

Miami-Dade County Public Schools

Miami Jackson Senior High School



2022-23 Schoolwide Improvement Plan

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Miami Jackson Senior High School

1751 NW 36TH ST, Miami, FL 33142

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

Demographics

Principal: Rennina Turner L

Start Date for this Principal: 7/16/2017

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)	99%
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* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: C (45%) 2017-18: C (44%)
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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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 9-12	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Jackson Senior High School is to provide the optimal learning environment through our commitment to excellence, and to facilitate the full integration of our students into a rapidly changing technological and increasingly complex multi-cultural society.

Provide the school's vision statement.

Miami Jackson Senior High School is to be the high school of choice for all students in our community by providing students preparation essentials for their entry into institutions of higher learning, vocational programs, or workforce.

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
Turner, Rennina	Principal	The role of the principal is to provide leadership, direction and coordination within the school. The principal's responsibilities are to develop and maintain effective educational programs and to promote the improvement of teaching and learning within the school community.
Saavedra, Chris	Assistant Principal	The vice principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management, and the supervision over teaching and support staff.
Sarmiento, Zulaima	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management and supervision over teaching and support staff.
Clark, Cherea	Reading Coach	The Reading Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.
Zambrano, Jacqueline	Science Coach	The Science Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary science instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.
Joseph, Cathelyne	Math Coach	The Math Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary math instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.
Cogdello, Melva	Other	The Activities Director plan, direct, and review the activities and operations of student activities, student government and student organizations at an assigned school site: develop, plan and implement program goals and objectives: recommend and administer policies and procedures.
Masso, Latasha	Reading Coach	The Reading Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.

Name	Position Title	Job Duties and Responsibilities
Johnson, Tonya	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management and supervision over teaching and support staff.
Jackson, Andre	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management and supervision over teaching and support staff.

Demographic Information

Principal start date

Sunday 7/16/2017, Rennina Turner 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.*

18

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

1,245

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

27

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	336	358	336	295	1325	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	150	207	196	192	745	
One or more suspensions	0	0	0	0	0	0	0	0	0	90	60	26	36	212	
Course failure in ELA	0	0	0	0	0	0	0	0	0	17	96	36	75	224	
Course failure in Math	0	0	0	0	0	0	0	0	0	11	56	46	21	134	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	213	193	187	0	593	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	188	212	182	4	586	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	189	222	197	131	739	

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	222	257	226	104	809

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	5	2	3	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	21	8	6	48

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	250	330	348	341	1269	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	126	210	238	195	769	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	25	102	124	79	330	
Course failure in Math	0	0	0	0	0	0	0	0	0	15	86	154	75	330	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	85	146	135	160	526	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	85	129	138	159	511	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	165	146	0	0	311	

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	105	199	225	204	733	

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	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	9	9	6	28

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	359	330	294	0	983	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	210	200	188	1	599	
One or more suspensions	0	0	0	0	0	0	0	0	0	66	26	36	0	128	
Course failure in ELA	0	0	0	0	0	0	0	0	0	104	34	76	0	214	
Course failure in Math	0	0	0	0	0	0	0	0	0	53	43	16	0	112	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	187	188	0	0	375	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	203	178	5	0	386	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	222	198	132	0	552	

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	256	223	103	1	583

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	5	4	2	1	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	10	7	0	38

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	24%	54%	51%				24%	59%	56%
ELA Learning Gains	41%						34%	54%	51%
ELA Lowest 25th Percentile	29%						33%	48%	42%
Math Achievement	17%	42%	38%				26%	54%	51%
Math Learning Gains	42%						45%	52%	48%
Math Lowest 25th Percentile	60%						50%	51%	45%
Science Achievement	43%	41%	40%				50%	68%	68%
Social Studies Achievement	46%	56%	48%				42%	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	45%	68%	-23%	67%	-22%
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	42%	71%	-29%	70%	-28%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	63%	-45%	61%	-43%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	54%	-28%	57%	-31%

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	10	32	27	4	34	47	23	31		91	40
ELL	9	31	23	10	42	56	31	27		90	49
BLK	16	37	25	12	31	57	35	53		92	57
HSP	26	41	30	18	45	61	45	45		90	56
FRL	24	41	30	17	42	61	43	45		90	56
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	3	18	18	2	16	21	17	21		95	30
ELL	12	27	31	11	30	38	25	20		85	42
BLK	19	26	18	7	15	21	52	36		93	40
HSP	25	31	26	14	24	36	46	34		89	48
FRL	23	30	26	12	22	31	47	35		91	46

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	8	40	48	14	51	53	33	24		91	42
ELL	12	29	26	19	44	49	40	25		74	63
BLK	18	35	53	21	40	49	45	44		90	53
HSP	27	34	27	27	47	51	53	42		84	67
FRL	24	34	34	26	45	51	50	42		87	63

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
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?

