
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Robert Morgan Educational Center

18180 SW 122ND AVE, Miami, FL 33177

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

Demographics

Principal: **Kenneth Williams L**

Start Date for this Principal: 11/19/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: B (61%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Robert Morgan Educational Center

18180 SW 122ND AVE, Miami, FL 33177

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>95%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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 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.

Robert Morgan Educational Center is committed to impart the knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

Provide the school's vision statement.

Robert Morgan Educational Center sets its sails on a voyage toward achieving quality academic instruction, implementation of community leadership, and lifelong learning for all students.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Williams, Kenneth	Principal	<p>The principal provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing Mutli-Tiered System of Supports (MTSS)/ Response to Intervention, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.</p>
Johnson, Bernard	Assistant Principal	<p>BUSINESS OPERATIONS: Payroll: Adhere to and oversee School Site Payroll Action Plan; Oversee all hourly accounts. Activities: Oversees the Activities Director and monitors all activities including but not limited to: Clubs, Finance & Graduation. Data Analysis, PTSA, SBBS Budget, Supplements</p> <p>CURRICULUM AREAS: Chair of Curriculum Council: Facilitate monthly meetings, create meeting agendas, maintain attendance logs. Career & Tech Ed (CTE): Monitor DOE Curriculum Frameworks & OCP's; Industry Certification. EESAC, Faculty Meetings, Leadership Team, Professional Development School Improvement Plan Student Services Department: Advanced Academics, DE, Acceleration, Credit Recovery & Graduation Tracking.</p> <p>Special Education: Maintenance of all student records including IEPs & CUMs LEA for designated cases Gifted: Maintenance of all student records including EPs & CUMs. LEA for designated Cases</p> <p>PERSONNEL: OPS, Clerical, Student Services, IPEGS Observations, Develop and maintain IPEGS Observation Schedule & Log.</p> <p>SCHOOL OF CHOICE: Oversee Academy Office, Recruitment, Application and Acceptance Process, Recruitment Fair, New Student Orientation, Magnet Budget</p> <p>TECHNOLOGY INTEGRATION: Schoolwide implementation of all District initiatives and technology applications towards all operations. Monitor the TAG Team</p>

Name	Position Title	Job Duties and Responsibilities
Blanco, Ricardo	Assistant Principal	<p>SOCIAL MEDIA AND SCHOOL WEBSITE: Monitor the Design & Content of all social media outlets.</p> <p>BUSINESS OPERATIONS: Data Analysis, Activities, Oversee Field Trips</p> <p>CURRICULUM AREAS: ESOL, Florida Virtual School, Math Department, Science Department, Physical Education Department, Textbooks</p> <p>OPERATIONS: Attendance & Tardies, Crime Watch Program, Critical Incident Response Team, Discipline (11th & 12th Grades), Emergency Procedures / Fire Drills, Hurricane Preparedness, Physical Plant / Grounds, Property Control, Room Keys (sign out & distribution log), School Volunteers</p> <p>SAFETY COMMITTEE: Facilitate Monthly Meetings Create meeting agendas and attendance logs.</p> <p>PERSONNEL: iPEGS Observations, Security, Substitutes</p> <p>TECHNOLOGY: Monitor the Technician & processing of Heat Tickets.</p>
Brill, Jennifer	Assistant Principal	<p>BUSINESS OPERATIONS: Data Analysis, Media Center, Activities, Hosting / Facility Usage</p> <p>CURRICULUM AREAS: Language Arts, Reading Department, Social Studies Department, Fine Arts Department, Testing.</p> <p>OPERATIONS: Covid19 Protocols / (Kaufman), Cafeteria / Food & Nutrition, Discipline (09th & 10th Grades) School Climate Surveys, Student Success Center, Transportation / (Kaufman), United Way – Employee & Student, Community Partnerships.</p> <p>TITLE I: Parent Activities & Resource Center, Free & Reduced Lunch Applications</p> <p>PERSONNEL: iPEGS Observations, CIS, Cafeteria, Media Specialist</p>

Name	Position Title	Job Duties and Responsibilities
TECHNOLOGY: Monitoring & distribution of district devices.		
Ortiz, Laura	Teacher, K-12	Professional Development Liaison
Pena, Janelle	Teacher, K-12	Digital Innovation Leader
Gooding, Khristal	Teacher, K-12	New and Early Career Teacher
Burrows, Astra	Teacher, K-12	PLST IC/CE (Support Lead Mentor)

