

Miami-Dade County Public Schools

# Law Enforcement Officers Memorial High School



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>21</b>
<b>Positive Culture &amp; Environment</b>	<b>30</b>
<b>Budget to Support Goals</b>	<b>30</b>

# Law Enforcement Officers Memorial High School

300 NW 2ND AVE, Miami, FL 33128

<http://schoolofjustice.dadeschools.net>

## Demographics

**Principal: William Aristide**

Start Date for this Principal: 7/15/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<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)	98%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (70%) 2017-18: A (69%) 2016-17: B (58%)
<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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>21</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>30</b>

# Law Enforcement Officers Memorial High School

300 NW 2ND AVE, Miami, FL 33128

<http://schoolofjustice.dadeschools.net>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	82%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

## School Grades History

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

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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.**

It is through integrity, duty, and justice that we prove our bravery and provide public service to our community.

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

Provide an educational environment that meets the needs of all students while promoting university and career pathways.

### 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
Aristide, William	Principal	<ul style="list-style-type: none"> <li>• Instructional and Operational Leader in building</li> <li>• Communicates effective school ideas or concerns</li> <li>• Oversees staff development-personal growth concerns</li> <li>• Facilitates Community and Business Partnerships</li> <li>• Final approval of all financial expenditures</li> <li>• Contractual Concerns</li> <li>• PTSA- EESAC- Alumni Association- Partnership</li> <li>• Fundraising</li> </ul>
Concepcion, Lizbet	Administrative Support	<ul style="list-style-type: none"> <li>• Supervision of Operational Affairs</li> <li>• Testing Supervisor</li> <li>• Assist with School Wide Discipline</li> <li>• Supervision of Foreign Language</li> <li>• ESOL Program Compliance</li> <li>• Interdisciplinary Academy</li> <li>• Supervision LEP Committee</li> <li>• EESAC Committee</li> <li>• Transportation</li> <li>• Supervision of Title I Program</li> <li>• Opening &amp; Closing of School Bulletin</li> <li>• Records/Documents</li> <li>• New Student Registration</li> <li>• Business Partnerships</li> <li>• Supervision of Electives</li> <li>• Hallway &amp; Cafeteria duties</li> <li>• Any duties assigned by the Principal</li> </ul>
Anderson, Elle	Other	<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• Individual Counseling</li> <li>• Supervision of all Counseling Services</li> <li>• Dual Enrolment Program</li> <li>• Early Admission Program</li> <li>• Mental Health Services</li> <li>• United Way Campaign</li> <li>• Assist with Registration</li> <li>• Project Upstart</li> <li>• Assist with SPED Program</li> <li>• Academic Advisements</li> <li>• Bullying Prevention</li> <li>• Course Recovery</li> <li>• Crisis Intervention</li> <li>• Community Service Hours</li> <li>• Visitation Protocols</li> <li>• CAP Advisor</li> <li>• Assist with academic affairs</li> </ul>
Rotolante, Kimberly	Magnet Coordinator	<ul style="list-style-type: none"> <li>• Supervision of Student Affairs</li> <li>• Supervision of Magnet Programs</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Health/ School Clinic</li> <li>• Attendance Review Committee</li> <li>• Supervision of Fieldtrips</li> <li>• Police Academy Contact</li> <li>• Computer Specialist/Technology</li> <li>• Community Contact &amp; Relations</li> <li>• Tablet Distribution</li> <li>• Social Media Contact</li> <li>• Graduation Points Coordinator</li> <li>• Business Partnerships</li> <li>• New Teachers Program</li> <li>• Activities Supplements</li> <li>• School and Student Culture</li> <li>• Honor Roll</li> <li>• TV Production/ Announcement</li> <li>• Community Liaison</li> <li>• Report Cards/Progress Reports</li> <li>• Teacher of the Year/Sallie May</li> <li>• PTSA/PTA</li> <li>• Safety to Life/Fire Drills/Safety</li> <li>• Incident Response Team</li> <li>• Hallway &amp; Cafeteria duties</li> <li>• Any duties assigned by the Principal</li> </ul>

