J.C. Bermudez Doral Senior High

2022-23 Schoolwide Improvement Plan

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J.C. Bermudez Doral Senior High

5005 NW 112TH AVE, Doral, FL 33178

[no web address on file]

Demographics

Principal: Edward Smith

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
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: No Grade 2017-18: No Grade
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	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21
Grade	C	

School Board Approval

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SIP Authority

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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.

The mission of J.C. Bermudez Doral Senior High School is to journey together as a community of learners to assist every individual in becoming aware of their infinite worth and uniqueness. We educate using reason as a way of recognizing the meaning of truth and freedom.

Provide the school's vision statement.

J.C. Bermudez Doral Senior High School's vision is to educate individuals to become aware of their infinite worth and contribute to the good of society with their lives.

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
Chalarca, Elizabeth	Teacher, K-12	Ms. Chalarca teaches Reading and Language Arts courses to students with different abilities. She makes sure to treat each student as an individual while focusing on their strengths. She develops lessons that go beyond academic strategies and state requirements to ensure her students succeed in Language Arts. She provides her students opportunities for self-growth.
Iribar, Yanela	Teacher, K-12	Ms. Yanela Iribar oversees the Exceptional Student Education (ESE) department and ensures that students with disabilities are provided the necessary support in the standard or Access curriculum. She ensures that the school's ESE department is following complaint procedures. She collaborates with general education teachers to promote an inclusive environment and meet the specific needs of each student.
Robaina, Amarilys	Administrative Support	Ms. Robaina oversees the responsibilities of providing assistance in planning, scheduling, coordinating, and supervising assemblies, club activities, field trips, and activity buses. She also responds to all parent concerns and establishes and maintains the school's social fundraising and activity calendar.
Smith, Katrisha	Assistant Principal	Ms. Smith assists in the planning, development, organization, coordination and supervision of instructional programs and activities. She also interprets and implements the district-approved curriculum program in light of individual school needs. She maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs. While also supervising the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary.
Smith, Edward	Principal	Mr. Smith oversee day-to-day school operations, school logistics and budgets, interview and hires school personnel, while also handling reviewing and implementing school policies. He also ensures a safe and clean environment for students, while also attending Professional Developments to stay abreast of current educational trends. Mr. Smith encourages, guiding and assisting student leaders and teachers in reaching their full potential. Additionally, he meets with parents and administrators on a regular basis for problem resolution.

Demographic Information

Principal start date
Friday 7/15/2022, Edward Smith

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.*

22

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.*

2

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

843

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

1

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

9

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	249	283	297	0	829
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	46	73	99	0	218
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	2	42	52	0	96
Course failure in Math	0	0	0	0	0	0	0	0	0	6	0	2	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	107	112	110	0	329
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	80	59	134	0	273
Number of students with a substantial reading deficiency	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	77	83	127	0	287

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

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

Date this data was collected or last updated

Friday 7/15/2022

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	276	292	0	0	568
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	61	0	0	98
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	5	51	0	0	56
Course failure in Math	0	0	0	0	0	0	0	0	0	4	47	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	47	56	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	47	52	0	0	99
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	141	0	0	0	141
	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	

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	40	72	0	0	112

The number of students identified as retainees:

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

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	276	292	0	0	568
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	61	0	0	98
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	5	51	0	0	56
Course failure in Math	0	0	0	0	0	0	0	0	0	4	47	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	47	56	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	47	52	0	0	99
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	141	0	0	0	141
	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	

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	40	72	0	0	112

The number of students identified as retainees:

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

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	43%	54%	51%					59%	56%
ELA Learning Gains	46%							54%	51%
ELA Lowest 25th Percentile	40%							48%	42%
Math Achievement	49%	42%	38%					54%	51%
Math Learning Gains	59%							52%	48%
Math Lowest 25th Percentile	58%							51%	45%
Science Achievement	52%	41%	40%					68%	68%
Social Studies Achievement		56%	48%					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					
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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	28	33	28	35	49	35	41				
ELL	28	48	45	45	61	60	42				
HSP	44	46	40	49	59	58	52				
WHT	40	43		50	60		50				
FRL	41	44	38	46	57	60	48				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	35		21	28						
ELL	27	46	40	26	29	17	90				
HSP	45	47	45	33	28	12	80				
WHT	40										
FRL	44	45	43	29	31	14	78				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
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	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math proficiency increased from 33 percentage points in 2021 to 49 percentage on the 2022 Algebra EOC. Math Learning Gains increased from 28 percentage points in 2021 to 59 percentage points on the 2022 Algebra EOC. Students in the L25 subgroup in Math increased from 11 percentage points in 2021 to 58 percentage points on the 2022 Algebra EOC. All ELA learning gains remained the same at 46 percentage points for the 2020-2021 and 2021-2022 school year. Our 2021-2022 FSA ELA data points focusing on students with disabilities, our leadership team identified that greater focus should be placed on standards-aligned instruction in ELA due to students scoring a 28% proficiency level in their ELA assessment as compared to the 2020-2021 proficiency score of 19%. Even though the students demonstrated a 9 percentage point growth, when compared to students in other subgroups, the leadership team identified that SWD scored the lowest according to the 2021-2022 FSA ELA scores.

