

Miami-Dade County Public Schools

# Coral Gables Senior High School



2022-23 Schoolwide Improvement Plan

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# Coral Gables Senior High School

450 BIRD RD, Coral Gables, FL 33146

<http://cghs.dadeschools.net>

## Demographics

**Principal: Tony Ullivarri G**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	79%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (62%) 2018-19: B (59%) 2017-18: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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<b>Title I Requirements</b>	<b>0</b>
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# Coral Gables Senior High School

450 BIRD RD, Coral Gables, FL 33146

<http://cghs.dadeschools.net>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">79%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">90%</p>

## School Grades History

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

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## Part I: School Information

### School Mission and Vision

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

Coral Gables Senior High School's purpose is all about TIME: Teach, Inspire, Motivate, and Empower our students. Through collaboration with all of our stakeholders, we create a safe learning environment that nurtures success within an interactive and engaging setting, which provides for the individual needs of our diverse student population. We believe in developing students' self-esteem and confidence through academic excellence. ? ?

To accomplish our vision, the stakeholders at Coral Gables Senior High School have developed a timely mission that is designed to Teach, Inspire and Motivate all students to excel and Empower the student body with essential knowledge and skills to become high school graduates and integral members of both our community and our global environment, encouraging a cooperative and multicultural society for all.

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

Coral Gables Senior High School, in shared governance with all of its stakeholders, will teach, inspire, motivate and empower our students to become integral members and leaders of global society through excellence in education, cultural awareness and respect in preparation for postsecondary education or career.

### 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
Ullivarri, Tony	Principal	Instructional Leader Differentiated Accountability Data Analysis Classroom Walkthroughs Curriculum Administrative Staff Meetings Personnel Supervision Capital Improvements CG Chamber Education Committee Plant Operations Community Relations District Affairs EESAC / School Improvement Plan Florida Standards Public Relations Internal Accounting PTSA SACS Accreditation Safety to Life/Safety Committee
Figueroa, Jocelyn	Assistant Principal	Instructional Leader Differentiated Accountability Data Analysis EOC & FSA Assessments Curriculum & Instruction International Baccalaureate Academy Classroom Walkthroughs Departments: Science / Math / Student Services Articulation Department Chairs/Curriculum Council Destiny – Textbook Inventory/STAIRS Dual Enrollment Electronic Gradebook & Schoology FTE Coordinator Graduation Clearance Internship Coordinator Master Schedule - Aspen Opening & Closing of School SACS Accreditation School Accountability Data School Climate Survey School Improvement Plan Teacher Certification Math & Science EOC Progress Monitoring IB & AP Testing Calendar
Curtis, Patrick	Assistant Principal	Instructional Leader Differentiated Accountability Data Analysis



Name	Position Title	Job Duties and Responsibilities
		EOC & FSA Assessments Health, Public Service & Law Academy Design, Education & Hospitality Academy Classroom Walkthroughs 10th Grade - Discipline & Tardy to School Follow Up Departments: Vocational / Physical Education / Social Studies / JROTC Adult Ed & Community School Liaison Athletics Capital Improvements/Construction Custodial Services/Plant Operations/Keys Detention Follow-Up EESAC Fire Drills & Lockdowns Industry Certification Property Control 5000 Role Models School Health & Immunization/Clinic Title IX Liaison Zone Mechanic US History EOC Data Progress Monitoring & Tutoring
Leyte-Vidal, Janine	Assistant Principal	Instructional Leader Differentiated Accountability Data Analysis EOC& FSA Assessments Visual & Performing Arts Academy Communication Arts, Film & Digital Media Classroom Walkthroughs 11th Grade – Discipline & Tardy to School Follow Up Departments: Fine Arts / ELA / Reading /ESOL Activities & Field Trips Attendance School-wide Clerical Staff Daily Substitute Locator School Accountability Data PTSA Liaison PLST (inc. Beginning Teacher Program & PD Plan) Recruitment Coordinator School Improvement Plan SLC Coordinator Student Incentives Teacher Awards/Staff Recognition Truancy Packets Tutoring Program Coordinator FSA Testing Schedules/Calendar ELA & ESOL EOC Progress Monitoring

