# Hialeah Miami Lakes Senior High



## 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Hialeah Miami Lakes Senior High

## 7977 W 12TH AVE, Hialeah, FL 33014

### http://schoolsites.schoolworld.com/schools/hialeah/

## Demographics

## Principal: Juan Ram IR Ez C

Start Date for this Principal: 7/15/2022

| | |
|---|---|
| **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) | 100% |
| **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 White Students* Economically Disadvantaged Students |
| **School Grades History** | 2021-22: B (57%) 2018-19: B (61%) 2017-18: B (61%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | [LaShawn Russ-Porterfield](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#). | |

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Table of Contents

# Hialeah Miami Lakes Senior High

### 7977 W 12TH AVE, Hialeah, FL 33014

### http://schoolsites.schoolworld.com/schools/hialeah/

## 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 | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 98% |

## School Grades History

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

## School Board Approval

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

## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

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

# Part I: School Information

## School Mission and Vision

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

We are committed to building a community of creative and analytical thinkers through rigorous and relevant academic choices and diverse educational opportunities designed to prepare our students to meet the demands of our ever-changing world.

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

We will empower our students to become confident, self-directed, lifelong learners and proactive members of society.

## 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 |
|---|---|---|
| Ramirez, Juan | Principal | Each principal shall perform such duties as may be assigned by the superintendent pursuant to the rules of the school board. Such rules shall include, but not to be limited to, rules relating to administrative responsibility, instructional leadership of the educational program of the school to which the principal is assigned, submission of personnel recommendations to the superintendent, administrative responsibility for records and reports, and student suspensions. |
| Sosa, Lilibet | Assistant Principal | The assistant principals are directly responsible to the principal. Each assistant principal is assigned specific duties by the principal; however, general duties include student control, attendance, contact with the community, supervision of personnel, safety, transportation, property control, budget, student records, scheduling, articulation, curriculum development, supervision of all aspects of cafeteria, written reports, security, and classroom observations. Also included are such duties as monitoring school records, maintaining open communications with department chairs, and other responsibilities as directed by the principal. |
| Robinson, Angel | Assistant Principal | The assistant principals are directly responsible to the principal. Each assistant principal is assigned specific duties by the principal; however, general duties include student control, attendance, contact with the community, supervision of personnel, safety, transportation, property control, budget, student records, scheduling, articulation, curriculum development, supervision of all aspects of cafeteria, written reports, security, and classroom observations. Also included are such duties as monitoring school records, maintaining open communications with department chairs, and other responsibilities as directed by the principal. |
| Chong, Yuan | Teacher, K-12 | PLST Professional Development Liaison who ensures adequate and current professional development is provided to HML Faculty. The role of the PLST is to support the development and implementation of a high-quality site-based professional development plan that promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, positively impacts student achievement. |
| Davis, Terrilen | Instructional Coach | The Instructional Coach will provide direct instructional services related to improving and supporting classroom instruction at schools. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success. |
| Daniels, Tosha | Instructional Coach | The Instructional Coach will provide direct instructional services related to improving and supporting classroom instruction at schools. Emphasis will be |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success. |
| Mayrovitz, Robert | Teacher, K-12 | The primary goal of the department chairperson is to provide leadership in the development of quality instruction for students. The department chairperson will assist teachers with strategies which facilitate improved student achievement. |
| Simon, Michelle | Teacher, K-12 | The primary goal of the department chairperson is to provide leadership in the development of quality instruction for students. The department chairperson will assist teachers with strategies which facilitate improved student achievement. |

## Demographic Information

**Principal start date**
Friday 7/15/2022, Juan Ram IR Ez C

**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.*
2

**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.*
16

**Total number of teacher positions allocated to the school**
74

**Total number of students enrolled at the school**
1,312

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
16

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
10

**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 | 373 | 366 | 331 | 300 | 1370 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 | 150 | 137 | 97 | 526 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 | 118 | 62 | 18 | 310 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 60 | 23 | 22 | 124 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 90 | 67 | 20 | 196 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 168 | 173 | 155 | 0 | 496 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 152 | 201 | 141 | 0 | 494 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 212 | 129 | 144 | 0 | 485 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 193 | 219 | 173 | 44 | 629 |