Butler, Warren	Dean	<ul style="list-style-type: none"> <li>• Supervision of PE</li> <li>• Operational Assignments</li> <li>• Saturday School Coordinator</li> <li>• Supervision of Interns</li> <li>• Assist Resource Officer</li> <li>• Assist with Security Monitors</li> <li>• SCSI Coordinator</li> <li>• After School Detention</li> <li>• Internship Program</li> <li>• Hallway &amp; Cafeteria duties</li> <li>• Any duties assigned by the Principal</li> </ul>
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**Demographic Information**

**Principal start date**  
 Monday 7/15/2019, William Aristide

**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.*

9



**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.*

6

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

20

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

343

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

10

**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	0	77	91	71	93	332
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	9	4	2	3	18
One or more suspensions	0	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	0	1	4	3	5	13
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	9	8	5	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	8	3	10	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	5	15	6	23	49
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	12	0	0	0	12

**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	1	11	7	10	29

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

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

Tuesday 8/31/2021

**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	0	96	81	97	77	351
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	2	3	1	8
One or more suspensions	0	0	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	0	3	3	5	0	11
Course failure in Math	0	0	0	0	0	0	0	0	0	0	8	8	5	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	7	3	10	4	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	13	6	23	13	55

**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	9	7	10	4	30

**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	1	0	0	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				70%	59%	56%	74%	59%	56%
ELA Learning Gains				63%	54%	51%	66%	56%	53%
ELA Lowest 25th Percentile				54%	48%	42%	54%	51%	44%
Math Achievement				62%	54%	51%	55%	51%	51%
Math Learning Gains				55%	52%	48%	53%	50%	48%
Math Lowest 25th Percentile				55%	51%	45%	48%	51%	45%
Science Achievement				66%	68%	68%	69%	65%	67%
Social Studies Achievement				75%	76%	73%	75%	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	69%	55%	14%	55%	14%
Cohort Comparison						
10	2021					
	2019	68%	53%	15%	53%	15%
Cohort Comparison						
		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	65%	68%	-3%	67%	-2%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	75%	71%	4%	70%	5%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	35%	63%	-28%	61%	-26%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	75%	54%	21%	57%	18%

### Grade Level Data Review - Progress Monitoring Assessments

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

PowerBi will be used to AP Progress Monitor

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	63	0
	Economically Disadvantaged	0	63	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	55	0
	Economically Disadvantaged	0	59	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	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
US History	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

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	51	0
	Economically Disadvantaged	0	48	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	55	0
	Economically Disadvantaged	0	56	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	11	0
	Economically Disadvantaged	0	13	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	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

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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
Biology	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
US History	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

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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
Biology	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
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		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
ELL	46	50		29	21		46			100	91
BLK	49	39	23	27	23		53	50		100	97
HSP	70	50	35	32	19	35	71	63		98	91
FRL	63	44	24	29	20	24	62	57		100	96



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	33	42		33	42						
ELL	60	71	50	59	52		57				
BLK	59	64	73	44	50	62	50	74		100	100
HSP	75	62	45	71	61	50	71	75		100	98
FRL	69	61	55	62	55	57	64	72		100	100
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	10	40									
ELL	53	59	50	50	31						
BLK	71	68	52	50	59	50	65	82		100	91
HSP	75	65	56	59	49	47	70	71		100	96
FRL	72	65	52	51	51	44	63	75		100	95

**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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	542
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
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	
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	52
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?

2019 data findings:

ELA scores decreased from 74 percentage points in 2018 to 70 percentage points in 2019.

All ELA Subgroups Learning Gains decreased except for SWD which increased 2 percentage points, and ELL which increased 12 percentage points.

All ELA Subgroups Learning Gains L25 increased except Hispanic students, which decreased 11 percentage points.

All Math Subgroups Learning Gains increased except Black students, which decreased 9 percentage points.