Name	Position Title	Job Duties and Responsibilities
Martinez, Richard	Assistant Principal	Business Management & Informational Technology Academy NAF: AOF ACADEMY Classroom Walkthroughs 9th Grade- Discipline & Tardy to School Follow Up Departments: Business / ESE / World Languages AYIP Internship Cafeteria & Food Service Staff Credit Union 504 Plans Gifted EPs IEPs Media Center Inventory School Volunteers Student/Parent Handbook Technology Coordinator – Tablets & Laptop Carts Transportation Uniform Plan/Sales Detention Follow-Up EESAC Fire Drills & Lockdowns Industry Certification Property Control 5000 Role Models School Health & Immunization/Clinic Title IX Liaison Zone Mechanic US History EOC Data Progress Monitoring & Tutoring

**Demographic Information**

**Principal start date**

Wednesday 7/1/2020, Tony Ullivarri G

**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.*

3

**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.*

24

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

117

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

2,892

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

23

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

13

**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	728	721	741	702	2892
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	125	112	149	141	527
One or more suspensions	0	0	0	0	0	0	0	0	0	0	86	38	24	12	160
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	24	47	29	11	111
Course failure in Math	0	0	0	0	0	0	0	0	0	0	23	72	104	63	262
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	206	173	181	0	560
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	221	189	171	2	583
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	230	179	186	138	733

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	204	193	204	48	649

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	19	7	1	10	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	3	2	5	19

**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	0	706	746	727	722	2901
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	113	151	160	154	578
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	41	94	88	27	250
Course failure in Math	0	0	0	0	0	0	0	0	0	0	31	94	65	58	248
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	98	124	112	125	459
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	118	119	111	160	508
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	266	127	0	0	393
	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	122	168	155	156	601

**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	3	0	0	20	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	3	0	9	15

**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	740	736	678	23	2177
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	120	151	138	1	410
One or more suspensions	0	0	0	0	0	0	0	0	0	0	40	24	10	0	74
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	50	30	11	0	91
Course failure in Math	0	0	0	0	0	0	0	0	0	0	71	104	56	0	231
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	185	184	0	0	369
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	198	172	2	0	372
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	193	197	138	0	528
	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	206	208	44	4	462

**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	24	7	1	9	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	4	1	4	12

**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	55%	54%	51%				61%	59%	56%
ELA Learning Gains	54%						52%	54%	51%
ELA Lowest 25th Percentile	41%						40%	48%	42%
Math Achievement	44%	42%	38%				47%	54%	51%
Math Learning Gains	61%						48%	52%	48%
Math Lowest 25th Percentile	62%						35%	51%	45%
Science Achievement	60%	41%	40%				66%	68%	68%
Social Studies Achievement	71%	56%	48%				75%	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	64%	68%	-4%	67%	-3%

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	74%	71%	3%	70%	4%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	63%	-21%	61%	-19%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	54%	-7%	57%	-10%

**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	45	39	22	51	51	31	52		93	42
ELL	25	47	44	31	56	62	33	41		88	80
ASN	92	73									
BLK	30	41	34	28	57	53	52	42		94	56
HSP	53	54	41	43	60	62	58	71		93	81
WHT	78	64	45	65	71		81	79		98	86
FRL	47	52	40	38	58	61	53	66		93	78
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	21	25	18	15	19	15	27	23		85	42
ELL	25	38	35	21	24	27	37	39		87	74
ASN	80										
BLK	28	31	24	22	23	11	35	62		92	48
HSP	53	44	32	29	24	23	54	61		93	82
WHT	85	57		65	44		80	81		99	84
FRL	45	39	30	25	24	23	48	58		92	78
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	24	33	26	12	31	36	22	39		86	52
ELL	31	45	41	33	42	29	48	54		72	91
ASN	91	73								91	100
BLK	37	43	43	20	30	44	43	47		94	67
HSP	60	51	39	46	48	32	65	76		87	82
WHT	79	60	64	76	64		86	83		95	87
FRL	54	49	39	42	45	32	60	70		85	80

**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
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	681

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	11
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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
<b>English Language Learners</b>	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	49
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	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	74
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	59
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?