**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 | 3 | 1 | 0 | 15 | 19 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 6 | 7 | 7 | 31 |

**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 | 428 | 336 | 310 | 342 | 1416 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 | 136 | 93 | 118 | 463 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 60 | 51 | 51 | 187 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 79 | 71 | 44 | 250 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 107 | 95 | 107 | 414 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 | 103 | 88 | 101 | 408 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 251 | 0 | 0 | 0 | 251 |

**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 | 149 | 121 | 123 | 86 | 479 |

**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 | 2 | 0 | 27 | 34 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 3 | 7 | 10 | 30 |

**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 | 428 | 336 | 310 | 342 | 1416 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 | 136 | 93 | 118 | 463 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 60 | 51 | 51 | 187 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 79 | 71 | 44 | 250 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 107 | 95 | 107 | 414 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 | 103 | 88 | 101 | 408 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 251 | 0 | 0 | 0 | 251 |

**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 | 149 | 121 | 123 | 86 | | 479 |

**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 | 2 | 0 | 27 | | 34 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 3 | 7 | 10 | | 30 |

## 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 | 42% | 54% | 51% | | | | 47% | 59% | 56% |
| ELA Learning Gains | 56% | | | | | | 54% | 54% | 51% |
| ELA Lowest 25th Percentile | 44% | | | | | | 42% | 48% | 42% |
| Math Achievement | 35% | 42% | 38% | | | | 42% | 54% | 51% |
| Math Learning Gains | 51% | | | | | | 51% | 52% | 48% |
| Math Lowest 25th Percentile | 53% | | | | | | 48% | 51% | 45% |
| Science Achievement | 57% | 41% | 40% | | | | 68% | 68% | 68% |
| Social Studies Achievement | 67% | 56% | 48% | | | | 73% | 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 | 66% | 68% | -2% | 67% | -1% |

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

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 70% | 71% | -1% | 70% | 0% |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 38% | 63% | -25% | 61% | -23% |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 38% | 54% | -16% | 57% | -19% |

## 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 | 42 | 51 | 35 | 36 | 42 | 48 | 54 | 58 | | 100 | 11 |
| ELL | 19 | 47 | 44 | 28 | 51 | 54 | 48 | 46 | | 100 | 71 |
| BLK | 32 | 55 | 43 | 23 | 41 | 52 | 48 | 53 | | 100 | 58 |
| HSP | 44 | 56 | 45 | 38 | 53 | 53 | 60 | 70 | | 100 | 67 |
| WHT | 62 | 50 | | | | | | | | 100 | 69 |
| FRL | 41 | 56 | 45 | 34 | 51 | 51 | 55 | 66 | | 100 | 63 |

| 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 | 37 | 48 | 29 | 31 | 34 | 34 | 58 | 63 | | 97 | 29 |
| ELL | 21 | 39 | 31 | 17 | 25 | 38 | 41 | 55 | | 97 | 77 |
| BLK | 19 | 25 | 19 | 10 | 26 | 44 | 42 | 63 | | 98 | 54 |
| HSP | 41 | 43 | 31 | 23 | 27 | 39 | 56 | 62 | | 99 | 69 |

| 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 |
| FRL | 35 | 38 | 26 | 18 | 26 | 39 | 54 | 61 | | 98 | 64 |

| 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 | 35 | 47 | 44 | 46 | 59 | 54 | 49 | 64 | | 95 | 46 |
| ELL | 25 | 47 | 45 | 33 | 50 | 46 | 52 | 54 | | 92 | 95 |
| BLK | 36 | 49 | 41 | 46 | 58 | 57 | 66 | 67 | | 98 | 78 |
| HSP | 49 | 54 | 42 | 41 | 50 | 47 | 69 | 73 | | 96 | 85 |
| WHT | 71 | 73 | | 36 | 45 | | | | | 100 | 100 |
| FRL | 43 | 52 | 41 | 42 | 51 | 47 | 66 | 70 | | 96 | 82 |