During the 2020-2021 and 2021-2022 academic year, overall the ELA and Math scores have increased in proficiency, learning gains, and the lowest 25th percentile. Proficiency in ELA increased from 23% in 2021 to 24% in 2022. ELA's learning gains increased from 30% in 2021 to 41% in 2022. The lowest 25% increased from 26% in 2021 to 29% in 2022. Math proficiency increased from 13% in 2021 to 17% in 2022. Math's learning gains are significant with an increase of 20 percentage points from 22% in 2021 to 42% in 2022 and the lowest 25% with a percentage gain of 28% from 32% in 2021 to 60% in 2022. Proficiency in Science has decreased from 2020-2021 and 2021-2022. Science proficiency decreased from 47% in 2021 to 43% in 2022. Social Studies has increased from 2020-2021 to 2021-2022. Proficiency in Social Studies has increased from 35% in 2021 to an astounding 46% in 2022.

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

Based on the state assessments, Science shows the greatest need for improvement with a 4% percent decrease in proficiency from 2021 to 2022. ELA is also area of concern in the area of proficiency with a 1% increase and 3 percentage point increase with the lowest 25 percent from 2021 to 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?

Student's chronic absenteeism played a major role for this need for improvement. According to the 2020-2021 Student Attendance data, 49% of the students exceeded 31 or more absences. In comparison to 41% of students during the 2021-2022 that exceeded 31 or more absences. The data shows an 8-percentage point decrease which is a slight improvement. However, attendance is an area of concern that plays a major role in our need for improvement in ELA and Science. New actions that would need to take place to address the need for improvement are the following: school-wide "Attendance Matters" Challenge will be implemented to recognize and award students for positive attendance. Additionally, school recognition initiatives will include grade-level competitions, quarterly attendance parent trainings, posting of monthly attendance challenges and promoting our attendance initiatives through Schoology and other media platforms (e.g. Twitter, Instagram, and Workplace).

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

Based on the assessment data, the proficiency level for social studies showed the most improvement. The number of students meeting proficiency criteria went from 35% in 2021 to 46% in 2022 for a 11 percent increase. In addition, according to the FSA/EOC Learning Gains data, math showed improvement in learning gains. The number of students making learning gains increased from 22% in 2021 to 60% in 2022 for a 38 percent increase. Lastly, the learning gains in ELA were noteworthy with 30% in 2021 to 41% in 2022 which is a 11 percentage point gain.

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

During the 2020-2021 school year, students in the lower 25% were not scheduled in an intensive math class where teachers could focus on intervention needed based on the student performance in their core math class. As a result, the learning gains for the lowest 25% yielded 32 percentage points, a 13 percentage point decrease from the previous year. During the 2021-2022 school year, students in the

lower 25% inclusive of level 1 and some level 2 students were placed in Foundational Skills in Mathematics, a course used to support the core math class and provide opportunities for Response to Intervention (RTI). The math interventions focused on improving students' math skills that will help them succeed in their core math classes. Professional development and collaborative planning for both teachers and interventionists were instrumental in leading to this improvement. Both the instructors and interventionist were able to gain professional growth in addition to continuous and consistent feedback during collaborative planning. In addition, the intervention provided to students as a result of progress monitoring contributed to the improvement in this area where the learning gains of students in the lowest 25% increased 28 percentage points from 32% to 60%.

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

Strategies that needs to be implemented to accelerate learning are data-driven professional development and collaborative planning, Response to Intervention (RTI) strategies and implementation, and various forms of formative assessments (e.g. exit slips, mini quizzes, etc.) Also, the continuation of providing students with timely and explicit feedback and affording students the opportunity to revisit and master their deficiencies.