##### Decrease

- The SWD Subgroups Achievement decreased in ELA (24% to 21%) and Social Studies (39% to 23%) when comparing 2019 to 2021 FSA/EOC data.
- ELA achievement stayed the same (55%) in 2021 and 2022.
- The ELL subgroup experienced an overall decrease in achievement in ELA (31% to 25%) , Math (33% to 21%) , Social Studies (54% to 39%), and Science 48% to 37%) comparing 2019 and 2021 FSA/EOC Data.
- Based on the Student Climate Survey, in 2020 67% of students agreed with the statement that “My teachers are interested in how I do in the future” and in 2022 only 55% agreed with the statement.
- Based on the 2022 Teacher Climate Survey, 48% of teachers feel that at school they feel unsafe and secure” and 73% feel that there is a student substance abuse problem.

##### Increase

- Math Lowest 25 increased by 27% when comparing 2019 to 2022. (35% to 62%)
- Science Achievement increased by 4% when comparing 2021 to 2022. (56% to 60%)
- ELA learning gains increased 2 percentage points when comparing 2019 to 2022 (from 52% to 54%)
- Based on the Student Climate Survey, in 2020 57% of students agreed with the statement that “Student drug and alcohol abuse are a problem at my school” and in 2022 only 42% agreed with the statement.
- Based on the 2022 Student Climate Survey, 87% of students agreed with the statement “My teachers give me meaningful homework to help me learn.”

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

- Our ELA FSA Achievement scores and our Biology EOC Achievement decreased by 6% percentage points when comparing 2019 to 2022 data. ELA Achievement scores decreased from 61% to 55%. Biology EOC Achievement decreased from 66% to 60%.
- SWD Math Achievement Scores were 31% lower in 2019 and 26% lower in 2021 than the average of all other subgroups (ELL, BLK, HSP, WHT, FRL)
- Our 2022 Student Climate Survey data showed that students feel that their teachers do not care about their future. 43% of students felt that teachers did not care about their future which was significantly low. It is also important to note that more than half of the teachers felt unsafe in the building (52%)

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

ACADEMIC DATA REVIEW

For the last school year, we have been focusing on implementing engagement strategies in all classrooms. We have struggled with consistency of gathering and analyzing student data. Many teachers have not engaged in the use of data platforms such as PowerBi and Performance Matters. The absence of data driven planning has led to a decrease in differentiation and student led groups throughout classrooms.

We will begin to incorporate professional developments that focus on data gathering, analysis and planning. These PDs will give teachers the opportunity to learn how to use PowerBi and Performance Matters and how to implement this data effectively in their classroom to increase student achievement. This will also promote school wide intervention strategies across subject areas.

CULTURE DATA REVIEW

This year, the lack of enforcement of school uniforms and IDs were a contributing factor to teachers feeling unsafe. In classrooms, teachers focus on day to day instruction and preparation for the state exam. This can often lead to students feeling like teachers only care about a test or about their class content and not how a student will succeed outside the walls of the school. A push for real life integration of content was not evident.

We will begin to enforce consistent uniform sweeps. Students who are out of uniform will need to call a parent or guardian to bring one to school or will have to change into a loaner uniform provided by the school. An additional consequence of CSI may be explored.

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

ACADEMIC DATA REVIEW

- US History MYA proficiency increased from 56% in 2021 to 69% in the 2021-2022 school year.
- Math Learning Gains increased from 47% in 2019 to 61% on the 2022 FSA.

CULTURE DATA REVIEW

Based on the Student Climate Survey there was an improvement in the type of work that teachers were assigning students. 87% of students felt that their teachers were giving them meaningful homework to help them learn and 77% agreed that teachers believed that they can succeed in their course.

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

ACADEMIC DATA REVIEW

The contributing factors in Social Studies included the implementation of Saturday school tutoring for

those students struggling academically in the area of US History. Incentives were provided for those students that attended the Saturday sessions.