## 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 | 57 |
| 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 | 54 |
| Total Points Earned for the Federal Index | 624 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 97% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 48 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 51 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |

| Native American Students | |
|---|---|
| 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 | 51 |
| 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 | 58 |
| 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 | 70 |
| 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 | 56 |
| 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?**

While the pandemic significantly negatively affected student learning, our students showed increases in multiple content areas such as ELA, Science, and Social Studies. In Social Studies, the proficiency in 2011 was 62% while in 2022 it increased to 67%. There was also an increase in Science Proficiency from 53% to 57%. The Learning Gains in ELA increased from 39% in 2019 to 56% in 2022. In Mathematics, the Math learning gains increased from 27% in 2021 to 51% in 2022. Additionally, student data showed that no subgroup fell below the 41% threshold, an improvement from the 2019 data, which showed Black students scoring at a 40%. Black students scored 51% in 2022-2023.

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

English Language Arts proficiency improved from 25% in 2021 to 39% in 2022. While we increased significantly, we are still far below the district average of 57% and the comparable Tier 1 Support average of 55%. In addition, the Math proficiency for 2022 was 30% which is below the proficiency of T 1 Support Schools of 45% and farther below the district average of 55%. Focusing on improving the student proficiency in both ELA and Mathematics can make a significant difference that positively impacts student and school grade.

**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 attendance is a factor that negatively impacts their performance as scholars. Students cannot learn if they are not present. The number of students with 31 or more absences has increased from 8% to 20% during the past three years. Additionally, the 10th-grade cohort was negatively impacted by the loss of a mathematics and ELA teacher during the last quarter of school, inevitably leading to the loss of instructional time. This need has been addressed by hiring a Reading Instructional Coach, and teachers specialized in the core area of Literacy to improve the quality of instructional delivery for student success. Securing personnel and providing support to students in the areas of ELA and Mathematics can further lead to school-wide improvement.

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

ELA Learning gains significantly improved from the school year 2020-2021 at 39% to the school year 2021-2022 by 56%. In addition, ELA lowest 25% showed growth from 28% in 2020-2021 to 44% in 2021-2022 school year. The learning gains for math also increased from 20% in 2020-2021 to 51% in 2021-2022 school year, which is a 30% difference. Additionally, our school reached a graduation rate of 100%.

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

The most significant change contributing to these increases was the students' physical presence in the classroom. When schools went to distance learning in March of 2020 and continued online/in-person for 20-21, there was a significant disconnect between teachers and students. Multiple students were not engaged in their learning and did not have the resources needed to be successful. Having students

physically in the building increased their engagement and interaction with content. Parental engagement has also increased due to the principal's weekly phone calls and progress e-mails. Parent turn-out for events has increased dramatically as well. The more parents are engaged, the more students will be invested and held accountable for their learning.

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

Strategic interventions in Literacy classes and Mathematics will need to be implemented to accelerate learning. The implementation of progress monitoring and adjusting differentiated instruction based on the collected data will become a consistent practice. Meeting students where they are and providing the support needed so they may build upon their knowledge will lead to positive outcomes this school year.

**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 training that will be provided to teachers will include Note and Notice Strategies that focus on reading comprehension across all subject areas. Additionally, planning will focus on Differentiated Instruction and the ongoing progress monitoring of data. Further, training in new curriculum and Schoology will take place to support the implementation of this platform and its many uses for instructional planning and delivery.

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

Sustainability is essential; we will implement Professional Learning Communities led by the PLST team and department chairs. We will also positively promote teachers who demonstrate their willingness to facilitate learning opportunities for students to increase student performance.