Demographic Information

Principal start date

Tuesday 11/19/2019, Kenneth Williams L

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

25

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

1,880

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

10

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

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	473	542	431	448	1894
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	33	62	60	88	243
One or more suspensions	0	0	0	0	0	0	0	0	0	0	18	18	12	8	56
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	15	13	11	40
Course failure in Math	0	0	0	0	0	0	0	0	0	0	7	49	49	26	131
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	64	75	71	0	210
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	60	142	60	3	265
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	85	89	87	49	310

Using the table above, complete the table below with the number of students by current grade level who have 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	38	101	67	22	228

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	5	3	2	6	16

Date this data was collected or last updated
Thursday 8/11/2022

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	559	460	500	512	2031
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	23	40	30	158
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	9	17	43	62	131
Course failure in Math	0	0	0	0	0	0	0	0	0	16	84	98	79	277
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	61	51	62	51	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	72	50	69	113	304
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	171	0	0	0	171
	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	55	56	85	88	284

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	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	6	1	13

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	559	460	500	512	2031
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	23	40	30	158
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	9	17	43	62	131
Course failure in Math	0	0	0	0	0	0	0	0	0	16	84	98	79	277
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	61	51	62	51	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	72	50	69	113	304
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	171	0	0	0	171
	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	55	56	85	88	284

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	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	6	1	13

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	57%	54%	51%				64%	59%	56%
ELA Learning Gains	57%						57%	54%	51%
ELA Lowest 25th Percentile	54%						43%	48%	42%
Math Achievement	48%	42%	38%				54%	54%	51%
Math Learning Gains	59%						51%	52%	48%
Math Lowest 25th Percentile	61%						49%	51%	45%
Science Achievement	60%	41%	40%				68%	68%	68%
Social Studies Achievement	65%	56%	48%				77%	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	68%	68%	0%	67%	1%

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	77%	71%	6%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	63%	-17%	61%	-15%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	54%	4%	57%	1%

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
SWD	29	44	45	30	46	43	34	43		98	45
ELL	32	49	50	36	55	48	47	42		100	63
ASN	64										
BLK	51	54	51	34	52	71	45	61		97	52
HSP	59	58	53	53	60	53	65	66		97	64
MUL	27			42	82						
WHT	65	63	70	54	61		53	63		100	72
FRL	57	59	55	47	58	61	61	64		97	60
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	38	33	23	28	32	60	72		97	47
ELL	22	41	37	23	24	27	28	52		98	63
ASN	55	50		30							
BLK	47	47	36	25	21	19	61	56		100	70
HSP	55	45	39	34	25	23	70	70		98	72
MUL	58	42									
WHT	61	48		41	24		73	60		97	74
FRL	53	45	40	32	24	18	66	68		98	69
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	31	42	37	28	35	31	33	50		98	30
ELL	39	52	44	45	52	53	60	59		89	44
ASN	73	82									
BLK	55	51	44	43	40	33	54	73		96	49
HSP	66	59	43	57	53	53	72	76		95	51
MUL	63	57		54	67		64				
WHT	67	55		59	53		77	91		98	54
FRL	61	56	43	52	49	48	64	74		95	51

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	681
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

As evident by the 2021-2022 FSA and EOC data, the trends (that emerge across grade levels, subgroups and core content areas) reveal that overall Learning Gains (LGs) and LGs for the lowest 25% (LG25s) were the areas that demonstrated the most growth academically.

For mathematics, the data showed that there was an increase of 16% for proficiency, 35% points for LGs, and 39% for LG25s. In ELA, there was an increase of 12% for LGs, and 15% for LG25s. Science and Social Studies both lost an average of 8 percentage points with respect to their pre-pandemic levels of 68% and 77%.

Based on the difference of the performance results for the FSA & EOC assessments between 2021 and 2022, there were no discernable differences across grade levels, subgroups, and core content areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

As evident by the 2022 state assessments; ELA (57%), Science (60%), and Social Studies (65%) proficiency levels respectively demonstrate the greatest need for improvement. The data shows that these 3 content areas are 8 points below the pre-pandemic average.

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

As supported by the responses collected from the School's Climate Survey, lack of consistent monthly data chats (which encompasses all aspects of the curriculum) was an underlying factor that helped determine the need for increased proficiency across grade levels.

