North Miami Senior High School

2021-22 Schoolwide Improvement Plan

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North Miami Senior High School

13110 NE 8TH AVE, North Miami, FL 33161

http://nmhs2.dadeschools.net/

Demographics

Principal: M IR lame Stewart

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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.

The mission of North Miami Senior High School is to provide an engaging and collaborative learning environment for students, to instill the values of responsibility and citizenship, and to integrate technology to support students in becoming communicative and active leaders in the community and the world.

Provide the school's vision statement.

The vision of North Miami Senior High School is to provide the skills and knowledge necessary to enable our
students to be successful in all future endeavors as global citizens of the 21st Century.

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
Lacouty, Patrick	Principal	Oversee administrative tasks in schools and ensure that school academic goals are met by overseeing the development of standardized curricula to assess teaching methods, monitor student achievement, evaluate staff, and oversee facilities. He is also responsible for all final decisions made that will impact the nature and finances of the school.
Ruiz, Elvira	Assistant Principal	The role of the Assistant Principal is to oversee the science department, create a master schedule , help with budget as needed, assist in the place of the principal when necessary, observing and evaluating teachers, discussing student behavior and learning problems with parents, implementing school safety procedures and ensuring compliance, handling disciplinary issues, providing meaningful feedback and support to teachers regarding curriculum standards and learning materials, overseeing the maintenance of school facilities and grounds, managing attendance, tracking performance and attendance systems, hiring and training faculty and staff, and coordinating school schedules.
Davis, Terrilen	Reading Coach	The instructional coach serves as part of the leadership team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Rush-Lissade, Tiya	Other	Math department chair including the overseeing of the math department.
Alouidor, Enock	Assistant Principal	The role of the assistant principal is to oversee operations, oversee the reading department, oversee the ESOL department, oversee the foreign language department, observing and evaluating teachers, discussing student behavior and learning problems with parents, implementing school safety procedures and ensuring compliance, handling disciplinary issues, providing meaningful feedback and support to teachers regarding curriculum standards and learning materials, overseeing the maintenance of school facilities and grounds, managing attendance, tracking performance and attendance systems, hiring and training faculty and staff, and assisting with school schedules.
Gaskin, Lashawn	Assistant Principal	The role of the assistant principal is to oversee the English/ writing department, oversee the English IB department, observing and evaluating teachers, discussing student behavior and learning problems with parents, implementing school safety procedures and ensuring compliance, handling disciplinary issues, providing meaningful feedback and support to teachers regarding curriculum standards and learning materials, overseeing the maintenance of school facilities and grounds, managing attendance, tracking performance and attendance systems, hiring and training faculty and staff, and coordinating school schedules.
Hoskins, Steven	Assistant Principal	The role of the assistant principal is to oversee technology operations, oversee the math department, oversee monitor the progression of 11th grade, observing and evaluating teachers, discussing student behavior and learning problems with

Name	Position Title	Job Duties and Responsibilities
		parents, implementing school safety procedures and ensuring compliance, handling disciplinary issues, providing meaningful feedback and support to teachers regarding curriculum standards and learning materials, overseeing the maintenance of school facilities and grounds, managing attendance, tracking performance and attendance systems, hiring and training faculty and staff, and assisting with school schedules.

Demographic Information

Principal start date
Saturday 7/1/2017, M IR Iame Stewart

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.*
35

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.*
64

Total number of teacher positions allocated to the school
115

Total number of students enrolled at the school
1,766

Identify the number of instructional staff who left the school during the 2020-21 school year.
24

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	386	465	464	451	1766
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	148	218	208	183	757
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	59	88	118	144	409
Course failure in Math	0	0	0	0	0	0	0	0	0	55	124	145	70	394
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	115	188	150	156	609
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	110	191	129	178	608
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	252	189	0	0	441

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	148	246	227	230	851

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	0	1	18	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	10	14	14	44