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

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| **#1. 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.** | A review of the 2022 data showed that proficiency was low in both ELA and Mathematics. Overall proficiency in ELA is 38% in our school, but 55% in comparable Tier 1 Support schools. For Mathematics, the proficiency was 30% whereas the comparable Tier 1 Schools achieved a 45%. In order to improve student performance in both subject areas, we will focus on meeting the unique needs of all learners via differentiated instruction. Differentiated instruction is an evidence-based strategy that improves student outcomes and increases student engagement by adjusting instruction to the student's level and need. In doing so, the teacher ensures that all students are learning. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we successfully implement differentiation of instruction, then proficiency for our students across ELA, Mathematics, Social Studies, and Science will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The Leadership Team will conduct data chats with teachers as topic assessment results are received to adjust student groups based on current data consistently and follow up with regular walkthroughs to ensure quality instruction is taking place and meet individual student needs. Administrators will review bi-weekly lesson plans and participate in Common Planning sessions to indicate differentiated instruction focusing on student instructional needs. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. A monitoring system will be in place for ongoing progress monitoring bi-weekly. This data will be analyzed during Leadership Team meetings to ensure students demonstrate growth on remediated standards. Extended learning opportunities will also be provided to those students who are not showing growth on OPMs. |
| **Person responsible for monitoring outcome:** | Angel Robinson (301648@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy** | Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning of our L25/L35s as it is a systematic approach of instruction to meet the student's individual needs. Differentiated Instruction will be monitored using data trackers to drive instructional planning and data-driven conversations, including ongoing progress monitoring. |

**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.**

It is evident that students need more than what has been provided i the classroom as the proficiency in ELA is 38% and Mathematics it is 30%. Differentiated Instruction will ensure that teachers use relevant, recent, and aligned data to plan lessons customized to student instructional needs. In addition, teachers will continuously adjust their instructional plans and delivery as new data becomes available through ongoing progress monitoring.

### 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.

During Opening of Schools, the PLST will lead a professional development on Data Desegregation to ensure that teachers understand where incoming students are and introduce the Note and Notice sign post. As a result, of conducting this professional development, teachers will be able to use data to guide instruction as well as use Note and Notice strategies to assist struggling students (August 17, 2022).

**Person Responsible** Angel Robinson (301648@dadeschools.net)

The Literacy department will plan and problem solve quarterly in order to create meaningful Differentiated Instruction lessons to be executed through the literacy classes utilizing the Note & Notice Sign Post strategy. As a result, teachers will have tangible content to be used to effectively plan instruction (September 7 to October 14, 2022).

**Person Responsible** Terrilen Davis (310836@dadeschools.net)

Algebra and Geometry teachers will plan and deliver student-centered Differentiated Instruction lessons to meet student deficiencies during RtI days. In addition, topic assessments in performance matters will be used to monitor the efficacy of instruction. As a result, student data will be used to drive RtI days, which will consequently improve student performance in topic assessments (August 31 to October 14, 2022).

**Person Responsible** Tosha Daniels (toshap@dadeschools.net)

Extended learning opportunities in the areas of Literacy, Math, Science, and Social Studies will be provided based on student performance data. Students falling below 50% proficiency will participate in interventions, Saturday Success Academy, and/or after-school tutoring. As a result of interventions in all content areas, L25/L35 and underperforming students will feel supported and confident throughout their learning process (August 31 to October 14, 2022).

**Person Responsible** Lilibet Sosa (lsosa@dadeschools.net)

Algebra and Geometry teachers will plan and deliver RTI to meet student deficiencies at least once a week. (October 31 to December 16, 2022).

**Person Responsible**     Tosha Daniels (toshap@dadeschools.net)

Literacy teachers will create a calendar with D.I. days/week designated and area of focus, along with grouping of students based on assessments (October 31 to December 16, 2022).

**Person Responsible**     Terrilen Davis (310836@dadeschools.net)

Science teachers will add interactive visuals and labs to increase student participation, knowledge and retention. We will also provide students specific assessments to reinforce weak topics based on their data (October 31 to December 16, 2022).

**Person Responsible**     Robert Mayrovitz (rmayrovitz@dadeschools.net)

Social Studies Deptartment will continue to utilize Bellringers (visuals), graphic organizers, video clips, PPT with real time translations. Teachers will group according to assessment (October 31 to December 16, 2022).

