 School Climate Survey.

**Person responsible for monitoring outcome:** Allen Breeding (pr7051@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Instructional Leadership, we will focus on Walkthroughs via bi-weekly administrative meetings to discuss classroom visitations.

**Rationale for Evidence-based Strategy:** By increasing administrative visibility teachers will feel the Leadership Team is more involved in the learning process and engagement of students.

**Action Steps to Implement**

08/30/21 - 10/11/21 - Administration will be more visible in the halls by monitoring during classroom transitions, lunch and after school.

**Person Responsible** Allen Breeding (pr7051@dadeschools.net)

08/30/21 - 10/11/21 - Administration will make more classroom visits throughout the year.

**Person Responsible** Allen Breeding (pr7051@dadeschools.net)

08/30/21 - 10/11/21 - The principal will have an open door policy to make himself more accessible to the staff.

**Person Responsible** Allen Breeding (pr7051@dadeschools.net)

08/30/21 - 10/11/21 - Assistant Principals will be more accessible throughout the year to staff, via open door policies and 24 hour response to emails.

**Person Responsible** Allen Breeding (pr7051@dadeschools.net)

11/01/21 - 12/17/21 - Assistant Principals will continue to visit classrooms for formal observations and provide feedback to teachers.

**Person Responsible** Allen Breeding (pr7051@dadeschools.net)

11/01/21 - 12/17/21 - Administrators will continue to be visible in the halls during classroom transitions, lunch and after school.

**Person Responsible** Allen Breeding (pr7051@dadeschools.net)

01/31/22 - 04/29/22

Administration will continue to do informal walkthroughs and provide feedback to teachers that focus on strengths and areas of growth.

**Person Responsible** Allen Breeding (pr7051@dadeschools.net)

01/31/22 - 04/29/22

Administrators will continue to be visible in the halls and during lunch.

**Person Responsible** Allen Breeding (pr7051@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The primary area of concern is our drug/public order incidents. We are ranked 495 out of 505 statewide. A secondary area of concern is our reported suspensions. We are ranked 245 out of 505 in the state. These areas will be monitored by school disciplinary committee.**

### Part IV: Positive Culture & Environment

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

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

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

Our strengths in school culture lay in approachability in various aspects. Having an open door policy with administration provides faculty with an avenue of communication and a sense of being heard. Parent involvement in PTSA events helps them become more involved in their child's education and foster a better relationship with the school. Student involvement in academics and extracurricular activities help to foster a welcoming and positive school campus.

### 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 Principals, Teacher Leaders and our School Leadership Team. The Principal's role is to monitor and oversee all the school's leadership and promote morale boosting activities throughout the year. Like having a breakfast for staff to welcome them back, raffles throughout the year to promote attendance, and events for students to feel they are involved in the school environment. The Assistant Principals will ensure 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 and parents.