Date this data was collected or last updated

Wednesday 6/30/2021

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	521	543	478	527	2069
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	233	230	194	178	835
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	93	129	159	22	403
Course failure in Math	0	0	0	0	0	0	0	0	0	136	164	81	12	393
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	192	160	169	165	686
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	195	140	188	153	676

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	261	247	236	168	912

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	2	0	1	18	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	15	9	21	56

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				41%	59%	56%	39%	59%	56%
ELA Learning Gains				50%	54%	51%	50%	56%	53%
ELA Lowest 25th Percentile				41%	48%	42%	50%	51%	44%
Math Achievement				33%	54%	51%	34%	51%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				38%	52%	48%	43%	50%	48%
Math Lowest 25th Percentile				48%	51%	45%	51%	51%	45%
Science Achievement				55%	68%	68%	50%	65%	67%
Social Studies Achievement				60%	76%	73%	56%	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	38%	55%	-17%	55%	-17%
Cohort Comparison						
10	2021					
	2019	35%	53%	-18%	53%	-18%
Cohort Comparison		-38%				

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	49%	68%	-19%	67%	-18%
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					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	71%	-14%	70%	-13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	63%	-42%	61%	-40%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	54%	-14%	57%	-17%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used for the data below was the mid-year assessment for all grade levels.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	36%	N/A
	Economically Disadvantaged	N/A	36%	N/A
	Students With Disabilities	N/A	12%	N/A
	English Language Learners	N/A	16%	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	51%	N/A
	Economically Disadvantaged	N/A	52%	N/A
	Students With Disabilities	N/A	25%	N/A
	English Language Learners	N/A	53%	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				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	27.5%	N/A
	Economically Disadvantaged	N/A	28%	N/A
	Students With Disabilities	N/A	30%	N/A
	English Language Learners	N/A	8.5%	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	42%	N/A
	Economically Disadvantaged	N/A	43%	N/A
	Students With Disabilities	N/A	25%	N/A
	English Language Learners	N/A	40%	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	7%	N/A
	Economically Disadvantaged	N/A	7%	N/A
	Students With Disabilities	N/A	9%	N/A
	English Language Learners	N/A	7%	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 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	43%	N/A
	Economically Disadvantaged	N/A	44%	N/A
	Students With Disabilities	N/A	25%	N/A
	English Language Learners	N/A	19%	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	26	25	19	7	24	26	45	33		89	24
ELL	11	30	37	8	17	29	24	23		92	29
BLK	24	33	34	8	16	29	30	42		95	43
HSP	26	35	50	13	16	18	40	57		85	62
FRL	25	33	35	9	16	27	32	47		94	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	28	43	18	29	45	58	46	44		70	26
ELL	22	45	44	30	39	42	40	38		84	72
BLK	37	48	43	30	36	45	52	58		89	79
HSP	55	56	33	36	45	58	63	73		77	72
MUL	77	83		55	50						
WHT	53	53		93	64		83			70	
FRL	42	51	42	32	37	48	56	61		87	78

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	20	35	35	29	43	50	24	27		63	31
ELL	14	48	49	25	41	49	30	27		64	63
BLK	36	49	49	32	42	53	48	55		78	66
HSP	53	53	58	42	47	43	66	62		70	73
WHT				50							
FRL	39	49	51	34	43	52	51	57		79	67

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	11
Percent Tested	82%
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	32

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

2020-2021
According to the state assessment for the 2021 school year, ELA achievement is 25% as opposed to 2019 data of 41%. There is an 16% decrease from 2019 data.
According to the state assessment for the 2021 school year, Math achievement is 9% as opposed to 2019 data of 33%. There is a 24% decrease from 2019 data.
According to the state assessment for the 2021 school year, Biology achievement is 31% as opposed to 2019 data of 55%. There is a 24% decrease from 2019 data.
According to the state assessment for the 2021 school year, US History achievement is 45% as opposed to 2019 data of 60%. There is a 15% decrease from 2019 data.