The contributing factors in Math included the creation of an instructional focus calendar. This allowed them the opportunity to collaborate and stay on pace. Actions that we implemented new this year included the support of additional staff, and support from a full time instructional math coach through December 2021. Additionally a CSS supported this department 2 times a month. They also conducted peer to peer observations to learn best practices in math classrooms.

#### CULTURE DATA REVIEW

Contributing factors included the integration of engagement strategies throughout the school. This led to teachers creating assignments that would engage students in a manner that helped them become more interested in the content. Peer to peer observations allowed teachers to be able to observe different types of teaching and planning styles. This allowed for more collaboration, which in turn, increased student achievement.

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

##### ACADEMIC DATA REVIEW

Data-driven Instruction and Planning, Differentiated Instruction, Interventions- RTI and Small Group Instruction.

##### CULTURE DATA REVIEW

Promoting Growth Mindsets, Staff-Student Connections, Introduction of Student Reflections in Class, Consistent Protocols to Maintain a Healthy and Safe School Environment, Graduation Tracking in all grades

#### **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.**

##### ACADEMIC DATA REVIEW

The PLST will develop whole group sessions and job-embedded sessions focused on Data gathering, analysis and planning (September/22), Aligning resources to small group instruction (October/22), Tackling PowerBI and Performance Matters data (November/December/22), making adjustments to groups as data becomes available (2/22) and continuous data chats with individualized feedback and next steps (ongoing).

##### CULTURE DATA REVIEW

Brainstorm professional development priorities for the 2022-2023 school year. Create a timeline of when these sessions will be offered.

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

##### ACADEMIC DATA REVIEW

Extended learning opportunities will be provided such as after school tutoring and interventions as well as Saturday Academies, Special Camps and Teacher PLCs focused on Data Driven Instruction.

##### CULTURE DATA REVIEW

Extended learning opportunities will be provided such as Cav Talks (similar to Ted Talks), SCOIR and GradTrack student sessions, mental health sessions

**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 Small Group Instruction****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 Staff PD Needs Survey, teachers ranked using Performance Matters and interim assessment data to monitor student progress and target instruction as their top 2 choices. Academically, our ELA FSA Achievement scores and our Biology EOC Achievement decreased by 6% percentage points (61% to 55% for ELA, and 66% to 60% for Biology) when comparing 2019 to 2022 data. Our Math Achievement scores decreased by 3% percentage points when comparing 2019 to 2022 data (47% to 44%). Based on the data, small group instruction has been proven to be effective in schools that use data to drive instruction. We will focus on Small group instruction to address this critical need with a focus on Data Driven Decision Making as our evidence based strategy.

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

With the implementation of small group instruction, ELA, Biology and Math End of Year scores will increase by at least 3% by 2022-2023 state assessment.

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

The PLST will conduct professional developments related to Performance Matters and PowerBi. The teachers will begin to plan lessons using data and incorporate small group instruction at least once a week. The Leadership Team will conduct data chats with teachers after each district assessment. There will be evidence of teachers adjusting groups based on current data in real time. The leadership team will follow-up with regular walkthroughs to ensure that small group instruction is aligned to current data. Administrators will review lesson plans for indication of data driven decision making during planning. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. Extended learning opportunities will be provided to those students who are not showing growth.

**Person responsible for monitoring outcome:**

Tony Ullivarri (pr7071@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: Data Driven Decision Making. Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

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

Data Driven Decision Making will ensure that teachers are using updated data from district assessments to plan lessons that are customized to student needs. This will allow teachers to make informed decisions about student needs, set goals for progress, and create interventions for small-group learning. This, in turn, will help us target students in need of extended learning opportunities, specifically those who fall into our L25.

**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.

8/22-10/14: Provide Professional Development for teachers on the effective use of PowerBi and Performance Matters to analyze data. As a result, teachers will be able to retrieve and analyze their own data faster than if they waited for an administrator to retrieve it for them.

**Person Responsible** Janine Leyte-Vidal (janinecastillo@dadeschools.net)

8/22-10/14: Provide Professional Development for teachers on effective implementation of small group instruction that is aligned to data driven decision making. As a result, teachers will develop classroom systems/strategies that are conducive to RTI with a specific focus on small group instruction.