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

The professional development opportunities that will be provided to support teachers will be weekly data driven collaborative planning sessions, district professional development with a focus on RTI and effective intervention strategies, and continuous support with a focus on the framework of instruction. The learning opportunities will be provided throughout the school year by means of faculty meetings, district professional development located in My Learning Plan, teacher planning days, and department and collaborative planning meetings.

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

The additional service that will be implemented to ensure sustainability of improvement will be in the form of an extra layer of instructional support through push-in and push-out interventions, City Year Corp members, and extended learning opportunities (before, after, and Saturday School). Also, Winter and Spring Break Academies that are highly recommended by the district.

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.	<p>During the 2021-2022 academic year, the ELA scores have slightly increased in proficiency, learning gains, and the lowest 25th percentile. Proficiency in ELA increased from 23% in 2021 to 24% in 2022. ELA's learning gains increased from 30% in 2021 to 41% in 2022. The lowest 25% increased from 26% in 2021 to 29% in 2022. ELA is still an area of focus because of the slight data increases. Proficiency in Science has steadily decreased from 2019-2022. Science proficiency decreased from 50% in 2019 to 47% in 2021 to 43% in 2022. Even though there was an increase in Math proficiency when comparing to 2021 to 2022, the school is still well below the district average of 45% for the 2021-2022 school year.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the successful implementation of weekly standards-based collaborative planning, an additional 10% of the 9th and 10th grade students will reach proficiency in the areas of ELA, Math, and Science by June 2023 as measured by FAST PM3 for ELA and Math and the NGSSS EOC Science for students taking the Science assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This area of focus will be monitored by providing the teachers with weekly data-driven collaborative planning and differentiated instruction instructional resources, statewide quarterly progress monitoring assessments, and bi-weekly and monthly in-house assessments.</p>
Person responsible for monitoring outcome:	<p>Zulaima Sarmiento (zsarmiento1@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>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. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional</p>

implemented for this Area of Focus.

discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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

Weekly data-driven collaborative planning will provide the teachers an opportunity to analyze and use assessment data to gather instructional resources and effectively develop instructional plans that will drive instruction in the classroom. This will increase student data and ultimately push students towards proficiency in Science and ELA.

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.

Administrators and Coaches will meet weekly for standards-based collaborative planning meetings. This action will take place weekly beginning September 2nd and will continue through October 14, 2022.

Person Responsible Tonya Johnson (johnsont@dadeschools.net)

As part of our standards-based collaborative planning, the coaches and teachers will use the most current assessment data to group the students for differentiated instruction (DI). Moreover, the coaches and teachers will use the data to collect standards-aligned instructional resources and develop DI lessons to deliberately enhance instruction at the highest level of effectiveness. This will further increase the student data and shift the students to proficiency. This action will start September 2nd and take place through October 14 following each assessment.

Person Responsible Cherea Clark (cclark-mike@dadeschools.net)

Administrators and Coaches will administer daily teacher walkthroughs to observe that what is developed and planned during collaborative planning is effectively executed with fidelity in differentiated instruction. This action will take place September 2nd and continue through October 14.

Person Responsible Tonya Johnson (johnsont@dadeschools.net)

After the completion of specific teacher walkthroughs, the administrator and coaches will debrief and provide detailed feedback to the teacher. As a result of the feedback, if necessary, during standards-based collaborative planning, the instructional coaches will provide additional standards-aligned instructional resources to the teachers to guarantee sustainability of practice and increase student data. Moreover, there will be a shift in instructional practices as the teachers implement the explicit feedback provided by the administrator. This action will take start September 2nd and will take place through October 14 on a weekly basis proceeding each specific teacher walkthrough.

Person Responsible Rennina Turner (rennina@dadeschools.net)

Specific teacher feedback from the instructional coaches and administrative team will be used during weekly collaborative planning to realign the best practices and standard based aligned instructional

resources the teachers use to ensure sustainability of practice and increase student learning and data. This action will start October 17th and take place through December 16th.