Therefore, to ensure continuity and corroborate learning goals, all stakeholders (administrators, teachers, and paras) will work collaboratively to reconfigure instructional planning (via monthly departmental meetings) into a meaningful platform that meets the academic and educational goals of the school.

Materializing through detailed data analysis of ongoing Progress Monitoring (PM1, PM2, F.A.S.T., and PM3), "mini PLC's" will reinforce the instructional needs. The data will be utilized to support individual cohorts (departments) with purposeful planning and strategic implementation of a blue-print that will integrate and infuse the Framework of Effective Instruction (FEI) with fidelity.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

After a thorough analysis of progress monitoring and the 2022 state assessment, the data components that showed the most improvement were proficiency, learning gains (LG), and the learning gains of the lowest 25% (LG25) in Math. It is noted that there was an increase of 16% points for proficiency, 35% points for LG, and 39% points for LG25.

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

The contributing factors (that helped lead to this improvement) were the availability of a fully-released Mathematics Instructional Coach, a common framework for planning, and formative assessments (provided by the Instructional Coach).

As a result, the school's Math Department was able to fully utilize and implement (with consistency), the use of intervention and remediation (through DI), and also infuse school-based intervention (small group pull out sessions).

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

In order to accelerate learning among all classification of learners (Proficient, L25s, AP, Dual Enrollment, CTE), it is essential that all stakeholders (administrators, counselors, teachers, paras, and parents) provide every student the opportunity for academic growth through various support and instructional strategies.

Implemented strategies needed to accelerate learning include but are not limited to the following:

1. Differentiation of Instruction (which includes class selection/opportunities, and class instruction). This includes, but is not limited to:
 - a. Selection of Classes/Courses that will provide the student with the opportunity for academic growth while meeting their needs as learners.

- b. Frontloading and flipping the classroom with a focus on critical benchmarks and skills that reinforces what will be learned during the classroom and further strengthened with home learning;
- c. Provide extended learning opportunities via after-school and Saturday school tutoring and enrichment programs;

2. Instructional Planning (Vertical and Horizontal). This includes, but is not limited to:

- a. An optimized instructional block that will allow an Instructional Framework that incorporates the Gradual Release of Responsibility Model (GRRM) with Chunking and Differentiated Instruction (DI);
- b. Common Planning time that will allow for instructional planning that is meaning and purposeful.

3. Professional Development/Training and Awareness

4. Continuous Data Monitoring through updated data that can be utilized to drive instruction via PM1, PM2, Schoology, Read 180, System 44, iXL, or Instructional Supplementary Material.

5. Ongoing Communication with Stakeholders such as Counselors about student placement

6. increased Dual Enrollment/Advanced Placement offerings across core and academy classes.

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.

Answer below is modified from last year to accommodate 2022-23 area of focus. If the focus will be on planning via department meetings, maybe the focus should be on unwrapping BEST standards since its all new this year.

(1) Attending instructional iCADS to ensure information from the district is disseminated within entire department.

(2) Professional Learning based on our findings that demonstrated that Professional Learning Communities (PLCs) were the most requested Professional Learning activity. Within the Targeted Element of Professional Learning, our school will focus teacher engagement and additional opportunities for collaborative environments to create a focus calendars.

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

In order to ensure sustainability of improvement, the additional services that will be implemented are curriculum coaches, tutors, and school-based intervention. In addition, at our monthly faculty meetings, we will facilitate formal reflective discussions on our strategies used to accelerate learning to make adjustments as needed.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA learning gains data, 56% of students are proficient in ELA, 47% in Mathematics, 73% in Science, and 64% in Social Sciences. The 2021 FSA proficiency data shows 45% of students are proficient in ELA, 41% of the students are proficient in Mathematics, 65% of students are proficient in Science, and 59% of students are proficient in Social Studies. Based on the data, collaboration has been proven to be effective in the secondary grades. We will focus on increasing collaboration in high school to address this critical need.

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

With the implementation of collaborative planning, 75% of the teachers will utilize a focus calendar by the reflection period of the School Improvement Process between May 1st and June 2nd, 2023.

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

This Area Focus will be monitored by monthly walkthroughs and semester data chats with the explicit goal of evaluating teacher artifacts that demonstrate an increase in the collaborative use of focus calendars.

Person responsible for monitoring outcome:

Kenneth Williams (pr7371@dadeschools.net)

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

Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standards Based Collaborative Planning. Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

As a result of teacher preference and previous effective results in the use of collaborative planning in the past, Collaborative Planning will assist in increasing the engagement of all staff in the development, implementation, monitoring, and reflection of the School Improvement Process.

selecting this strategy.**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.