**Person Responsible** Janine Leyte-Vidal (janinecastillo@dadeschools.net)

8/22-10/14: Teachers will develop and present lessons that are tailored for small group instruction 3-5 times a month. As a result, student participation during instruction will increase and teachers will be able to monitor the students better, thus providing better and more individualized feedback and support.

**Person Responsible** Tony Ullivarri (pr7071@dadeschools.net)

8/22-10/14: Teachers will introduce data trackers to students to assist with helping students learn how to track and monitor their own data and reflect on ways to improve. As a result, students will become more accountable and knowledgeable about their progress in class.

**Person Responsible** Janine Leyte-Vidal (janinecastillo@dadeschools.net)

10/31-12/6 - Teachers will use their test data to place students in appropriate tiers. This data will then be used to plan small group instruction and to create seating charts. As a result, students will be appropriately grouped during a teachers RTI lesson.

**Person Responsible** Janine Leyte-Vidal (janinecastillo@dadeschools.net)

10/31-12/6 - A mini PD will be offered to staff addressing the difference between RTI/small group instruction and differentiated instruction. As a result, teachers will have a better understanding of how to successfully implement a tiered approach to instructing all students.

**Person Responsible** Janine Leyte-Vidal (janinecastillo@dadeschools.net)

**#2. Positive Culture and Environment specifically relating to Empowering students for Future Success**

**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 2021 - 2022 Student Climate Survey, 57% of students agreed with the statement that “My teachers are interested in how I do in the future.” The survey also noted that only 42% of students agreed or strongly agreed with the statement that “What I learn in class helps me outside the school.” 63% of students disagreed or strongly disagreed with the statement that “My teachers require that I work very hard for the grades I get.” Students are not feeling as connected or supported by teachers as they should be, especially during these secondary years that require students to plan for a future beyond high school. We will focus on building student and staff connections using multiple platforms and mediums of communication.

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

If we successfully implement Empowering Students for Future Success, our students will feel like teachers care about their future and there will be a 10 percentage point increase in the 2022-2023 Climate survey by June 2022.

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

The percentage of the student population registered on SCOIR can be monitored and tracked to ensure we reach our goal of 80% enrollment. Teachers can also provide an action or lesson plan detailing how they intend on introducing careers aligned to their content, which include, but are not limited to, guest speakers, research projects, career fairs, and/or field trips.

**Person responsible for monitoring outcome:**

Tony Ullivarri (pr7071@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being**

Within the Area of Focus of Empowering students for Future Success, we will focus on Staff-Student Connections to ensure that our students feel like they have the support that they need to be successful in the future and beyond high school.



**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/ criteria used for selecting this strategy.**

Building Staff-Student Connections can help increase students' sense of belonging and available support at school. The leadership team, along with teachers and the cap advisor, will provide opportunities for students to research post-secondary career options and assist students in creating a plan for future success outside of the context of academic learning.

**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.

8/22-10/14: Provide professional development for teachers on SCOIR and GradTrack platforms. As a result, teachers will be able to answer student question when they review these platforms in class.

**Person Responsible** Jocelyn Figueroa (jafigueroa@dadeschools.net)

8/22-10/14: 80% of our students will register on SCOIR. As a result, students will have access to a platform that provides resources for resume building and career/college exploration.

**Person Responsible** Jocelyn Figueroa (jafigueroa@dadeschools.net)

8/22-10/14: Teachers will plan for a career development lesson in their classrooms focused on careers aligned to the content in the class. As a result, students will learn about careers in each content field that they attend and they will know that teachers care about their future.

**Person Responsible** Julio Garcia (155011@dadeschools.net)

8/22-10/14: Academy elective teachers will have students create a plan that includes short and long term career goals. They will also have the opportunity to bring in guest speakers for a "career day". As a result, students will learn about different careers in the Academy pathway that they have chosen.