**Person Responsible**     Michelle Simon (michsimon@dadeschools.net)

| #2. Instructional Practice specifically relating to Standards-aligned Instruction | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Student performance in English Language Arts has been identified as an area of need, as only 38% of our students achieved proficiency during the school year 2021-2022, compared to Tier 1 Support schools average of 55%. Additionally, Mathematics proficiency can increase as we scored 30% versus comparable Tier 1 Support schools achieving 45%. To ensure that all students are appropriately taught content required by each benchmark, the strategy of Standards-Aligned Instruction will be used. Standards in all subject areas are explicit and contain information that is essential for student success. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we successfully implement Standards-Aligned Instruction, then proficiency for our students in ELA, Mathematics, Science and Social Studies will increase by a minimum of 5 percentage points, as evidenced by the 2023 State Assessments. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The implementation of Standards-Aligned Instruction will be monitored via weekly walk-throughs in classrooms where lesson plans are available and reflect the actual activities occurring in the classroom. The implementation will also be monitored via participation in planning with teachers and instructional coaches, where teachers in the accountable areas create a product, and there is evidence of meeting agendas and sign-in sheets. |
| **Person responsible for monitoring outcome:** | Angel Robinson (301648@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented** | Standards-Aligned Instruction is the evidence-based strategy that will be used. This means that teachers will create and execute lessons based on the pertinent standards for each content area. It is important to note that B.E.S.T standards are new in both Math and ELA. Through standards-aligned instruction, teachers can use the end-goal to backwards plan and ensure that all materials created and used are aligned to the standard's demand and content limits. |

**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.**

Standards-aligned instruction is precise and begins with the end in mind. By using the appropriate resources, teachers can plan lessons with aligned materials which is strategic and intentional for student mastery. Only 30% of our Mathematics and 38% of our ELA students scored proficient in the 2021-2022 assessments. Additionally, it is important to focus on Standard-aligned instruction as this is the first year that Florida is implementing the B.E.S.T standards. Since the standards are new, we must adjust our lessons appropriately and effectively to cover the content and skills needed. Additionally, not only teachers but also students need to know what they are expected to do to be successful with the new assessment demand.

## 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.

Common planning sessions will happen bi-weekly in ELA (9th and 10th grade) and Reading (9th and 10th grade) led by the Instructional Coach. As a result of CP, coach and teachers will review standards and work products to analyze their correlation (September 28 to October 14, 2022).

**Person Responsible**    Angel Robinson (301648@dadeschools.net)

Common planning sessions will happen bi-weekly after school in Algebra and Geometry led by the Instructional Coach. As a result of CP, coach and teachers will review standards and work products to analyze their correlation (September 28 to October 14, 2022).

**Person Responsible**    Tosha Daniels (toshap@dadeschools.net)

On a daily basis, teachers will implement best practices shared during common planning sessions and utilize identified resources. As a result, teachers will create meaningful assignments that address student deficiencies per standard and foster high expectations in all subject areas (September 28 to October 14, 2022).

**Person Responsible**    Angel Robinson (301648@dadeschools.net)

Based on identified deficiencies in instructional practices, coaching cycles will begin with purposeful focus and specific outcomes on addressing deficiencies and ensuring student mastery of the identified learning targets. As a result of coaching cycles, teachers' instructional planning and delivery will improve (September 28 to October 14, 2022).

**Person Responsible**    Lilibet Sosa (lsosa@dadeschools.net)

Reading teachers will continue common planning of 10th grade with reading coach. All Literacy will utilize B.E.S.T. Standards and Item Specification, and use Test Prep books for all grade levels (October 31-December 16, 2022).

**Person Responsible**    Sydnia Machado (260164@dadeschools.net)

Common planning sessions will happen bi-weekly during the lunch period in Algebra and Geometry led by the Instructional Coach (October 31 - December 16, 2022).

| **Person Responsible** | Tosha Daniels (toshap@dadeschools.net) |

World History teachers will become familiar with BEST Standards to assist with Reading comprehension (October 31 - December 16, 2022) through collaboration with the reading coach.

| **Person Responsible** | Michelle Simon (michsimon@dadeschools.net) |

Science will develop best practices during common planning that are to be applied in class. Its implementation will lead to the higher productivity with students and their learning potential (October 31 - December 16, 2022).

