

Miami-Dade County Public Schools

# Dr. Marvin Dunn Academy For Community Education.



2022-23 Ungraded Schoolwide  
Improvement Plan

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# Dr. Marvin Dunn Academy For Community Education.

8950 NW 2ND AVE, EI Portal, FL 33150

<http://ace.dadeschools.net>

## Demographics

Principal: Deborah Carter

Start Date for this Principal: 8/23/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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 Improvement Rating History</b>	2021-22: Commendable 2020-21: No Rating 2018-19: Maintaining 2017-18: Commendable 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2023-24: No Rating

## School Board Approval

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

## SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Dr. Marvin Dunn Academy for Community Education places an emphasis on educating at-risk students to improve their chance of graduating from High School. Students receive the advantage of positive reinforcement, social and emotional support, a comprehensive curriculum, mentoring, guest speakers and academic recognition.

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

The Vision of Dr. Marvin Dunn Academy for Community Education is help students successfully learn, stay in school and prepare them for life in an increasingly global society

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Dr. Marvin Dunn Academy for Community Education serves students throughout Miami-Dade County. The teachers at the school are caring and compassionate. They go above their job description to show care and concern for each and every student, express respect and hold their students to high academic and social expectations. Due to the at-risk nature of the students we serve, teachers go to extensive efforts to welcome students into a personalized learning process. Walking the school's hallways, one can typically hear encouraging statements of praise, pointing out some strength or improvement. In addition, a multi- cultural approach to the teaching and learning process is evident throughout the school, coupled with the understanding that a knowledge of our students' culture helps the educational program to succeed.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Carter, Deborah	Principal	Provide strategic direction for the school, serve as educational leader, assess and improve teaching methods, monitor student achievement, develop and revise policies and procedures, monitor the budget, hire and evaluate staff, maintain a safe learning environment, foster and maintain relationships with all stakeholders.
Smith, Nika	Teacher, K-12	Math teacher- prepare lesson plans, teach, grade student work, communicate with stakeholders, assess students., analyze data, manage student behavior, attend professional development, provide a safe and engaging classroom environment
Hines, Yvette	Teacher, K-12	Test Chairperson, prepare lesson plans, teach, grade student work, communicate with stakeholders, assess students., analyze data, manage student behavior, attend professional development, provide a safe and engaging classroom environment.
Vetiac, Micheline	Teacher, K-12	Science teacher- prepare lesson plans, teach, grade student work, communicate with stakeholders, assess students., analyze data, manage student behavior, attend professional development, provide a safe and engaging classroom environment.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

Not applicable

**Demographic Information**

**Principal start date**

Tuesday 8/23/2022, Deborah Carter

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

56

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

9

**Number of teachers with professional teaching certificates?**

8

**Number of teachers with temporary teaching certificates?**

1

**Number of teachers with ESE certification?**

1

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

**Demographic Data**

**Early Warning Systems**

**2022-23**

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	1	20	19	20	60
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	2	3	3	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	0	0	4	3	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	3	4	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	14	12	23	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	12	14	15	42
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	20	19	20	60
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	1	20	19	20	60

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	2	2
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 8/23/2022

**2021-22 - 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	28	31	37	48	144
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	21	25	31	39	116
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	7	11	9	3	30
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	15	13	10	10	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	20	21	19	14	74
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	19	16	13	13	61
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	31	28	35	45	139

**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	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		54%	51%					59%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								48%	42%
Math Achievement		42%	38%					54%	51%



School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								51%	45%
Science Achievement		41%	40%					68%	68%
Social Studies Achievement		56%	48%					76%	73%

**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

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
2022					
2019	14%	68%	-54%	67%	-53%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	71%	-46%	70%	-45%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	63%	-58%	61%	-56%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	11%	54%	-43%	57%	-46%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
BLK										42	
HSP								20		47	
FRL								20		45	

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										60	25
BLK										83	7
HSP		21			18		9			65	20
FRL		21			18		9	10		78	14

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
BLK										56	
HSP								23			
FRL				10				14		47	

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	61

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	3
Percent Tested	92%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

## Part III: Planning for Improvement

**Data Analysis**  
 Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

Throughout the 2021-22 school year, baseline assessments, formative assessments , mid-year assessments and summative assessments were used to monitor the academic progress of our students.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Ninth and tenth grade Mathematics student performance data showed the most improvement. During the 2021-22 school year we implemented pull out tutoring using the IXL program. After an analysis of data it is evident that the IXL program proved effective with improving the mathematical performance of our students.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

An analysis of the 2022 Florida Standards Assessment indicated that students in Grade 9 showed the the lowest performance in reading. Specifically, 79% of students scored a Level 1 in Reading . Two Reporting Categories were of Concern 1) Integration of Knowledge and Ideas and 2) Language and Editing.

