

Miami-Dade County Public Schools

G. Holmes Braddock Senior High



2022-23 Schoolwide Improvement Plan

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G. Holmes Braddock Senior High

3601 SW 147TH AVE, Miami, FL 33185

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

Demographics

Principal: Allen Breeding

Start Date for this Principal: 7/13/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
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)	87%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: B (54%) 2017-18: B (57%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Empowerment through Academics

School Leadership Team

Membership

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

Demographic Information

Principal start date

Thursday 7/13/2017, Allen Breeding

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.*

36

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.*

88

Total number of teacher positions allocated to the school

115

Total number of students enrolled at the school

2,402

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

6

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

2

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	522	591	612	677	2402
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	137	171	191	278	777
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	4	49	79	65	197
Course failure in Math	0	0	0	0	0	0	0	0	0	0	15	10	24	57	106
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	135	133	195	0	463
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	154	195	191	7	547
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	179	214	89	40	522	

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	10	0	0	18	28	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	3	9	19	

Date this data was collected or last updated

Thursday 7/7/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	96	201	209	243	749

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	10	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	7	5	9	25

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	567	622	714	731	2634
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	180	233	204	711
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	53	75	107	98	333
Course failure in Math	0	0	0	0	0	0	0	0	0	35	121	168	134	458
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	75	134	108	181	498
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	10	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	7	5	9	25

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	52%	54%	51%				57%	59%	56%
ELA Learning Gains	47%						47%	54%	51%
ELA Lowest 25th Percentile	36%						31%	48%	42%
Math Achievement	26%	42%	38%				37%	54%	51%
Math Learning Gains	36%						31%	52%	48%
Math Lowest 25th Percentile	42%						33%	51%	45%
Science Achievement	45%	41%	40%				59%	68%	68%
Social Studies Achievement	61%	56%	48%				71%	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
08	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	68%	-12%	67%	-11%
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	70%	71%	-1%	70%	0%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	63%	-34%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	54%	-13%	57%	-16%

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	16	32	29	10	23	36	19	38		87	41
ELL	23	43	39	18	39	40	32	37		88	66
HSP	51	46	37	26	36	43	44	60		93	73
WHT	70	58						46		100	73
FRL	49	47	37	25	36	44	42	59		93	72
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	27	25	13	14	20	31	36		94	39
ELL	27	38	40	16	20	24	43	33		89	72
HSP	48	39	32	18	17	24	51	46		95	76
WHT	67	59		8						100	73
FRL	45	39	34	17	17	24	51	47		95	76
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	30	25	17	31	33	35	45		98	48
ELL	29	39	30	28	31	33	49	49		88	77
ASN										100	90
BLK	55	50									
HSP	56	46	32	37	30	33	58	71		95	74
WHT	73	56		39	39		62	62		100	93
FRL	53	45	32	36	31	33	57	70		95	73

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)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	69
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	50
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?

Based data compared from 2021-2022 to 2018-2019, gains were realized in the following subgroups: English Language Arts (ELA) Learning Gains (5 percentage points), Math Learning Gains (5 percentage points) and Math Lowest 25% Learning Gains (9 percentage points). Decreases were shown in the following subgroups: ELA Achievement (-5 percentage points), Math Achievement (-11 percentage points), Science Achievement (-14 percentage points), and Social Studies Achievement (-10 percentage points).

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

Science proficiency dropped 14 percent from 2018-2019 which was 59 percent to 45 percent in 2021-2022. Social studies proficiency dropped 10 percent from 2018-2019 which was 71 percent to 61

percent in 2021-2022. Math proficiency decreased by 11 percent from 2018-2019 which was 37 percent to 26 percent in 2021-2022.

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

Students that did not meet passing scores on the Algebra 1 and Geometry will have interventions with the Math coach for the 2022-2023 school year. Biology teachers will be supported by district personnel to assist in achievement levels. Social Studies will also be supported by district personnel to assist in achievement levels.

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

Math learning gains improved by 9 percent as compared to 2018-2019 which was 33 percent to 42 percent in 2021-2022.

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

The contributing factors that lead to this improvement were that the math department used Math IXL to help with interventions and they provided tutoring to all students not performing at proficiency.

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

The strategies that will need to be implemented are to have active engagement in extended learning opportunities, by both teachers and students. Additionally, differentiated instruction will continue to be implemented in the classroom.

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

Based on our end of year needs assessment survey, our teachers wanted more PD opportunities to improve implementation of data chats and instructional delivery and engagement.

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

Our Algebra 1, Geometry, Biology and US History students, will be provided with tutoring opportunities before and after school based on student academic needs, by both peers(Honor Society) and teachers. Tutoring session opportunities will run till the EOC's are done.

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 Math**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 data reviewed, our Algebra and Geometry students decreased from 37 percent in achievement in 2018-2019 to 26 percent in 2021-2022. By providing students with extended learning opportunities(tutoring, boot camps, differentiated instructions), students should be able mitigate learning losses.