Person Responsible Tonya Johnson (johnsont@dadeschools.net)

District support (ELA Curriculum Support Specialist) will facilitate collaborative planning sessions for the ESOL department and school- wide professional development with all curriculum departments that will focus on using standards aligned instructional ESOL strategies and best practices to increase rigor and academic achievement in the classroom. These actions will start October 17th and take place through December 16th,

Person Responsible Zulaima Sarmiento (zsarmiento1@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>A comparative analysis of FSA data collected during 2020-2021 and 2021-2022 academic years show that there is an increase in learning gains and proficiency in ELA. Learning gains in ELA increased from 30% in 2021 to 41% in 2022. ELA proficiency slightly increased from 23% in 2021 to 24% in 2022. The Science proficiency dropped 4 percentage points from 47% in 2021 to 43% in 2022. Even though there was an increase in Math proficiency when comparing to 2021 to 2022, the school is still well below the district average of 45% for the 2021-2022 school year. The school understands that students need data-driven and targeted instruction during differentiated instruction. It is imperative that we deliberately and strategically implement targeted data-driven lessons and strategies during differentiated instruction that will support student learning. This will enable the students to reach proficiency.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the implementation of targeted data-driven differentiated instruction, the 9th and 10th grade students will yield a 10 percent increase in proficiency in Math, Science, and in ELA by June 2023 as measured by FAST PM3 for ELA and Math and the NGSSS EOC Science for students taking the Science assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Differentiated instruction (DI) will be monitored by providing teachers the opportunity to effectively plan during weekly collaborative planning meetings with the support of the Instructional Coaches. Daily walkthroughs will be implemented to make certain differentiated instruction takes place to ensure teachers are prepared to effectively teach what is planned during DI.</p>
Person responsible for monitoring outcome:	<p>Andre Jackson (a1jackson@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.</p>

**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.

This specific evidence based strategy was selected because the 2021-2022 data shows that proficiency in ELA has increased with 23% in 2021 to 24% in 2022 but is still an area of focus. In a like manner, Science proficiency has decreased from 47% in 2021 to 43% in 2022. The implementation of data-driven differentiated instruction during DI will indicate the student's understanding and mastery of the benchmarks.

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.

Provide the teachers with data chat opportunities with administration to disaggregate student assessment data and exercise the data to effectively group targeted students for differentiated instruction in the classroom. Teachers will then conduct data-chats with students to identify academic goals. This action will start September 2nd through October 14 following the closing of each assessment window.

Person

Responsible

Chris Saavedra (saavedra_c_atc@dadeschools.net)

Make provisions for the teachers to meet for weekly collaborative planning to effectively use the data to gather standard aligned instructional resources and strategically develop differentiated instruction (DI) lesson plans that will be executed during DI. The is action will start September 2nd and continue through October 14.

Person

Responsible

Cathelyne Joseph (291093@dadeschools.net)

The administrative team and instructional coaches will conduct walkthroughs to observe the effectiveness of differentiated instruction and provide detailed feedback to teachers. As a result, if necessary, an adjustment to instructional resources or targeted groups may shift to further enhance student learning. This action will start September 2nd and take place on a daily basis through October 14.

Person

Responsible

Jacqueline Zambrano (jacquelinezambrano@dadeschools.net)

The administrative team will conduct weekly specific walkthroughs to provide teachers feedback on their differentiated instruction lessons and instruction. As a result, teachers will be able to use the feedback to adjust their lessons and instruction accordingly to meet the needs of all student learners. In addition, DI groups will reflect the most current assessment data. This action will begin September 2nd and continue weekly through October 14.

Person

Responsible

Rennina Turner (rennina@dadeschools.net)

During weekly collaborative planning, teachers will be given a step by step tutorial on utilizing Florida Fast (ffast.org) to retrieve, analyze, and disaggregate the F.A.S.T student data from PM1. They will use the assessment data to streamline their targeted differentiated instructional groups and prepare for

individualized data chats with their students to further enhance instructional planning and student learning. This action will start October 17th and will continue through December 16th.

Person Responsible Cherea Clark (cclark-mike@dadeschools.net)

District support (ELA Curriculum Support Specialist) will facilitate collaborative planning sessions for the ESOL department with a focus on using standards aligned instructional ESOL strategies and an ESOL instructional framework to increase rigor and academic achievement during differentiated instruction. This action will start October 17th and take place through December 16th,

Person Responsible Tonya Johnson (johnsont@dadeschools.net)

#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.