All Math Subgroups Learning Gains L25 increased across all grade levels.

Science Achievement Levels decreased from 69 percentage points in 2018 to 66 percentage point in 2019.

2021 data findings:

Science proficiency increased from 66 percentage points in 2019 to 68 percentage points in 2021.

ELA proficiency scores decreased from 70 percentage points in 2019 to 65 percentage points in 2021.

ELA Learning Gains decreased from 63 percentage points in 2019 to 48 percentage points in 2021.

ELA Learning Gains L25 decreased from 54 percentage points in 2019 to 30 percentage points in 2021.

Math proficiency scores decreased from 62 percentage points in 2019 to 32 percentage points in 2021.

Math Learning Gains decreased from 55 percentage points in 2019 to 21 percentage points in 2021.

Math Learning Gains L25 decreased from 55 percentage points in 2019 to 24 percentage points in 2021.

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

2019 data findings:

The data component that demonstrates the greatest need for improvement is ELA. The overall percent proficient decreased from 74 percentage points in 2018 to 70 percentage points in 2019. The ELA Learning Gains also decreased from 66 percentage points in 2018 to 63 percentage points in 2019.

2021 data findings:

The data component that demonstrates the greatest need for improvement is Math. The overall percent proficient decreased from 62 percentage points in 2019 to 32 percentage points in 2021.

Math Learning Gains decreased from 55 percentage points in 2019 to 21 percentage points in 2021.

The Math Learning Gains L25 also decreased from 55 percentage points in 2019 to 24 percentage points 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?

2019 data findings:

The contributing factors to this need for improvement include the lack of data-driven instruction and

instruction aligned with standards. New actions that would need to be taken are meaningful professional development, closer progress monitoring of students, hiring new and highly qualified teachers, and support for students by providing tutoring services.

2021 data findings:

The contributing factors to this need for improvement remain constant with the 2019 data findings. Differentiation, data-driven instruction, and standards-aligned instruction need to be monitored with fidelity. New actions that would need to take place are professional development opportunities, ongoing progress monitoring, and additional interventions for students in the L25.

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

2019 data findings:

Students in the L25 subgroup increased from 48 percentage points in 2018 to 55 percentage points on the 2019 Math FSA.

Students in the ELL L25 subgroup increased from 59 percentage points in 2018 to 71 percentage points on the 2019 ELA FSA.

2021 data findings:

Proficiency in Science increased from 66 percentage points in 2019 to 68 percentage points in 2021. When comparing 2019 to 2021, the Graduation Rate remained at 99 percentage points for both years.

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

2019 data findings:

The contributing factors to this improvement were informative data chats, effective collaborative planning, and data-driven instructional strategies specific to our L25 .

2021 data findings:

The contributing factors to this improvement were job-embedded professional development opportunities, standards-aligned and data-driven instruction, and effective collaborative planning.

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

The strategies that will need to be implemented to accelerate learning are:

1. Communication with stakeholders via zoom, emails, phone calls, and in-person meetings
2. Leadership Visibility and Accessibility will be created by having an open-door policy with communication through text messages, calls, and in-person conversations when staffs members present a need.
3. Response to Early Warning Systems with quarterly parent phone calls to students falling below a 2.5
4. Welcome Spaces: inviting first-floor security office, parents' corner in the Media Center, Student College Information in the counselor's office
5. Differentiation will be used to ensure students' educational equity through instruction that matches the students' readiness level and ability.

**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 Professional Development Opportunities that will be implemented to support teachers and leaders in September of 2021 will be the Anti-Bias Education and Teaching Diverse Populations PD.

In November/December professional development will focus on Data-Driven Instruction. In continuation of opportunities to support teacher growth in February, professional development will consist of Teaching Across the Curriculum.

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

The additional services that will be implemented to ensure the sustainability of improvement are data chats using Performance Matters and PowerBi as data sources, before/after tutoring, clubs, activities to promote attendance, identifying students who achieve academic achievement (honor roll) each quarter.