**What trends emerge across grade levels, subgroups and core content areas?**

The data component of Cohort Comparison for 9th grade reading showed the greatest decline from the prior year. The factors that contributed to this decline was the arrival of 9th grade student to ACE. Majority of 9th Grade students arrived at our school in late February and were not prepared for the FSA (this gave our teachers an average of 1 month period to prepare those students for the test).

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

Attendance Initiatives- on a monthly and quarterly basis.  
Celebrate Successes- on a monthly and quarterly basis.

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

Professional Development opportunities that will be provided will include Best Practices, Teacher Modeling, and Data Overview.

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher level critical thinking skills, and promotes meaningful learning.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By January 2023, 70% of students will be academically engaged while attending classes at Dr. Marvin Dunn Academy for Community Education as evidenced by their academic grades and attendance records.

Evidence of academically engaged students will include regular :attendance, good academic grades, students taking notes, asking questions , responding to questions ( whole group , small group and one to one), involved in making decisions regarding their education, becomes part of the teaching and learning process by offering opinions and suggestions on ways they can improve academically, values teamwork and is a reliable team member, holding academic conversations, and following rules and directions.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Classroom walkthroughs- observe students taking notes, asking questions, responding to questions (whole group, small group and one to one, involved in making decisions about their learning, holding academic conversations. following classroom rules and directions.

Posted fluid small groups in the classrooms  
Student artifacts  
Teacher lesson plans

**Person responsible for monitoring outcome:**

Deborah Carter (pr8019@dadeschools.net)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated Instruction- provides all students in their diverse classroom community of learners with a range of different avenues for understanding the information being taught which allows the student to become more engaged in learning. Teachers can differentiate the instruction by adjusting the content - the knowledge and skills students need to master, process- the activities students use to master the content, or the product - the method students use to demonstrate mastery of the standard being taught. Differentiating all these elements allows students to become more engaged in their learning.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students have had negative experiences with the traditional school setting and have not been successful in school.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional development on Differentiated Instruction- Dr. Deborah Carter, principal, Micheline Vetic- Professional Development Liaison.
2. Classroom walkthroughs- Dr. Carter, Principal 2. Examine

student artifacts- Dr. .Carter

4. Data Chats with teachers by administrator. 5. Data Chats with students by teachers. 6. Form fluid small groups for Differentiated Instruction 7. Monitor student grade reports 8. Monitor student attendance reports.

**Person Responsible**

Deborah Carter (pr8019@dadeschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This area of focus is related to the ESSA subgroups.

**#2. Other specifically relating to Student Attendance**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students struggle with attendance.  
The majority of students are designated as truant.  
  
When students are not in school they cannot learn.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the first semester, students will have 80% of overall attendance.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Form an Attendance Team to monitor student attendance on a daily basis by the use of daily attendance bulletin. Students with good attendance will be rewarded and celebrated on an on-going basis. Students with 5 or more absences will be identified and conferences held with their parent/guardian. Collaborative teacher planning will focus on improving student engagement. Social workers will visit the home of truant students . Barriers that prevent students from attending school will be addressed and mitigated.

**Person responsible for monitoring outcome:**

Deborah Carter (pr8019@dadeschools.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Attendance incentives/rewards.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students struggle with attendance . The majority of students are face challenges in attending school regularly. When students are not in school they cannot learn.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Form an Attendance review Committee.
- 2.The Attendance Review Committee will monitor student attendance on a daily basis.
3. The Attendance Review Committee will call the parents of absents students on a daily basis.
4. Parents conferences will be held with the parents of students with 5 or more absence will participate in a parent conference.
5. Escalating services will then be provided
6. Students with good attendance will be celebrated and rewarded with gift cards, certificates , pizza parties etc.

**Person Responsible**

Andre Whittle (199403@dadeschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The attendance of students who are in the ESSA Subgroups will monitored on a daily basis. The Attendance Team will provide early interventions to improve the attendance of the ESSA subgroup students. These early interventions will include home visits and referrals to outside agencies to mitigate the factors that prevent students in the ESSA subgroups from attending school. These services will include school uniform assistance, food assistance, and housing assistance.