| **Person Responsible** | Robert Mayrovitz (rmayrovitz@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.** | In the 2021-22 School Climate Survey, only 9% of the staff members agreed with the statement that "staff morale is high at my school." In contrast, 54% disagreed, and 14% strongly disagreed. This means that 68% of our teachers are not positively engaged in their work. A high-morale working environment can lead to better academic results and healthier relationships in the school environment. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we successfully implement Promoting the Morale and Performance of the Team through increasing teacher motivation, our teacher morale will increase. This will be implemented via teacher shout-outs, Teacher of the Month Awards, and by empowering teachers and their involvement in various school traditions and activities that continuously promote school spirit. As a result, the percentage of teachers who disagree with the school climate survey results question " I feel staff morale is high at my school " will decrease by at least 5% during the 2022-2023 school year. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Monitoring of this outcome will be conducted by reviewing teacher attendance and performance. Quarterly teacher surveys will be implemented where teachers answer the same questions as they did in the School Culture Survey. |
| **Person responsible for monitoring outcome:** | Lilibet Sosa (lsosa@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | The strategy being implemented is "Promoting the Morale and Performance of the Team". It is important to drive morale through difficult times and also to keep it high during times of success for teacher retention and performance. This strategy calls for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the** | Promoting the Morale and Performance of the Team is the selected strategy since our teachers need to boost morale. Only 9% of teachers agreed in the School Climate Survey that staff morale was high at our school. The happier our teachers are, the more engaged they will be in their work. Teachers are delighted to come to work, miss fewer days, build better relationships, and are overall assets to our institution. Involving all stakeholders will assist in integrating the talent of teachers and students within the building to increase school spirit and increase teacher morale. |

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

The Television Production course will produce a weekly "Brag about my teacher" that focuses on one of their teachers and highlight the positive impact made by that teacher. The recording will be shown in the announcements for Fridays starting in September of 2022. As a result of this step, one teacher will be highlighted by department each week (August 31 to October 14, 2022).

| **Person Responsible** | Lilibet Sosa (lsosa@dadeschools.net) |
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Monthly "Teacher Shout-outs" will occur in each faculty meeting. As a result, teachers see recognition and acknowledgement from administration (August 31 to October 14, 2022).

| **Person Responsible** | Juan Ramirez (jramirez53@dadeschools.net) |
|---|---|

Administrators will remain visible and accessible every day during passing, lunch, before and after school to increase presence and communication with teachers. As a result, faculty and staff will be administration as available and approachable (August 31 to October 14, 2022).

| **Person Responsible** | Juan Ramirez (jramirez53@dadeschools.net) |
|---|---|

School leadership will utilize social media campaign (website, twitter, Instagram, and Facebook) to showcase the Trojan Pride and branding process. As a result, Trojan pride and involvement should increase (August 31 to October 14, 2022).

| **Person Responsible** | Angel Robinson (301648@dadeschools.net) |
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School leadership will conduct a survey in October 2022 to gauge teacher morale. As a result, there will be more data to inform our efforts to increase morale (August 31 to October 14, 2022).

| **Person Responsible** | Lilibet Sosa (lsosa@dadeschools.net) |
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Monthly "Teacher Shout-outs" will occur in each faculty meeting and will be announced via intercom (October 31 - December 16, 2022).

| **Person Responsible** | Lilibet Sosa (lsosa@dadeschools.net) |
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School leadership will continue to utilize social media campaign (website, twitter, Instagram, and Facebook) to showcase the Trojan Pride and branding process (October 31 - December 16, 2022).