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

2020-2021
According to academic progress monitoring data from Power BI, 9th grade ELA outperformed 10th grade ELA in school proficiency; 9th-grade proficiency was 36% compared to 10th grade at 27.5%. In 2019, 9th-grade progress monitoring proficiency of the midyear assessment data was 38% compared to 54% for 10th grade ELA. There is a 2 percentage point decrease for 9th grade and 26.5 percentage point decrease for 10th grade.
In Mathematics, 9th graders outperformed 10th graders in school proficiency; 9th-grade proficiency was 51% compared to 10th grade at 42%. In 2019, 9th-grade progress monitoring proficiency of the midyear assessment data was 29% compared to 39% for 10th grade Mathematics. There is a 22 percentage point decrease for 9th grade and 3 percentage point decrease for 10th grade.

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

The greatest contributing factor to the steep decline in data is the absence of our students physically in the building. The students need to be physically in the building in order to have a chance at increasing student achievement and further engagement during explicit instruction. We will track the attendance report daily to determine students who are not reporting to school. Truancy process will be implemented to curb unexcused absences. Parents of students who have attendance issues will be notified to remind them of the importance of school attendance. Planning for and training in student engagement strategies will be emphasized this year.

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

56% of U.S. history students were proficient on the 2019 state assessments.

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

U.S. History bootcamp and analysis of mini/midyear assessments contributed to the success in history. Disaggregating mid-year data through student item analysis via Performance Matters was a pivotal factor. Teachers were able to use specific benchmarks to teach and remediate.

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

The strategies below are some of the most poignant strategies that must be implemented to accelerate learning and high student achievement.

1. Data-Driven Decision Making
2. Data-Driven instruction
3. Differentiated Instruction

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.

During selected department meetings and/or collaborative planning, academic coaches will facilitate PD's that will guide teachers on how to access and disaggregate data, use data-driven decisions to drive standard-based instruction as well as differentiated instruction.

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

If we implement strategies and incentives to curb absenteeism and increase parental involvement, this will effectuate sustainability of improvement for high student achievement. Parental involvement will impact student achievement immensely. Through the Parent Academy, parents can benefit from free workshops and classes which are offered monthly throughout Miami-Dade for both parents and children. Extended learning opportunities will be provided for students who need academic instruction beyond the regular school day.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	As evident by the 2021 state assessment data review, an appropriate instructional practice is Student Engagement. The data review revealed an increase in the number of non-proficient students. The 2021 state assessment reveals that ELA achievement is 23% as opposed to the 2019 data of 41%, this represents an 18 percentage point decrease. As for mathematics, student achievement in the 2021 assessments is 9% as opposed to the 2019 data of 33%, this represents a 24 percentage points decrease. Student engagement is selected because our students learn and perform better when they are academically engaged. We will provide evidence-based engagement strategies to help improve student learning gains and move towards proficiency.
Measurable Outcome:	We will successfully implement student academic engagement strategies to move students towards proficiency. By doing so, proficiency will increase by a minimum of 10 percentage points in the 2021 MYA, topic assessments, and 2022 state assessments in math and ELA.
Monitoring:	Academic coaches and the administrative team will conduct weekly classroom walk-throughs to monitor student academic engagement. Some essential "look fors" will be effective questioning, meaningful student discourse, and students' response to instruction. Topic assessments, exit tickets, and teacher-made standard-based assessments will be used to ensure that we are on track and meet the desired outcome.
Person responsible for monitoring outcome:	Enock Alouidor (ealouidor@dadeschools.net)
Evidence-based Strategy:	Checking for Understanding is a form of formative assessment that will allow teachers to identify student learning goals. provide students feedback, and plan instruction based on students' errors and misconceptions. The teacher will have immediate classroom data to help drive data-driven instruction.
Rationale for Evidence-based Strategy:	Check for Understanding is the evidence-based strategy that will be utilized to achieve the desired outcome. To ensure that the lesson was effective, and students learned, during or after the lesson, the teacher will ask open-ended questions, encourage meaningful student dialogue, and use exit tickets to track positive student engagement.

Action Steps to Implement

During common planning, instructional coaches will model effective checks for understanding. Teachers will create meaningful standard-based questions and develop appropriate stopping points to ask students during instruction. September 1st-October 28th.