Measurable**Outcome:**

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

With the implementation of extended learning opportunities, such as tutoring and mini-assessments, coaching, pushing, we plan to monitor progress and improve our Algebra and Geometry achievement scores by at least 5 percent with the 2022-2023 state assessment.

Monitoring:

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

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

Person responsible for monitoring outcome:

George R. Ferguson (ronferguson@dadeschools.net)

Evidence-based**Strategy:**

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

With the implementation of extended learning opportunities. Student performance on class, departmental, state and district mini-assessments will be utilized by teachers to identify areas of academic need and develop targeted academic instruction.

Rationale for Evidence-based**Strategy:**

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

By implementing extended learning opportunities such as tutoring, boot camps, assessments and differentiated instruction. Teachers will have student data that will help drive instruction. After all, data is the best form to monitor student progress and by using class, departmental and district assessments, it gives us the best possible way of collecting accurate data to improve and provide differentiation.

Action Steps to Implement

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.

08/17/22 - 10/14/22 - Teachers will create baseline assessments to determine where remediation is needed from data collected to provide differentiation. As a result of these assessments, teachers will have immediate data to provide interventions.

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

08/17/22 - 10/14/22 - Teachers will develop lesson plans that are general to differentiated instruction. As a result of these lesson plans, teachers will tailor instruction.

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

08/22/22 - 10/14/22 - Teachers will create assessments to continue to monitor student performance and provide differentiation. As a results of these assessments, teachers will have data to continue to provide interventions.

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

08/17/22 - 10/14/22 - Teachers will have resources (Progress Learning, Savvas, Common Lit) to provide students with additional practice needed and provide differentiation. As a result of these additional intervention results, students should improve.

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

10/31/22 - 12/16/22 - Teachers will continue to assess students through in class assignments and use topic tests to provide remediation.

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

10/31/22 - 12/16/22 - Students that are struggling will have access to tutoring after school, during winter break and spring break.

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

#2. Positive Culture and Environment 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.

Based on the data review, our school will implement the Focus Element of Student Attendance. Through our data review, we noticed that student attendance increased from 10 percent in 2019-2020 to 19 percent in 2021-2022, for students that were absent 31+. Which resulted in an increase of 9 percent and indicates that there is a critical need to increase student attendance.

Measurable Outcome:

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

If we successfully implement the Focus Element of Student Attendance, our student attendance for students missing 31+ days will decrease by at least 5 percent and this will be reflected on the SIP data review for the 2022-2023 school year.

Monitoring:

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

The Leadership Team will monitor iAttend for daily attendance reports and meet as a truancy team to reach out to parents of students who are habitually absent. The Leadership Team will plan regular student incentives to promote consistent student attendance by offering grade level annual field trips.

Person responsible for monitoring outcome:

Joe Baeza (205114@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Student Attendance, our school will focus on the evidence based strategy of Attendance Initiatives. Attendance Initiatives and reaching out to parents will assist in narrowing the absence gap amongst our students. Student absences will also be monitored on a daily basis.

Rationale for Evidence-based Strategy:

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

Based on the data reviewed for the 2021-2022 school, year we noticed an increase in student absenteeism from 10 percent in 2019-2020 to 19 percent for 2021-2022. As a result of this concerning data, we believe using attendance initiatives and monitoring will assist in decreasing the number of student absences.

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.

08/22/22 - 10/14/22 - Administration will be monitoring attendance and using iAttend. When data is pulled, we can contact parents of students that are in danger of excessive absences. As a result of pulling data, we will be able to monitor student excessive absences and proceed from there.

Person Responsible

George R. Ferguson (ronferguson@dadeschools.net)

08/22/22 - 10/14/22 - We will gather attendance data, and devise incentive strategies for historical absentee days and address concerns. As a result of these incentives, students with habitual absences, will want to be in school.

Person Responsible

George R. Ferguson (ronferguson@dadeschools.net)

08/22/22 - 10/14/22 - There will be truancy intervention team and they will meet to address any concerns regarding truant students. As a result of this truancy intervention team, students will be placed on a warning list regarding excessive absences.

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

08/22/22 - 10/14/22 - The truancy intervention team will meet with counselors and will follow up regarding students who continue to be absent. As a result of this, students who may be slipping back into excessive absence, will have someone following up.

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

10/31/22 - 12/16/22 - Administration will continue to monitor attendance and reach out to truant students.

Person Responsible Joe Baeza (205114@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will reach out to parents of students who are tardy 3 or more times and students who are absent 5 or more times per quarter.

Person Responsible [no one identified]

#3. 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 School Climate survey and the SIP survey of the Core Leadership Competencies for the 2021-2022 school year, we will focus on the Targeted Element of Walkthroughs. Thirty-four percent of teachers indicated that walkthroughs were only performed once a year and 2.2 percent felt that they never occur. To increase this percentage, we selected Teacher Feedback/Walkthroughs because it is an area of focus that can be addressed quickly.