8/15- Provide Professional Development for teachers on how to develop effective focus calendars that are aligned to their standards and best practices within their areas of instruction. As a result, teachers will begin to form cohorts that will work together to collaboratively plan for class activities.

Person Responsible Laura Ortiz (laort3@dadeschools.net)

9/8- Teachers will meet at their first monthly Department meeting and will break out into cohorts based on areas of instruction. Preference for those with multiple areas of instruction will be on any tested subject area. As a result, teachers will create a shared bank of appropriate resources and lesson plans that reflect a focus calendar.

Person Responsible Bernard Johnson (bajohnson@dadeschools.net)

9/15-10/13- Curriculum Council will meet to discuss the implementation of cohorts during department meetings and create strategies to improve communication and success. As a result, when teachers meet at the next department meeting on 10/13, there will be greater adoption of shared practices and a focus calendar.

Person Responsible Bernard Johnson (bajohnson@dadeschools.net)

8/31-10/14- Provide individual support for teachers on how to use new sources of technology and strategies to continue to develop effective focus calendars that are aligned to their standards and best practices within their areas of instruction. As a result, teachers will form a focus calendar for the second nine weeks of instruction.

Person Responsible Laura Ortiz (laort3@dadeschools.net)

11/8- PLST will provide a professional development session with topics reviewed in department meetings that would benefit cohorts and disciplinary literacy across the curriculum. As a result, teachers will form a focus calendar for the third nine weeks of instruction.

Person Responsible Laura Ortiz (laort3@dadeschools.net)

12/15- Curriculum Council will meet to discuss the progress of during department meetings and discuss modifications needed to improve communication and success. As a result, they will create and distribute a survey to teachers to implement modifications to drive success.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus

Description and Rationale: The School Improvement Survey was completed by 54 of 82 teachers. According to the 2022 PD Needs Assessment survey, 24.39% of the staff ranked Professional Learning Communities (PLCs) as one of their top preferences for professional development. The 2021 PD Needs Assessment survey shows that this was also the top preferences for teachers with 24.32% of 67 respondents selecting PLCs as one of their top preferences for professional development. Based on this data, we recognize the need for increased teacher engagement in providing additional opportunities for forming PLCs to address this need.

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

If we successfully continue to use and expansion of Professional Learning Communities, 25% of teachers will utilize a PLC to improve their instructional planning and knowledge of learners as evident by artifacts supplied for both the Fall and Spring PLCs by May of 2023.

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

Monitoring will take place monthly in the form of PLC sign-ups, PLC meeting walkthroughs, and surveys by those who completed a PLC and did not. The leadership team will conduct and review surveys to determine the main factors for those who choose to participate in a PLC to continue to build a culture of PLCs and assist in remediating the obstacles that are preventing faculty from joining.

Person responsible for monitoring outcome:

Bernard Johnson (bajohnson@dadeschools.net)

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

Within the Area of Focus of Instruction Practice, we will focus on Professional Learning Communities to ensure that we build an environment where teachers feel empowered and motivated to join a PLC to improve student outcomes and school culture.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

We want to empower our teachers to work more collaboratively to unpack the new standards and determine best practices and strategies to use with diverse populations of students. Our goal increase the percentage of teachers who successfully complete a PLC during the school year.

Describe the resources/ criteria used for selecting this strategy.

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.

9/1- Present at the September Faculty meeting reviewing the success of PLCs in the previous school year and the options for PLCs this year. We will have teachers who participated in previous PLCs give an overview of their successful participation. As a result, teachers will complete an interest survey on PLCs.

Person Responsible Janelle Pena (penaja@dadeschools.net)

9/15- At the September Curriculum Council meeting, the PLST will present the results of the PLC survey and the council will refine the PLC fall options and present the results to their departments. The PLST will email the school the PLC options. As a result, the fall PLC cohorts will form.

Person Responsible Laura Ortiz (laort3@dadeschools.net)

10/3-10/14- The PLCs will begin their sessions. PLST members will conduct meeting walkthroughs to monitor and offer support. As a result, teachers will complete a mid-PLC checkpoint survey reviewing the PLC process to refine their implementation for the spring sessions.

Person Responsible Bernard Johnson (bajohnson@dadeschools.net)

10/6- At the October Faculty meeting, PLCs will present what they are learning during the fall PLC sessions. As a result, new surveys will be sent to faculty to prepare for the spring PLC sessions.