Person Responsible	Terrilen Davis (terrilend@dadeschools.net)

Teachers will deliver the instruction and ask students meaningful standard-based questions to ensure understanding and student engagement. Adequate wait time will be provided so students can collect their thoughts and respond appropriately. September 1st-October 28th

Person Responsible	Terrilen Davis (terrilend@dadeschools.net)

The academic coaches and administrative team will conduct walk-throughs to not only ensure that the strategy is being implemented in the classroom, but that students are actually engaged with the strategy. September 1st-October 28th

Person Responsible	Enock Alouidor (ealouidor@dadeschools.net)

The academic coach will discuss findings with the teacher and give feedback regarding the application of the engagement strategy and how students responded to the strategy. September 1st-October 28th

Person Responsible Terrilen Davis (terrilend@dadeschools.net)

Teachers will Infuse ongoing corrective feedback during classroom instruction that promotes student academic engagement and accountable discourse.
November 1-December 21, 2021

Person Responsible Terrilen Davis (terrilend@dadeschools.net)

The use of step-by-step instructional anchor charts to engage students in standards-based learning will be pivotal to student engagement.
November 1-December 21, 2021

Person Responsible Enock Alouidor (ealouidor@dadeschools.net)

Provide a student reflection/rubric that will be available for students to further engage in the classroom. The rubric will provide immediate classroom data for teachers to make data-driven decisions.
January 31- April 29, 2022

Person Responsible Terrilen Davis (terrilend@dadeschools.net)

At the end of each class period, students will write a 1 paragraph summary on the specific lesson or skill taught. Teachers will use this data point to make immediate instructional decisions.
January 31- April 29, 2022

Person Responsible Lashawn Gaskin (lgaskin@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	According to the 2021 data review, an appropriate instructional practice is Standards-aligned Instruction. We identified this as a critical need because of the increase in the number of non-proficient students. The 2021 state assessment reveals that ELA achievement is 23% as opposed to the 2019 data of 41%, this represents an 18 percentage point decrease. As for mathematics, student achievement in the 2021 assessments is 9% as opposed to the 2019 data of 33%, this represents a 24 percentage points decrease. As evidenced by the data, focus on Standards-aligned Instruction is needed to help improve student learning gains and move towards proficiency.
Measurable Outcome:	We will successfully implement Standard-aligned strategies to move students towards proficiency. By doing so, non-proficient students will increase by a minimum of 15 percentage points in the 2021 MYA, topic assessments, and 2022 state assessments in Math and English.
Monitoring:	Academic coaches and the administrative team will conduct weekly classroom walk-throughs to monitor the implementation of standard-aligned Instruction. Some essential "look fors" will be evidence of a common board configuration that indicates standard-aligned Instruction, teacher delivery of standard-aligned Instruction, and student assignments such as exit tickets and teacher made assessments.
Person responsible for monitoring outcome:	Terrilen Davis (terrilend@dadeschools.net)
Evidence-based Strategy:	The Standard Based Collaborative Planning strategy will improve the effectiveness of Standard-aligned Instruction in the classroom. Teachers and academic coaches will develop standard-based lesson plans using item-specs, pacing guides, and other district approve curriculum resources to lead to the improvement of standard-aligned instruction. The administrator responsible for the department will participate in common planning meetings to ensure that a standard-based lesson plan is developed; the development of this lesson plan will be used as an instructional guide to propel standard-aligned instruction in the classroom.
Rationale for Evidence-based Strategy:	Standard Based Collaborative Planning will prepare teachers to develop lesson plans that provide clear and specific learning goals; students will have a much higher success rate of understanding and applying the lesson and skills taught.