We have decided to focus on Specific Teacher Feedback/Walkthroughs because according to the 2020-2021 Teacher Climate Survey, 35% of the teachers felt they were provided weekly feedback from administrators to improve student outcomes. Compared to the 30% in 2021-2022, the Climate Survey data indicates a slight decline. Administration firmly believes that how we conduct walkthroughs and provide timely feedback is critical considering the implementation of the B.E.S.T. Standards and F.A.S.T. assessment that will measure proficiency which according to the 2021-2022 assessment data, has declined in Science.

Measurable**Outcome:**

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

With the implementation of Transformational Leadership, there will be a 10 percentage point increase of the staff agreeing that they are provided with timely feedback when specific walkthroughs are conducted on instructional delivery in the Teacher Survey Climate in June 2023.

Monitoring:

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

During weekly administrative team meetings, the leadership team will meet to analyze the data to discuss and identify specific look-fors for on-going classroom walkthroughs. The administrative team will utilize a "walkthrough observation tool" to ensure consistency across all disciplines.

Person responsible for monitoring outcome:

Rennina Turner (rennina@dadeschools.net)

Evidence-based

Strategy:

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

Consistent, Developmental Feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.

Rationale for Evidence-based Strategy: Explain the rationale for

The rationale for selecting this specific strategy is to make certain that the administrative team is intentionally working together to conduct teacher walkthroughs with consistency and fidelity to ensure that the format is universal and fluid throughout all school departments.

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.

The administrative team will meet weekly to discuss data trends, challenges, glows, and concerns they observe in their respective department during daily walkthroughs. This action will start September 2nd and take place during weekly administrative team meetings for the duration of the 2022-2023 school year.

Person Responsible Rennina Turner (rennina@dadeschools.net)

The administrative team will discuss the teacher walkthrough observation tool, based on the FEI, that will be collectively used to conduct walkthroughs. The administrative team will also devise a protocol for how timely feedback should look to maintain consistency throughout the departments. This action will start September 2nd- September 30th.

Person Responsible Chris Saavedra (saavedra_c_atc@dadeschools.net)

The administrative team will conduct specific teacher walkthroughs that will focus on targeted look-for(s) based on lessons that were developed during collaborative planning, as well as data trends, challenges, glows, and concerns discussed during weekly administrative team meetings. This action will begin September 2nd and continue through October 14.

Person Responsible Tonya Johnson (johnsont@dadeschools.net)

The administrative team will debrief with teachers and provide timely feedback to discuss key "take-aways", glows, and focus areas to improve and enhance student-learning. This action will begin September 2nd and continue through October 14.

Person Responsible Zulaima Sarmiento (zsarmiento1@dadeschools.net)

Specific teacher feedback from the instructional coaches and administrative team will be used to initiate Coach Teacher Collaboration Cycles (CTC) for teachers that need additional instructional support to ensure sustainability of practice and increase student learning and data. This action will start October 17th and take place through December 16th.

Person Responsible Chris Saavedra (saavedra_c_atc@dadeschools.net)

Specific teacher feedback from the instructional coaches and administrative team will be used to initiate and facilitate school-wide professional development that will focus on providing teachers with additional standards aligned instructional practices and resources that will increase student learning and data. This action will start October 17th and take place through December 16th.

Person Responsible Zulaima Sarmiento (zsarmiento1@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Attendance and Positive Behavior Support

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>We have decided to focus on incorporating positive behavior interventions and supports with all stakeholders to positively change the way parents, businesses, and staff think about our school. According to the 2021-2022 Student Climate Survey, 63% of the students felt that their teachers cared in comparison to the 54% in 2020-2021. The data indicates improvement in this area. However, according to the 2020-2021 Student Attendance data, 49% of the students exceeded 31 or more absences. In comparison to 41% of students during the 2021-2022 that exceeded 31 or more absences. The data shows an 8-percentage point decrease which is a slight improvement. However, attendance is an area of concern as we are well below the district average of 7% of the students exceeding 31 or more absences. This plays a major role in overall student performance. We feel that if we build on what has already been established, all stakeholders will support our efforts to build a positive school environment that motivate students to learn and want to attend school on a regular basis.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully incorporate an effective Attendance Initiatives Program, our student morale and their belief that their teachers care will increase an additional 10 percentage points in the 2022-2023 Climate Survey by June 2023. In addition, this will impact overall student attendance by decreasing the number of students with 31 or more absences by 10 percentage points.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Parent and student satisfaction surveys (Student and Parent Climate Survey) will be collected to assist with monitoring the tremendous impact PBIS has made within the school community. Attendance will be monitored daily by the administrative team, attendance review committee, and district assigned interventionist.</p>
Person responsible for monitoring outcome:	<p>Tonya Johnson (johnsont@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy	<p>Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.</p>

being
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.