Person Responsible Laura Ortiz (laort3@dadeschools.net)

11/7- Due to analysis of school needs and implementation modifications, PLCs will begin the first full week of November, to meet biweekly between November and December. As a result, PLST members will join PLCs to ensure the fidelity and provide support for teacher growth.

Person Responsible [no one identified]

12/1- At the December faculty meeting, PLST members will present best strategies learned in PLCs to the faculty. As a result, a survey will be disseminated to determine a bank of strategies that teachers would like to further explore in future PLC sessions and professional development opportunities.

Person Responsible Bernard Johnson (bajohnson@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Equity and Diversity

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey, 41% of the staff disagreed with the statement "staff moral is high at our school," in comparison with the 2020-2021 school year this is a 19.85 point increase of the disagreeing response. The statement on personal working as a team on the School Climate Survey also saw an increase in staff disagreeing with the statement by 10.34%. The data indicates the need to improve communication, connectivity, and engagement of all staff to positively impacting staff moral and the school's climate.

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

With the successful implementation of Empowering Teachers and Staff, our staff moral will increase by 20 percentage points by the 2022-2023 Climate Survey in June of 2023.

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

The leadership team will create opportunities for teachers to participate in Teacher Driven Observations. Bi-monthly Teacher Driven Observations will foster a culture of support and collaboration needed to boost morale. Following the observations, participating teachers will be given the opportunity to provide feedback in a survey.

Person responsible for monitoring outcome:

Bernard Johnson (bajohnson@dadeschools.net)

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

Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and staff to ensure that our teachers and staff feel supported and connected as a team creating a positive school culture.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

The schools leadership team believes it is important for teachers and staff to feel encouraged and motivated to work. The teacher and staff morale affects students morale and motivation to learn. Ensuring our teachers and staff work together as a team and our proud Pirates will create a positive and safe environment for students to feel RMEC is the school where they will find academic success.

selecting this strategy.**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.

At the September 1st, 2022 Faculty Meeting the PLST team will introduce Teacher Driven Observations . As a result, teachers will be able to sign up to participate in Teacher Driven Observations.

Person Responsible Astra Burrows (aburrows@dadeschools.net)

2. 9/12 -9/30/2022 The PLST will ensure that all teachers that signed up have been able to participate in Teacher Driven Observations. As a result, participating teachers will learn new instructional strategies from their peers.

Person Responsible Laura Ortiz (laort3@dadeschools.net)

3. 10/3-10/14/2022 The PLST will ensure all participating teachers meet to debrief and provide feedback to each other. As a result teachers will engage in meaningful discussions about instructional strategies and support each others instructional practice.

Person Responsible Astra Burrows (aburrows@dadeschools.net)

10/14/2022 By this date the PLST will collect survey results from all participating teachers, evaluating the Teacher Driven Observation process. As a result, the PLST will have valuable information to improve the Teacher Driven Observation experience before the next round of observations.

Person Responsible Laura Ortiz (laort3@dadeschools.net)

11/3 - 11/16/2022 Due to further analysis of school needs and requirements of Teacher Driven Observation the process was unable to begin. By the November faculty meeting, teachers will be identified to participate in the Teacher Driven Process and those teachers will register for the November 16th Teacher Driven Observation (Teacher Choice Schools) training.

Person Responsible Janelle Pena (penaja@dadeschools.net)

11/28-12/16/2022 The PLST will ensure that participating teachers will have participated in the Teacher Driven Observation cycle at Robert Morgan Educational Center in accordance with the district procedural guidelines.

Person Responsible Astra Burrows (aburrows@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and****Rationale:**

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

Based on the data review, our school will focus on Teacher Feedback/Walkthroughs. The data revealed that 72% of the staff agreed with the statement, "I like working at my school." This percentage has decreased by 20.32% from the previous year. We recognize the need to build and cultivate teachers to fit the culture and climate of the school. It is for this reason that we selected to focus on Teacher Feedback/Walkthrough to build morale.

Measurable**Outcome:**

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

With the implementation of Teacher Feedback/Walkthroughs, there will be at least a 15% increase of faculty and staff reporting favorably on morale in the 2022-2023 School Climate Survey by June 2023.

Monitoring:

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

The school will continue to recognize outstanding teachers with the monthly "Navigator of the Month" award. In addition, a new communication system will be implemented to provide teachers with immediate feedback from weekly administrative walkthroughs and celebrate great teaching with rewards/recognition.