Action Steps to Implement

With the guidance of the administrative team, academic coaches will develop their common planning schedule and agenda to ensure an effective common planning that will lead to the desired outcome of standard-aligned instruction. September 1st -October 28th

Person Responsible	Terrilen Davis (terrilend@dadeschools.net)

Teachers and academic coaches will develop standard based lessons during collaborative planning. Collaborative planning will allow teachers to collaborate with the guidance of the academic coach. Teachers will use Item Specs, Pacing Guides, planning cards, student data, and any other resources to develop lesson plans that are clear, logical, sequential, and aligned to standards-based instruction. September 1st -October 28th

Person Responsible	Terrilen Davis (terrilend@dadeschools.net)

At the end of collaborative planning, teachers will evaluate lessons for detailed objectives, activities and assignments that evaluate students on the aligned standard-base content; teachers will also give peer feedback for each lesson developed according to grade-level. September 1st-October 28th

Person Responsible   Terrilen Davis (terrilend@dadeschools.net)

Teachers will use standard-based lesson plans to effectively deliver standards-aligned instruction. September 1st-October 27th

Person Responsible   Terrilen Davis (terrilend@dadeschools.net)

Academic coaches and teachers will create frameworks that follow the gradual release model (I do, We do, You do, & They do) during classroom instruction as a specific teaching strategy to aid teachers in delivering standards-aligned instruction.
November 1-December 21, 2021

Person Responsible   Lashawn Gaskin (lgaskin@dadeschools.net)

Academic coaches and teachers will utilize a rubric that guides student response during standard aligned lessons.
November 1-December 21, 2021

Person Responsible   Terrilen Davis (terrilend@dadeschools.net)

The leadership team and teachers will review the mid-year assessment data and allow the data to direct immediate steps specifically related to standards-aligned Instruction. At the beginning of each class period, teachers will have an extended bell ringer to reteach skills or standards that students were deficient.
Jan. 24 - Jan. 31

Person Responsible   Enock Alouidor (ealouidor@dadeschools.net)

During collaborative planning, academic coaches and teachers will unpack standards that present challenges for students according to the mid-year assessment data. A focused remediation plan and IFC centered on the standards that students did not perform well on during the MYA will be implemented. Teachers will especially work with the L25 and ESOL sub-group during teacher-led small groups to maximize their learning goals.
Jan. 31 - Apr. 29

Person Responsible   Enock Alouidor (ealouidor@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data reviewed via PowerBi, we noticed a significant shift in attendance resulting in a 38% rate of students having 16-31+ absences. We reviewed our student attendance truancy for the 2020-2021 school year and noticed that there had been a significant increase in absences which is a cause of concern relative to student learning gains and proficiency. Additionally, through our data review, we noticed that the students who struggled with daily attendance also failed core area classes, did not meet proficiency on the Florida State Assessment.
Measurable Outcome:	As a leadership team, we will successfully implement the Targeted Element of Student Attendance to provide learning opportunities. Our goal is to decrease our attendance truancy by 3% by May 30th, 2022, so that all students have an opportunity to receive instruction needed for possible learning opportunities. In addition, our attendance will increase with consistent student incentives, and data progress will be achieved by October 2021, comparing against the 2020 Mid-Year assessments.
Monitoring:	Truancy will be monitored by the leadership team weekly to ensure that truancy issues are consistently resolved. The leadership team will work closely with teachers and parents as needed to target students who struggle with attendance and create a plan of action to improve student attendance. This will be monitored through teacher verification reports and/or, but not limited to, counselors addressing attendance issues at least once a week. Our look-for include teachers monitoring the progression of the student. The leadership team, along with teachers, will connect to individual students who have consistent truancy and meet with them when attendance has improved to reward or encourage attendance efforts.
Person responsible for monitoring outcome:	Patrick Lacouty (lacouty@dadeschools.net)
Evidence-based Strategy:	As a leadership team, we chose Attendance Initiatives as our evidence-based strategy. Attendance Initiatives will assist in closing the truancy amongst our students as it provides students opportunities to be acknowledged for their efforts to report to school every day.
Rationale for Evidence-based Strategy:	The Attendance Initiatives evidence-based strategy will assist in decreasing truancy in attendance as the 2020-2021 school attendance summary data shows a significant amount of students were at a truancy pattern. Attendance Initiatives will contribute to overall school improvement by increasing our reading proficiency goal of 18% on the Florida State Assessment, where this data dropped from 41% on average. In addition, the Attendance Initiatives will help improve the math proficiency goal by 24.5% as math proficiency decreased to 8.5% on the math Florida State Assessment. In addition, the initiatives will provide the Leadership Team with a reward system to promote students' willingness to attend school every day. Teachers and the leadership team will know that we are on the right track to meeting the outcome of fluent attendance as we notice an improvement in truancy weekly through our daily attendance bulletin sent out via email.