## 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, our school will implement the Targeted Element of Differentiation. We chose the overarching area of Differentiation based on the data which indicated our L25 students declined on the 2021 assessments. 2021 data indicates that our L25 students in Reading went from 54 percentage points in 2019 to 30 percentage points in 2021. Our L25 in Math went from 55 percentage points to 24 percentage points. Implementation of differentiated instruction across all areas will lead to learning gains for our L25 subgroup. A plan of action must include targeted interventions and strategic, consistent differentiated instruction with scaffolded lessons.

**Measurable Outcome:**

Successful implementation of differentiated instruction with fidelity will result in an increase of 10% in our L25 student learning gains in ELA and Mathematics as evidenced by 2022 state assessments.

**Monitoring:**

The administrative team and department heads will conduct weekly classroom walkthroughs to monitor student grouping based on the data and grouping adjustments to support differentiated instruction. Additionally, monthly data chats will be used as another means to monitor DI implementation.

**Person responsible for monitoring outcome:**

William Aristide (waristide@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Data-Driven Instruction will be monitored through the use of data reports generated by teachers to drive instructional planning and data driven conversations to include ongoing progress monitoring.

**Rationale for Evidence-based Strategy:**

Data-Driven Instruction will ensure that teachers are utilizing relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plan, and instructional delivery as new data becomes available.

**Action Steps to Implement**

8/31 - 10/11 - The Administrative team will conduct weekly classrooms walk throughs. This will be evidenced by meeting administrative notes and communication logs. Follow up will occur if needed.

**Person Responsible**

William Aristide (waristide@dadeschools.net)

8/31 - 10/11 - The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. An online tracker will be created to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs

**Person Responsible**

William Aristide (waristide@dadeschools.net)

8/31-10/11 - The department heads will schedule and monitor weekly collaborative planning meetings with teachers to share strategies and instructional practices focusing differentiated instruction by department. As a result, teacher capacity as it pertains to differentiated instruction will increase.

**Person Responsible** Stacey Vazquez (svazquez@dadeschools.net)

8/31 - 10/11 - Develop school-based professional development learning sessions using formative assessment results to implement differentiated instruction across curriculum. As a result, teacher capacity will increase as it pertains to differentiated instruction.

**Person Responsible** William Aristide (waristide@dadeschools.net)

11/1 - 12/17/21 Department meetings will allow teachers within the same department to share best practices to address the needs of students. Cross curricular meetings will allow teachers to discuss the students' progress within different classes and identify strengths and areas for improvement.

**Person Responsible** Stacey Vazquez (svazquez@dadeschools.net)

11/1 - 12/17/21 Teachers will create differentiated instructional groups that are based on data and the student's learning profile: content, process, products, and/or the learning environment.

**Person Responsible** William Aristide (waristide@dadeschools.net)

1/31 - 4/29/22 The Leadership Team will conduct walkthroughs to monitor the effectiveness of the Intervention program, as well as differentiated instruction occurring in the classroom. As a result, student success will be ensured through implementation of our Intervention program.

**Person Responsible** William Aristide (waristide@dadeschools.net)

1/31 - 4/29/22 Teachers will utilize data from mid-year assessment to identify targeted areas for small group instruction, whole class acceleration, and individual student growth. As a result, students should show an increase in learning gains specifically for the lowest 25%.

**Person Responsible** Stacey Vazquez (svazquez@dadeschools.net)

## #2. Instructional Practice specifically relating to Student Engagement

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Target Element of Student Engagement. We chose the overarching area of Student Engagement based on the data which indicated Learning Gains decreased on the 2021 ELA and Math assessments. 2021 data indicates that our ELA Learning Gains decreased from 63 percentage points in 2019 to 48 percentage points in 2021. Our Learning Gains in Math also decreased from 55 percentage points in 2019 to 21 percentage points in 2021. We will improve the engagement of students in order to make learning gains and move towards proficiency.