**#3. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area of focus is a critical need because the majority of 10th grade students did not master the necessary standards on the 2022 FSA resulting in 73% scoring in Level 1.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Dr. Marvin Dunn Academy for Community Education plans to increase 10th grade reading proficiency by 20%

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The English Language Arts/ Reading teacher will administer bi-weekly formative assessments. After each bi-weekly assessment the teacher will conduct data chats with each student. The Leadership Team will then meet to discuss the data and make the necessary interventions for students.

**Person responsible for monitoring outcome:**

Deborah Carter (pr8019@dadeschools.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The Teaching and Learning Cycle is the evidenced based strategy being implemented for this Area of Focus. Instructors will identify and unpack the B.E. S. T . Standards that need to be covered. The learning needs of the students will then be analyzed. Bi- weekly formative assessments will be administered to determine student mastery of the B.E.S. T Standards. The assessment data will be reviewed and specific reteach strategies and interventions will be implemented. Lastly, students will be reassessed for mastery of the B.E.S.T Standards.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Teaching and Learning Cycle will be used because of it involves the teacher taking a deep dive into the B.E.S.T. Standards that will be taught. When unpacking, teachers study the standard closely to identify what students need to know and understand. For example, what are the concepts ,big ideas and connections in this standard? Unpacking the standard also allows the teacher to understand what students need to do and how they will do it. Lastly, unpacking the standard helps the teacher to determine what prerequisite skill are needed by the students in order for them to master the standard.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The teachers will : 1. Identify and unpack the B. E.S. T. Standard that needs to be covered. 2. Analyze the learning needs of the students to be taught. 3. Design lessons with a focus on reaching all students.4. Administer assessments based on the B.E.S T. Standard taught. 5. Review the data for trends. 6. Plan specific reteach strategies for students 7. Reassess students on the B.E.S.T. Standard.

**Person Responsible**

Deborah Carter (pr8019@dadeschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe

Student performance data of students in the ESSA subgroups will be monitored on a bi-weekly basis. Students not making adequate progress will receive additional interventions such as USA Test Prep and Common Lit.

the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Student Attendance

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Our school is committed to providing staff with actionable student attendance data. We use resources like the PowerBi to monitor and track student attendance. This attendance tracking data is used to drive conversations and leverage what is working and support actions around what needs to improve around student attendance. There are three reports within our attendance application that allow our school to monitor how well we are supporting students in having regular school attendance- school data, student data and report card data. After our school attendance team reviews real time attendance data, we dig deeper to identify grade -level trends and barriers for students that may be struggling with regular school attendance. Data is analyzed by asking questions and identifying grade level and student level attendance for past and real time so that the attendance team can monitor the effectiveness of interventions and identify needs.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

identify stakeholder groups and clearly communicate the importance of student attendance. Expound on our attendance tracking model, its purpose and evidence to demonstrate alignment with the students', families', teachers' and school's needs. Set joint goals with relevant stakeholders and establish a system for regular updates on students' attendance. Ensure that stakeholders are aware of attendance policies. Establish communication systems between stakeholders and the attendance team to ensure collaboration and alignment with student attendance goals. Collect and act on feedback from stakeholders and the attendance team to improve student attendance. In addition, actions taken to improve student attendance will be shared with stakeholders.

**Describe how implementation will be progress monitored.**

The Attendance team will ask questions and identify trends in attendance. In addition, informal student and family surveys will be conducted to gauge school climate, culture, student and family engagement. This data will be used to evaluate the effectiveness of the interventions already in place, needs for strategic partnerships and gaps. In addition, the Attendance Team will dig deeper using attendance data to identify grade- level trends and barriers for students that may be struggling with regular school attendance. The Attendance Team will promote a tiered approach to supporting students beginning with prevention and

monitoring students. A culture of belonging and engagement that helps everyone understand why daily attendance matters while helping families and students overcome barriers.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Form an Attendance Team to monitor student attendance on a daily basis.	Carter, Deborah, pr8019@dadeschools.net
Ensure that students with attendance problems are identified as early as possible to provide appropriate support services and interventions.	Whittle, Andre, 199403@dadeschools.net
Place students with 5 or more on an attendance contract.	Whittle, Andre, 199403@dadeschools.net