Action Steps to Implement

During a faculty meeting, the administrative team will share out the reward initiative plan to teachers who will assist in ensuring all attendance information is shared with stakeholders in a timely manner on how to address attendance issues by August 19, 2021.

Person Responsible	Steven Hoskins (shoskins@dadeschools.net)

The principal will oversee attendance initiatives that are being implemented take place school-wide daily. In addition, the principal will oversee building morale best practices with all stakeholders with the leadership team by planning morale-boosting student center activities to shift the culture for the students fluently during the entire academic school year. This system will promote student's willingness to attend school as expected.

Person Responsible Miriame Stewart (pr7591@dadeschools.net)

Teachers, administration, and counselors will provide and respond to feedback from stakeholders to ensure attendance issues are corrected and addressed fluently by the end of September 15, 2021.

Person Responsible Elvira Ruiz (elviraruiz@dadeschools.net)

The Leadership Team and teachers will connect to individual students who have consistent truancy and meet with them to reward or encourage attendance efforts when attendance has improved. As a result, improvement in the truancy of these students will be improved by October 28, 2021.

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

Complete truancy packets and referral for services
November 1-December 21, 2021

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

Students with 5 or more absences will be placed on an attendance contract
November 1-December 21, 2021

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

The leadership team will evaluate the current attendance initiatives in place and determine the next steps to remediate attendance deficiencies. For example, we will implement ways to communicate with parents who we are unable to make connections.
Jan. 31 - Apr. 29

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

Remind teachers of accurate attendance taking, in addition to the expectations and procedures that are in place. The administrative team and a member of the Attendance Review Committee (Data entry Clerk) will monitor this step.
Jan. 31 - Apr. 29

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Our 2021 recent School Climate Survey data and the Core Leadership Competencies suggest that an improvement is needed in providing consistent and developmental feedback to the staff. According to the data, 24.32% of teachers indicated that they receive administrative feedback quarterly. A plan of action must be established where the Instructional Leadership Team (ILT) can assess and monitor systematic ways to improve timely, consistent, and developmental feedback. The formation of an ILT will prioritize assessing and determining strengths, next steps, and plans for more effective feedback practices to improve student outcomes.
Measurable Outcome:	We will successfully implement evidence-based strategies to improve the Instructional Leadership Team's capacity by strengthening feedback practices. Teachers will receive feedback through clear expectations, progress towards the goal, and a description of the behavior and support that will be provided. The percentage of teachers with positive feedback experience will increase by at least 10% during the 2021-2022 school year, as evidenced by the School Climate Survey data.
Monitoring:	The Instructional Leadership Team will meet monthly to discuss the improvements and reflect on practices to ensure decisions are centered on student outcomes. The team will keep a log of their notes, action steps, and feedbacks to reflect on feedback practices.
Person responsible for monitoring outcome:	Lashawn Gaskin (lgaskin@dadeschools.net)
Evidence-based Strategy:	The Consistent, Developmental Feedback strategy will effectuate feedback practices in our school. Teachers will receive feedback through clear expectations, progress towards the goal, and a description of the behavior and support that will be provided. The ILT will provide timely and specific feedback once a walkthrough has been completed to ensure that teacher is provided with information that will improve their instructional practice thus leading to desired student outcomes. A record of feedbacks will be archived to share with the school principal and ILT to track and monitor the effectiveness and consistency of this strategy.
Rationale for Evidence-based Strategy:	This strategy is selected because positive student outcomes are our priority. In order to yield the intended results of positive student outcomes, effective feedback practices must consistently be implemented. The ILT will provide feedback and suggestions after each teacher observation to help improve the teacher's instructional practices. Teachers who receive effective feedback shift their attention to the end goal, therefore, improving higher student achievement.