**Measurable Outcome:** Successful implementation of student engagement with fidelity will result in an increase of 10 percentage points with our LG on the 2022 FSA ELA Assessment.

**Monitoring:** The leadership team and department heads will examine lesson plans to ensure students are being exposed to engaging activities aligned to the standards.

**Person responsible for monitoring outcome:** Lizbet Concepcion (lizconcepcion@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Collaborative Learning. Collaborative Learning involves students working in groups of two or more, mutually searching for understanding, solutions, meanings, or creating a product. Collaborative structures vary widely, but most center on students' exploration or application of the course material. Collaborative learning can take place physically or virtually.

**Rationale for Evidence-based Strategy:** Collaborative Learning helps students to plan activities that provide opportunities to work and collaborate together to learn and grow from each other. Collaborative learning has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well.

### Action Steps to Implement

8/31 - 10/11 - Department heads will share effective questioning and response techniques with classroom teachers to illustrate how they can improve student engagement in different content areas. Successful implementation will be evidenced by department meeting agendas and teachers' lesson plans.

**Person Responsible** Elle Anderson (elleanderson@dadeschools.net)

8/31 - 10/11 Administration will provide on-site Professional Development that is taught by District Personnel to train teachers on how to integrate technology in the classroom. Successful implementation will be evidenced by master plan points and meeting agendas.

**Person Responsible** Kimberly Rotolante (229872@dadeschools.net)

8/31 - 10/11 - The Professional Development Liaison will continue to provide opportunities for job-embedded professional development that are designed to enhance teachers' content-specific instructional practices with the intent of improving student engagement. Successful implementation will be evidenced by meeting agendas and master plan points.

**Person Responsible** Lizbet Concepcion (lizconcepcion@dadeschools.net)

8/31 - 10/11 The Leadership Team will ensure that goal oriented learning is collaboratively taking place throughout the school. Students that set short term and long term goals are more invested in learning



outcomes, thus improving student engagement. Successful implementation will be evidenced by lesson plans student goal forms.

**Person Responsible** Kimberly Rotolante (229872@dadeschools.net)

11/1 - 12/17/21 Conduct a school-wide PD on how to provide an inclusive environment for all students through the ESE Department. As a result, both General Education and Special Education Teachers will be introduced to common models of instruction in an inclusive setting and all students will participate in open-ended activities.

**Person Responsible** Stacey Vazquez (svazquez@dadeschools.net)

11/1 - 12/17/21 Utilize collaborative planning as a tool to ensure teachers align their lessons to the established instructional framework. As a result, an established instructional framework that builds on open-ended activities will be evident in most classrooms.

**Person Responsible** William Aristide (waristide@dadeschools.net)

1/31 - 4/29/22 Teachers will use technology to increase engagement through programs such as Padlet and FlipGrid, where student-centered responses and instruction are evident. As a result, authentic engagement will be evident in most classrooms.

**Person Responsible** Stacey Vazquez (svazquez@dadeschools.net)

1/31 - 4/29/22 Encourage teachers to incorporate project-based learning in the classroom on a quarterly basis. The Leadership Team will monitor to ensure student engagement and ownership.

**Person Responsible** William Aristide (waristide@dadeschools.net)

**#3. Culture & Environment specifically relating to Parent Involvement**

**Area of Focus Description and Rationale:** Based on the School Climate Survey and attendance records, our school will implement the Targeted Element of Parental Involvement. Through our data review, the leadership team identified a decline in parent involvement during school-related activities. Due to parent involvement being an important element of raising student success, we feel this is an area of focus we can improve upon.

**Measurable Outcome:** The Leadership Team will connect parents to our school resources and communication channels. Quarterly Parent Nights will allow our staff to train parents on how to best monitor student work from the parent portal, best practices to provide proper environments or home learning, and increase teacher to parent communication. An increase in measurable outcomes will be evidenced through parent involvement in EESAC, PTA and Parent Night meetings. The school climate survey will show an increase 5 percentage points in "strongly agree" and agree" responses by June 2022.