| **Person Responsible** | Angel Robinson (301648@dadeschools.net) |
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| #4. Positive Culture and Environment specifically relating to Attendance Initiatives | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | School data shows that 20% of our students miss 31 or more school days. This number has increased from 18% in 2020-2021 and 8% in 2019-2020. Poor student attendance negatively impacts student academic performance. |
| **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 target element of Student Attendance, our students will be present daily and receive engaging, quality instruction that contributes to improvement in their performance. By implementing these incentives, the number of students with 31 or more absences for 2022-23 will decrease by five percentage points. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The School Leadership Team will work with and monitor the Attendance Review Committee's (ARC) processes and incentives. The Attendance Review Committee, composed of Community Involvement Specialist, Attendance Clerk, Coaches, and teachers, will create an action plan. This plan aims to incentivize student attendance, create events to engage families in their children's education, and put systems in place to monitor students with two or more Early Warning Indicators. Additionally, the ARC will consistently work with truant students and families to identify root issues. The progress and reports of student attendance concerns will be shared with the School Leadership Team bi-weekly. |
| **Person responsible for monitoring outcome:** | Lilibet Sosa (lsosa@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Our school will focus on the evidence-based strategy of attendance initiatives and recognition. Attendance initiatives will allow the ARC and LT to motivate and recognize students who are present. Students will be recognized through the use of gift cards, certificates, and recognized on our social media platforms. Additionally, students receive quarterly recognitions through the Stellar Trojan initiative. |

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

Attendance initiatives will not only recognize students with good attendance but also motivate other students who put effort in improving there attendance. Students need extrinsic motivation first which will be accomplished via incentives.

**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.

Create an Attendance Review Committee process and system composed of teachers and staff. As a result, student attendance will be positively impacted due to truancy team meetings (August 31 to October 14, 2022).

**Person Responsible** Lilibet Sosa (lsosa@dadeschools.net)

Attendance committee along with teachers will plan intervention strategies and action steps to support the parents and identify services needed. As a result, a reduction in absenteeism for the identified students will occur (August 31 to October 14, 2022).

**Person Responsible** Lilibet Sosa (lsosa@dadeschools.net)

Stellar Trojan Committee will have their first quarter event, where students with great attendance will be rewarded with a certificate of recognition, website shout-out, and other incentives. As a result, other students will be motivated and attendance will increase (August 31 to October 14, 2022).

**Person Responsible** Angel Robinson (301648@dadeschools.net)

ARC will have truancy meetings with stakeholders, as needed throughout the school year, and will use tracker mechanism to ensure all students receive additional services needed. As a result, students with attendance issues will be supported (August 31 to October 14, 2022).

**Person Responsible** Juan Ramirez (jramirez53@dadeschools.net)

Attendance committee along with teachers will plan intervention strategies and action steps to support the parents and identify services needed. As a result, a reduction in absenteeism for the identified students will occur (October 31- December 16, 2022)

**Person Responsible** Lilibet Sosa (lsosa@dadeschools.net)

Every other Friday a class will be recognized for having 100% attendance with the Trojan Treat Cart. (October 31 - December 16, 2022)

**Person Responsible** Lilibet Sosa (lsosa@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 rely on building positive relationships with all stakeholders and providing a safe learning environment that ensures both emotional and physical safety for students and faculty. There are various ways that we intend to build a positive school culture and environment at Hialeah-Miami Lakes Senior High School. Stellar Trojans are designed to recognize students using the VALUES MATTER initiative, including attendance, uniform compliance, school and classroom rules, and respect during each grading period. Students selected will receive certificates, gift cards, or various other rewards. Teachers will also nominate students for "Do the Right Thing" monthly, where students will receive a pizza, a t-shirt, and a certificate of recognition. At Hialeah-Miami Lakes Senior, we use many social media platforms to promote activities, which again shows a positive angle for our school culture for students. The learning environment of our classrooms is conducive to learning. The naturing classroom environment is clean and organized and consistently evident throughout the school.

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

Various stakeholders promote and sustain a positive school culture, including faculty and staff, non-instructional personnel, custodians and cafeteria, parents, and community members. Their roles are to continuously exude HML pride and spirit and support our students and their growth inside and outside the school environment, focusing on the child as a whole.

In addition, our Activities Director, Club Sponsors, Athletic Directors, Assistant Principals, and others will create a plan to host fun activities for students and staff. Team building activities will take place throughout the school year to support school-wide morale. The SGA will be tasked with planning, organizing, and executing activities that improve student spirit and pride in the school. Such activities will boost the student body's involvement and increase our school's ownership.