**Person Responsible** Julio Garcia (155011@dadeschools.net)

10/31-12/16 - Academy leaders will execute a career dat for students during lunch. As a result, students will have a better understanding of career offered in their Academies.

**Person Responsible** Julio Garcia (155011@dadeschools.net)

10/31-12/16 - Counselors and the CAP advisor will begin to provide support to students during lunch. They sill set up a table at least twice a week in the lunch area. As a result, they will increase Counselor-Student connections and this will empower students to take ownership over their education and future success.

**Person Responsible** Julio Garcia (155011@dadeschools.net)

**#3. Transformational Leadership specifically relating to Instructional Leadership Team**

**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 Staff PD Needs Survey, teachers ranked using Performance Matters and interim assessment data to monitor student progress and target instruction as their top 2 choices. Academically, our ELA FSA Achievement scores and our Biology EOC Achievement decreased by 6% percentage points when comparing 2019 to 2022 data. Our Math Achievement scores decreased by 3% percentage points when comparing 2019 to 2022 data (47% to 44%). Based on the data, small group instruction has been proven to be effective in schools that use data to drive instruction. We will focus on Small group instruction to address this critical need with a focus on Data Driven Decision Making as our evidence based strategy.

**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 Instructional Leadership Team, our teachers will be provided the opportunity to engage in school-wide decisions and initiatives through monthly meetings. This will be realized through the implementation of initiatives and through the tracking of student progress. Teachers will be able to present ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.

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

With the implementation of Leadership Development, an additional 10% of the staff will agree with the statement that they feel safe at school and an additional 20% of students will feel that students usually follow the rules by the mid-year point of the school year.

**Person responsible for monitoring outcome:**

Tony Ullivarri (pr7071@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented**

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Determining, Implementing, & Tracking Initiatives and Progress to ensure that our leadership team is identifying priority initiatives, designing a plan of implementation and tracking, and communicating the stakeholders' role in the initiative.

**for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

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

We want to empower school leaders and teachers in our school by involving them in the implementation of initiatives and in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

**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.

8/22-10/14: The leadership team will create and implement a plan to monitor and enforce the uniform and ID policy through the use of uniform sweeps within the two months of school. As a result, students will wear the correct uniform daily and safety measures can improve at the school.

**Person Responsible** Richard Martinez (262452@dadeschools.net)

8/22-10/14: Visual representations of the uniform will be displayed throughout the school. As a result, students will be able to refer to this visual aid if questions arise regarding the uniform.

**Person Responsible** Richard Martinez (262452@dadeschools.net)

8/22-10/14: The leadership team will create a progressive discipline plan that teachers and admin can follow when a student is out of uniform. As a result, students will receive equitable disciplinary action regardless of who is providing the consequence.

**Person Responsible** Patrick Curtis (curtisp@dadeschools.net)

8/22-10/14: The PLST team along with the Dean of Discipline and Academy Leaders will discuss and begin to create motivational sessions (CavTalks) focusing on empowering students for future success. As a result, teachers will be able to begin to think about which topics are the most needed for the students and how to reach the most impact.

**Person Responsible** Patrick Curtis (curtisp@dadeschools.net)

10/31-12/16 - The PLST team, along with the Dean of Discipline and Academy Leaders, will execute at least one motivational session (CavTalk) for students. As a result, students will be motivated to think more clearly, see opportunities, and move forward with action.

**Person Responsible** Tony Ullivarri (pr7071@dadeschools.net)

10/31-12/16 - The School Leadership Team will begin to create a plan to track and address student attendance per grade levels. As a result we will be able to keep track of student absenteeism and punctuality and avoid dropouts.

**Person  
Responsible**

Janine Leyte-Vidal (janinecastillo@dadeschools.net)

**#4. 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.**

Based on our 2022 data review, our school will implement the Targeted Element of Student Engagement. Our 2022 student data revealed that our overall school proficiency in ELA did not improve from 2021 to 2022. It remained the same at 55%. Our 2022, in house, PD Needs Assessment Survey indicated that 20% of teachers indicated they would benefit most from additional professional development in Engagement Strategies.