**Monitoring:** The Leadership Team will monitor Parents Nights, EESAC, and PTA parent attendance to track the successful engagement of our parents.

**Person responsible for monitoring outcome:** William Aristide (waristide@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Parent Involvement, our school will focus on the evidence-based strategy of: Communication with Stakeholders. Communication with Stakeholders ensures that each stakeholder is aware of initiatives in our school community. In addition, Communication with Stakeholders allows parents to have an active voice in initiatives that will ultimately increase student success.

**Rationale for Evidence-based Strategy:** By having open channels of communication with the parents and keeping them up to date with school resources, the parents can understand and support the school and maintain a proper home learning environment for their child. We want to ensure that parents are not only informed but have an active voice in the school community to build a culture of inclusivity.

**Action Steps to Implement**

8/31-10/11 -Staff members will conduct a Parent Night each quarter to present information on how each parent can best assist their child in reaching success in their home environment. Parents can play a major role in increasing student success and we will encourage each parent to attend these parent nights with incentives such as culture night, food, and other activities. Successful implementation will be evidenced by parent attendance sign-in sheets.

**Person Responsible** Elle Anderson (elleanderson@dadeschools.net)

8/31-10/11 - The Leadership Team will contact parents of students most at risk regarding attendance, academics, or discipline issues to better connect these parents/guardians with our school resources and communication channels. This type of communication from the School Leadership team will be done each quarter in addition to the required parent communication documented by instructional staff's quarterly log of phone calls and email correspondences. Successful implementation will be evidenced by communication logs of phone calls, emails, and house visits.

**Person Responsible** Elle Anderson (elleanderson@dadeschools.net)

8/31-10/11 - Administration will send out emails and flyers for parents to attend meetings, such as ESSAC and PTA. Successful implementation will be evidenced by social media posts and digital flyers that will be upload to the school's website.

**Person Responsible** Elle Anderson (elleanderson@dadeschools.net)

8/31-10/11 - The Leadership Team will translate each parent announcement to be in three languages: English, Spanish, and Haitian Creole. Each parent communication will also include a disclaimer asking if parents need to have any accommodations or translation services provided. Successful implementation will be evidenced by flyers and meeting attendance.

**Person Responsible** Elle Anderson (elleanderson@dadeschools.net)

11/1 - 12/17/21 Staff members will use digital communication apps such as Microsoft TEAMS, Class Dojo, Remind App, and Zoom to keep an open line of communication between all stakeholders.

**Person Responsible** Stacey Vazquez (svazquez@dadeschools.net)

11/1 - 12/17/21 Social Media platforms will be utilized to share current events/ activities and other important information with all stakeholders to build family's capacities in supporting their students in the school environment.

**Person Responsible** Stacey Vazquez (svazquez@dadeschools.net)

01/31 - 4/29/22 Administration will work closely with PTSA and EESAC to support school initiatives and spread community involvement in applicable initiatives. As a result, parental involvement will increase and positively affect future enrollment.

**Person Responsible** William Aristide (waristide@dadeschools.net)

1/31 - 4/29/22 Honor Roll Assemblies will take place quarterly to recognize those students with academic excellence. Parents and guardians of students that earned Principal's Honor Roll will be invited to attend the school.

**Person Responsible** Kimberly Rotolante (229872@dadeschools.net)

**#4. Leadership specifically relating to Instructional Leadership Team**

**Area of Focus Description and Rationale:** Based on qualitative data from the School Climate survey, the SIP survey, and review of the Core Leadership Competencies, our school will use the Targeted Element of Instructional Leadership Team. It is imperative for teachers to have a voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

**Measurable Outcome:** If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

**Monitoring:** The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

**Person responsible for monitoring outcome:** Elle Anderson (elleanderson@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Instructional Leadership Team, our school will focus on the evidence-based strategy of: Shared leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. As a result of shared leadership, teachers, staff, parents and administrators work together to solve problems, and create an engaging school climate that fosters school learning.