Measurable**Outcome:**

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

If we successfully implement the Targeted Element of Walkthroughs, our teachers will feel that our administration is engaged in the learning process. This will be realized in the data by a decrease of 5 percent in the Targeted Element of Walkthroughs category on 2022-2023 School Climate survey.

Monitoring:

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

We will know this implementation was successful by the teacher responses in the 2022-2023 School Climate Survey.

Person responsible for monitoring outcome:

Allen Breeding (pr7051@dadeschools.net)

Evidence-based Strategy:

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

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

Rationale for Evidence-based Strategy:

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

Based on the 2021-2022 school climate survey data, we noticed that 41 percent of teachers felt that administrative walkthroughs only happened one a year or not at all. As a result, using Teacher Feedback/Walkthroughs will increase administrative visibility and teachers will feel the Leadership Team is more involved in the learning process and engagement of students.

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.

08/22/22 - 10/14/22 - Administration will be more visible in the halls by monitoring during classroom transitions, lunch and after school. As a result, there will be less commotion in the halls.

Person Responsible Allen Breeding (pr7051@dadeschools.net)

08/22/22 - 10/14/22 - Administration will make more classroom visits throughout the year. As a result, both students and teachers will be on task.

Person Responsible Allen Breeding (pr7051@dadeschools.net)

08/22/22 - 10/14/22 - The principal will have an open door policy to make himself more accessible to the staff. As a result, teachers will feel they have a voice and will be heard.

Person Responsible Allen Breeding (pr7051@dadeschools.net)

08/22/22 - 10/14/22 - Assistant Principals will be more accessible throughout the year to staff, via open door policies and 24 hour response to emails. As a result of this, teachers will feel that they are supported and valued.

Person Responsible Allen Breeding (pr7051@dadeschools.net)

10/31/22 - 12/16/22 - Administration will continue to do walkthroughs and provide feedback where applicable to staff.

Person Responsible Allen Breeding (pr7051@dadeschools.net)

10/31/22 - 12/16/22 - Administration will continue to have an open door policy and meet with teachers.

Person Responsible Allen Breeding (pr7051@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

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

Based off of the district data for the 2022 state assessment, the data of the subgroup for ESSA that is in under 41 percent is student with disabilities. With the implementation of the instructional strategy of differentiation, we hope to improve the student with disabilities subgroup by 2 percent based off of the data given by the district on the 2023 state assessment.

Measurable Outcome:**State the specific**

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

If we successfully implement the instructional strategy of differentiation, we hope to improve the student with disabilities subgroup by 2 percent based off of the data given by the district on the 2023 state assessment.

Monitoring:

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

In all subject areas students with disabilities will receive tutoring and progress monitoring to help improve achievement scores.

Person responsible for monitoring outcome:

Lissette Riera (drlissetteriera@dadeschools.net)

Evidence-based**Strategy:**

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

Within the targeted element of ESSA subgroup we will implement the targeted element of instructional practice and differentiation. We will focus on providing teachers with resources(USATest prep, data, tutoring) to help provide support for these students in all subject areas.

Rationale for Evidence-based Strategy:

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

By providing extended learning opportunities and tutoring the goal would be for these students to increase in both learning gains and achievement. As a result, using tutoring and resources available will lead to an increase for student with disabilities.

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.

08/22/22 - 10/14/22 - Teachers will create baseline assessments to determine where remediation is needed from data collected. As a result of these assessments, teacher will have data to begin interventions.

Person Responsible

Lissette Riera (drlissetteriera@dadeschools.net)

08/22/22 - 10/14/22 - Teacher will develop lesson plans that are general to differentiated instruction. As a result, teachers will tailor instruction to better serve the needs of students.

Person Responsible

Lissette Riera (drlissetteriera@dadeschools.net)

08/22/22 - 10/14/22 - Teachers will create assignments geared towards areas of needs improvement and provide differentiated instruction. As a result of these assignments, students will see improvement.

Person Responsible Lisette Riera (drlissetteriera@dadeschools.net)

08/22/22 - 10/14/22 - Teachers will use available resources (Progress Learning, Savvas, Common Lit) to aide with additional practice needed and provide differentiation. As a result of these resources, students will be provided interventions and improve.

Person Responsible Lisette Riera (drlissetteriera@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will continue to assess students through in class assignments and use topic tests to provide remediation.

Person Responsible Lisette Riera (drlissetteriera@dadeschools.net)

10/31/22 - 12/16/22 - Students that are struggling will have access to tutoring after school, during winter break and spring break.

Person Responsible Lisette Riera (drlissetteriera@dadeschools.net)

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.

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

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders and our School Leadership Team. The Principal's role is to monitor and oversee all the school's leadership and promote morale boosting activities throughout the year. Like having a breakfast for staff to welcome them back, drawings throughout the year to promote attendance, and events

for students to feel they are involved in the school environment. The Assistant Principals will ensure all information is shared with stakeholders in a timely manner. Teacher leaders will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students and parents.