Action Steps to Implement

The Instructional Leadership team will meet on September 22nd to discuss the selected strategy and share the schedule of teachers that will receive observations/walkthroughs.

Person Responsible	Lashawn Gaskin (lgaskin@dadeschools.net)

Members of the Instructional Leadership Team will conduct observations according to their departments with specific "look fors" to record feedback notes. September 23- October 28th.

Person Responsible	Lashawn Gaskin (lgaskin@dadeschools.net)

To maximize time, post observations meetings will be held within 1-2 days to ensure timely and specific feedback is received by the teacher observed. September 23- October 28th.

Person Responsible   Lashawn Gaskin (lgaskin@dadeschools.net)

Debrief with the Instructional Leadership Team regarding observations and reflect on feedback practices.
September 23- October 28th

Person Responsible   Enock Alouidor (ealouidor@dadeschools.net)

We will implement peer observation leadership meetings to discuss feedback findings and share best practices for feedback.
November 1-December 21, 2021

Person Responsible   Mimose Morgan-Rose (mmrose@dadeschools.net)

Highlight observational classrooms that reflect best practices from the FEI (Framework of Effective Instruction)
November 1-December 21, 2021

Person Responsible   Lashawn Gaskin (lgaskin@dadeschools.net)

The administrative team will meet monthly to discuss best practices regarding timely, consistent, and effective feedback to our teachers.
Jan. 31 - Apr. 29

Person Responsible   Elvira Ruiz (elviraruiz@dadeschools.net)

A Microsoft Google survey will be given to teachers monthly which inquires about the feedback given during classroom observations in addition to providing feedback to administration. The administration team will then, make the appropriate adjustments as warranted.
January 31- April 29, 2022

Person Responsible   Elvira Ruiz (elviraruiz@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.

Based on the data provided in SafeSchoolsforAlex.org, our secondary concern that our school will monitor this school year is following the implementation of addressing students who exhibit early warning indicators related to committing property incidents. This became our concern because data shows that property incidents occur 0.09% per 100 students, which is our highest discipline area of concern based on the three categories: violence incidents, drug/ public order, and property incidents. When compared to the state, we rank 54 out of 376 in the area of property incidents. The school's culture and environment will be monitored through the lens of the discipline data by having all security monitors and administration visible at dismissal and arrival to prevent this behavior from occurring with consequences that will help resolve such incidents.

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 addresses building positive school culture and the environment by providing all staff members the opportunity to receive monthly rewards and credit during faculty meetings because of their hard work. Recognition in front of colleagues will show appreciation for their working efforts. We also build positive relationships with faculty members to promote that the team is equal; this promotes unity and allows teamwork to coexist. Team building activities are embedded in every faculty, department, and collaborative planning meeting to build a culture of harmony with faculty. Each activity is exceptionally relevant to specific issues and struggles that teachers deal with every day. At the end of the session, faculty members debrief to make connections so that they are able to turn key strategies and lessons school-wide by building as a team. Establishing a positive school culture and the environment with teachers will transfer over to students.

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

The stakeholders responsible for promoting a positive culture and environment at the school would be the administrative team, leadership team, and faculty members. The administrative and leadership team will ensure to cultivate all stakeholders in the school in a positive manner by ensuring all efforts are recognized and praised. The team will also ensure that students are welcomed in a positive and nurturing manner every day.

Teachers will be encouraged to join grade-level teams with grade-level sponsors to implement incentives and culture-building activities for each grade level. The administration will encourage faculty and staff to greet students at their doors during the changing of classes, and teachers will utilize homeroom to check in on student's overall well-being. Additionally, throughout the school year, opportunities are being provided to faculty and staff to connect with students through school-wide activities. Lastly, the adults in the building will publicize information geared towards students' social-emotional well-being through various modes of communication and advertisement.