**Rationale for Evidence-based Strategy:** Utilizing a Shared Leadership approach will assist in integrating the talents of all stakeholders to carry out the vision, the mission, and achieve the solutions to challenges that may arise. Throughout this process, Shared Leadership will create buy-in and bring creative and innovative solutions to the forefront.

**Action Steps to Implement**

8/31 - 10/11 - Teacher leaders will bring creative and innovative solutions that will ensure that decision-making opportunities are being created. As a result, Leadership Team meetings will be conducted within the building to carry out the vision and mission of the school. Successful implementation will be evidenced by meeting agendas and rosters.

**Person Responsible** William Aristide (waristide@dadeschools.net)

8/31-10/11 - Administration will involve staff members in the leadership process by ensuring that all staff members have an active voice with authentic decisions that affect school improvement. As a result, best practices and leadership initiatives will be recognized during monthly Faculty Meetings. Successful implementation will be evidenced by meeting agendas and sign-in sheets.

**Person Responsible** William Aristide (waristide@dadeschools.net)

8/31 - 10/11 - All stakeholders will participate in the school-wide decision-making process during EESAC Meetings. As a result, teacher representatives, students, parents, and community members will have an authentic role in decisions which affect instruction and the delivery of programs. Successful implementation will be evidenced through meeting agendas and sign-in sheets.

**Person Responsible** William Aristide (waristide@dadeschools.net)

8/31 - 10/11 - Department heads will support colleagues in core subject areas and share their experiences during department meetings. As a result of weekly collaborative planning, teacher leaders will provide support. Successful implementation will be provided by lesson plans and meeting agendas.

**Person Responsible** William Aristide (waristide@dadeschools.net)

11/1 - 12/17/21 The Leadership Team will conduct a Needs Assessment Survey to determine the staff's professional development needs to help them improve instruction.

**Person Responsible** Stacey Vazquez (svazquez@dadeschools.net)

11/1 - 12/17/21 The Leadership Team will provide the staff with monthly professional development activities based on the Professional Development Needs Assessment Survey. As a result, teachers will reflect on current practices to carry out a well-defined vision collectively.

**Person Responsible** William Aristide (waristide@dadeschools.net)

01/31 - 4/29/22 Teacher leaders who are experts in a particular subject area will model lessons and support colleagues in an effort to improve collaboration and build capacity within the school, while creating an environment of shared leadership.

**Person Responsible** William Aristide (waristide@dadeschools.net)

01/31 - 4/29/22 Administration will identify classrooms where teachers can visit and observe lessons. As a result, collaborative conversations between teachers before and after these visits will ensure that support systems are in place.

**Person Responsible** William Aristide (waristide@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.

**According to data presented in Power BI, we reported to have zero incidents of violence and indoor and outdoor suspensions during the 2019-2020 school year. Our school culture has been maintained by the addition of our new school resource officer. Our officer will promote security for all students and staff.**

### 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.

Law Enforcement Officers' Memorial is building their school culture by adding a digital media program. In addition, a new music program has been developed as an extra elective. We also have been improving our culture and environment by celebrating student success, sharing accomplishments on social media, announcements, and during school meetings. Our maintenance of clubs, competitions, and activities even during the pandemic has helped to maintain a sense of community, belonging, purpose, and school pride from our staff and students.

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

Overall, we have increased our presence in the community of what we have to offer in our academies and our industry certification curriculum. We have developed relationships with stakeholders in the community including judges, colleges, attorneys, law enforcement officers, hospitals and local medical facilities. This was achieved by reaching out and making new connections/partnerships. We continue to have success in academics, dual enrollment, certifications, internships, and community involvement. Our culture has been even stronger as we have united together to provide our students with everything they need to ensure their success even in these trying times. The stakeholders include the principal, assistant principal, activities director. community members, staff and students.

### 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: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
<b>Total:</b>			<b>\$0.00</b>