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

If we implement strategies aligned to student engagement, we will see a 5% increase in 9th and 10th grade by the third FAST assessment.

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

The Leadership Team will conduct monthly walkthroughs to ensure student engagement is evident. Data Analysis of district and teacher-generated assessments will be reviewed during monthly Leadership Team meetings to observe progress toward the increase in proficiency. The leadership team will conduct quarterly data chats with teachers (by department) and determine if engagement strategies need to be altered. The Leadership Team will follow-up with regular walkthroughs to ensure student engagement continually takes place and necessary adjustments are occurring.

**Person****responsible for****monitoring****outcome:**

Tony Ullivarri (pr7071@dadeschools.net)

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

Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Universal Design on Learning (UDL). UDL is a scientifically valid framework for guiding educational practice that provides flexibility in how information is presented, in how students respond or demonstrate knowledge and skills, and in how students are engaged. This strategy will reduce barriers in instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are Limited English Proficient.

**Rationale for****Evidence-****based****Strategy:****Explain the****rationale for**

UDL will reduce barriers in instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are Limited English Proficient. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**selecting this specific strategy. 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.

8/22-10/14: The school will provide professional development for teachers on the effective use of engagement strategies, including UDL. As a result, teacher will be able to plan these strategies directly into their lesson in order to be more intentional.

**Person Responsible** Jocelyn Figueroa (jafigueroa@dadeschools.net)

8/22-10/14: Teachers will consistently monitor student engagement through academic progress, including but not limited to data chats and teacher generated data trackers. As a result, students will have the opportunity to track their progress in core classes and become more accountable over their learning.

**Person Responsible** Janine Leyte-Vidal (janinecastillo@dadeschools.net)

8/22-10/14: The Leadership team will provide bi-weekly email reminders of different UDL and engagement strategies. As a result, teachers will be able to implement different engagement and UDL strategies that meet the needs of their students. This will increase academic achievement in classrooms.

**Person Responsible** Jocelyn Figueroa (jafigueroa@dadeschools.net)

8/22-10/14: Administration will provide informal feedback to teachers, at least twice each quarter, that is aligned to student engagement strategies. As a result, teachers that need additional support and resources will be able to get help and student engagement should increase.

**Person Responsible** Tony Ullivarri (pr7071@dadeschools.net)

10/31 - 12/6 - Core teachers will conduct data chats with students. These data chats will be placed in student notebooks As a result, students will be more invested in their education and will engage better in class. They will also be able to reflect on their data at any given point.

**Person Responsible** Tony Ullivarri (pr7071@dadeschools.net)

10/31 - 12/6 - Department heads will provide mini PDs related to UDL during PD days or department meetings. As a result, teachers will receive reinforcements and additional strategies that they can use to engage students.

**Person Responsible** Tony Ullivarri (pr7071@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 within School Culture are in teacher and student support, providing sufficient resources, and collaboration. Our school consistently provides teachers and students the opportunity to receive assistance that will aid in learning, development, and a strong sense of support from their community. Teachers are provided school-based, content specific workshops that help in creating and sustaining a learning environment focused on engagement and growth. Teachers are also given opportunities to voice their opinions and provide feedback they feel will help improve school initiatives during formal and informal meetings. All leadership team members employ an open-door policy that allows teachers and students to seek support and assistance when needed. Students are supported academically through tutoring programs, and a large range of organizations that cater to many interests of the student body. A monthly newsletter organized by the PTSA is shared amongst all stakeholders of the schools which updates faculty, students, and parents on upcoming events and pertinent school information. This ensures all stakeholders have necessary information to support our students in a variety of ways. Staff are provided opportunities to take part in social seminars where we come together to share celebrations of success during informal meet-ups. We continue to seek constructive criticism to help build a strong community of leaders, educators, and learners.

### 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, Academy Lead Teachers, Department Chairs, and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns in a timely and constructive manner. The Assistant Principals will monitor school-based initiatives set forth by the leadership team and assist in ensuring all information is shared with stakeholders in a timely manner. Academy Lead Teachers and Department Chairs assist in providing and responding to feedback from stakeholders, and organizing social seminars. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.