We decided that will improve attendance by implementing positive behavior systems to further build the school morale and how students view the school as a positive place to learn. This strategy will motivate students to attend school on a daily basis and directly impact their overall performance in the classroom.

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.

Reach out to school stakeholders (e.g. students and staff) to create a Positive Behavior Intervention and Support (PBIS) Committee. The purpose of the committee is to determine what motivates students to come to school and what can be done to improve school morale with the goal of improving school attendance. This action will take place from September 2nd to October 14th.

Person Responsible Andre Jackson (a1jackson@dadeschools.net)

The PBIS Committee will create a quarterly newsletter that will highlight PBIS related events and activities that will take place throughout the school year. As a result, the newsletter will be our platform to inform students and school community stakeholders of the school-wide initiatives and events that will take place on throughout the school year. The activities, initiatives and events should encourage students to come to school. The action will start October 1st and take place on a quarterly basis for the duration of the 2022-2023 school year.

Person Responsible Melva Cogdello (mcogdello@dadeschools.net)

Last school year, our Parent Teacher Association (PTA) was established. The PTA will assist with providing special recognition awards awards to spotlight students and staff members during PBIS events. This action will assist the school community with maintaining our efforts to build a positive environment that promotes academic achievement. This action will start October 1st and take place on a monthly basis throughout the 2022-2023 school year.

Person Responsible Melva Cogdello (mcogdello@dadeschools.net)

The attendance committee and district attendance interventionist will monitor attendance daily with the goal of early intervention. The expectation is that student with excessive absences are addressed through parent conferences and attendance contracts. This action will start September 2nd and continue daily throughout the 2022-2023 school year.

Person Responsible Andre Jackson (a1jackson@dadeschools.net)

The attendance committee and district attendance interventionist will continue to monitor attendance daily and provide attendance intervention. The expectation is that student with excessive absences will continue to be addressed through placing them on a school-wide STOP LIST until parent conferences have been conducted and attendance contracts have been distributed and signed by both the student and parent/guardian. This action will continue October 17th and will be monitored daily throughout the school year.

Person Responsible Andre Jackson (a1jackson@dadeschools.net)

The Positive Behavior Intervention and Support (PBIS) Committee has been created and meets monthly to discuss initiatives and events that will motivate students to come to school and what can be done to promote school morale with the goal of improving attendance. The PBIS Committee is initiating a school-wide attendance competition entitled Attendance Wars. This action will start October 17th through December 16th.

Person Responsible Andre Jackson (a1jackson@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.

The school builds a positive school culture and environment by communicating and building relationships with all stakeholders, promoting and acknowledging positive student behavior, creating practical and sensible norms for students and remaining consistent with implementing rules and setting consequences, and maintaining an environment that promotes student safety and academic success.

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

The following stakeholders play a major role in promoting a positive school culture and environment:

The administrators set the tone of building a positive environment in the school community. They gauge the heartbeat of the school and determine the level of positivity within the school. The administrative team effectively make adjustments according to the needs of the students and staff.

The teachers play a major role in promoting a positive school culture and environment. The instructional staff keeps the line of communication open with parents about the status of the student's academic progress in the classroom. The teachers are deliberate in preparing their lessons and executing them in the classroom. Lastly, teachers are intentional about building solid and lasting relationships with their students to set the tone in their classroom.

The school counselors build strong relationships with students to maintain student's trust.

The clerical staff effectively assist students with any needs they may encounter. This builds a positive school culture and environment.

The community members support the school with various donations, volunteer services, and fundraising efforts.

All staff members play a critical role in helping to develop our students into productive role models and citizens in the school community.