Person responsible for monitoring outcome:

Kenneth Williams (pr7371@dadeschools.net)

Evidence-based**Strategy:**

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

Within the targeted element of Teacher Feedback/Walkthroughs, the leadership team will focus on Promoting the Morale and Performance of the Team. By providing feedback to teachers with the "Teach Like A Pirate" reward/recognition program, we hope to show teachers appreciation for their hard work and promote positive feedback to impact the teams performance.

Rationale for Evidence-based**Strategy:**

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

We decided to focus on Promoting the Morale and Performance of the Team to impact school morale. A review of the data revealed a drop in morale of 14.18% from the pervious school year. To increase this percentage, we selected this strategy to create positive relationship between the leadership and teachers while providing support through feedback.

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.

8/15/2022 The Leadership team will introduce the "Teach like a Pirate" reward/recognition system. As a result, open conversations about expectation between administration and teachers will occur in anticipation of the first walkthrough experience.

Person Responsible Bernard Johnson (bajohnson@dadeschools.net)

9/6/2022 The Leadership Team will begin weekly Walkthroughs. As a result, teachers will receive immediate feedback from the leadership team and open the door to greater communication and the building of trusting relationships.

Person Responsible Kenneth Williams (pr7371@dadeschools.net)

9/6 - 10/14/2022 The Leadership Team will distribute feedback surveys. The surveys will provide teachers the opportunity to deepen the feedback process by asking questions and engaging with administration. As a result, teachers will feel valued and that their perspective is heard.

Person Responsible Laura Ortiz (laort3@dadeschools.net)

10/14/2022 The Leadership Team will start to distribute rewards (Pirate Treasure Chest) to any teacher claiming their prizes. As a result, school spirit and morale will be promoted as teachers share the positive experiences and the building of positive relationships with the Leadership Team.

Person Responsible Kenneth Williams (pr7371@dadeschools.net)

11/3/2022 The Leadership team will update the faculty on changes made to the "Teach Like a Pirate" reward/recognition system based on informal feedback.

Person Responsible Bernard Johnson (bajohnson@dadeschools.net)

12/6/2022 At the December faculty meeting, present first semester recipients with their recognitions and/or awards. As a result the Leadership Team will continue to conduct walkthroughs within the "Teach Like a Pirate" reward/recognition parameters.

Person Responsible Bernard Johnson (bajohnson@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA - Not a RAISE School

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA - Not a RAISE School

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA - Not a RAISE School

Grades 3-5: Measureable Outcome(s)

NA - Not a RAISE School

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA - Not a RAISE School

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA - Not a RAISE School

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA - Not a RAISE School

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA - Not a RAISE School

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The core focus of positive school culture and environment centers on celebrating student success, creating opportunities to engage with parents and families and ensuring open communication with all stakeholders. By celebrating staff and student success through opportunities such as Pirate Treasure Chest for continuous feedback, Navigator of the month (faculty & staff), honor roll assemblies, district award ceremonies, Matey of the Month (student), and continually promoting success on our social media outlets, we create opportunities to foster positive overall staff and student relationships. We also consistently engage with parents and families to ensure open lines of communication are maintained to acquire necessary information to support students through our social media pages, School Messenger, and the school webpage. Staff sets positive examples by modeling expected behaviors, creating classroom protocols that ensure a rigorous learning environment that also promotes tolerance and inclusivity. Our

support staff and clubs build student leadership and comraderies by providing opportunities for students to participate in competitions, field trips, and community service.

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

All stakeholders are responsible for making specific efforts to maintain open lines of communication and build relationships with students, parents, and families. Administration focuses on maintaining patterns of supportive interactions. Student Services provides ongoing support for the development of a safe and supportive school environment. Staff sets positive examples by modeling expected behaviors, creating classroom protocols that ensuring a rigorous, cognitively stimulating learning environment that informs and engages students while also promoting tolerance and inclusivity. Our support staff and clubs build student leadership and comraderies by providing opportunities for students to participate in competitions, field trips, and community service. Security, clerical, and our Activities Director ensures that students and parents understand safety protocols established to support their physical safety. All stakeholders clearly communicate rules, norms, and enforcement of such. Both PTSA and EESAC committees bring together parents, community, students, and staff to connect with one another and consistently involve them in an authentic role in decisions which affect instruction and the delivery of instructional and non-instructional programs.