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

According to 2021-2022 ELA data, our ELA proficiency decreased from 44 percentage points in 2021 as compared to 43 percentage points in 2022. In 2022, students in the L25 subgroup in ELA decreased by at least 2 percentage points. Additionally, our ELL subgroup in ELA increased 1 percentage point in 2022; on our Biology EOC data points for our ELL subgroup showed that our students decreased 90 percentage points in 2021 to 42 percentage points on their 2022 FSA assessment. Biology EOC data points reflects a decrease in 2021 from 81 percentage points to 52% percentage points in our 2022 data findings.

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

The contributing factors were student lack of motivation, mental health and transitioning skills needed from middle school to high school as a result of the effects of the Covid 19 pandemic. During the 2020-2021 school year, we had only one grade level, which was 9th grade within our building. Our Biology scores reflected 81% passage due to the fact that only 30 students took this exam. As we added an additional grade level for our 2021-2022 school year, our scores fell significantly. The new actions that would need to be taken to address this need for improvement would be student extended learning opportunities, utilization of differentiated instruction and use of effective curriculum and resource utilization.

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

According to 2021-2022 state assessments, our math component demonstrated the most improvement. Our overall proficiency in Math was 49% in comparison to 23% in the 2020-2021 school year. Students in the L25 subgroup in Math increased from 11 percentage points in 2021 to 58 percentage points on the 2022 Algebra EOC.

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

We achieved this through the implementation of collaborative planning, monthly data chats, differentiated and bell-to-bell instruction in addition to tutoring conducted by teachers and instructional bootcamps. The contributing factors and new actions to this improvement were collaborative learning/structures, corrective feedback for students and checks for understanding.

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

The strategies we will need to implement in order to accelerate learning are providing students instruction during winter and spring break academy. Instruction will be tailored with data-driven decision making, interactive learning environments and monthly progress monitoring. We will incorporate standard aligned instruction to improve and accelerate student learning. This will be done by identifying the most critical learning standards and aligning lesson plans based on objectives and past assessments.

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

Based on the contributing factors and strategies identified to accelerate learning, teachers will attend professional development sessions on the following subjects: B.E.S.T. Mathematic Standards, B.E.S.T. Standards Immediate Rhetoric training (9-12), Data Driven Instructional Decision Making, Intensive Reading Read 180/System 44, Edgenuity, and USA test Prep.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are vertical planning, data chats, standards aligned instruction, EESAC/PTSA parental involvement and overall accountability.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After further review of our 2021-2022 FSA ELA data points, our leadership team identified that greater focus should be placed on standards-aligned instruction in ELA due to students scoring a 43% proficiency level in their ELA assessment as compared to the 2020-2021 proficiency level of 44 percentage points. In 2022, students in the L25 subgroup in ELA decreased by at least 2 percentage points. Additionally, all ELA learning gains remained the same at 46 percentage points for the 2020-2021 and 2021-2022 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Successful Implementation of Standards-aligned instruction will result in a 2-percentage increase in ELA proficiency as evidenced by 2023 state assessments. Data team will identify curriculum areas and specific concepts that school is performing below system/state level and examine school-based assessments and current interventions for students in high needs category.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct quarterly data chats, adjust groups based on current data in real time and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review monthly lesson plans for indication of differentiation for L25 students, in particular. Data analysis of formative assessments of L25, ELL and ESE students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a monthly basis. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Katrisha Smith (katrishasmith@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will execute lessons based on standards/learning targets while still setting and maintaining high expectations for student motivation and engagement with reading. Students will master critical concepts and be provided with opportunities to extend discussions of text meaning and interpretations to show mastery of standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Standard aligned instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

Grade level chairpersons will conduct monthly meetings to collaborate and ensure that student end-products are aligned to standards and that planned lessons embed remediation of weak standards while maintaining rigor and adherence to the district pacing guide. (08/31/2022-10/14/2022)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

Grade level chairpersons will conduct monthly meetings to collaborate and ensure that student end products are aligned to standards of instruction and planned lessons target remediation of standards while maintaining rigor and adherence to the district pacing guide. (08/31/2022-10/14/2022)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

The Leadership Team will meet periodically with grade level representatives to review the B.E.S.T. Standards and assess progress towards the mastery of those standards. As a result, progress monitoring data will indicate that standards are being taught to students and students are moving towards mastery of those standards. (08/31/2022-10/14/2022)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

Administrators will conduct targeted walk-throughs to ensure that the activities planned for during collaborative planning are being carried out within the instructional block. As a result, instruction will be aligned to District Pacing Guides and collaborative plans and students will be taught the new standards explicitly. (08/31/2022-10/14/2022)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will meet with instructional staff and coaches to discuss observation findings. Information will be provided for continuous improvement of the teaching and learning process, as well as feedback and support for educators to be successful and improve their impact on student learning. (10/31/22 - 12/16/22)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

The administrative team will conduct a faculty meeting on school-wide data findings. Evidence will be discussed that identifies strengths, encourages self-reflection and discussion to collaboratively determine actionable next steps. (10/31/22 - 12/16/22)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will provide all teachers with topic assessments and additional district approved materials to mitigate learning loss. Professional Developments will teach educators and learner discourse to observe interactions between the educator and learners, interact with learners as they participate in the lesson, and analyze student work to determine the impact of the lesson on learning. (10/31/22 - 12/16/22)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After further review of our 2021-2022 FSA ELA data points focusing on students with disabilities, our leadership team identified that greater focus should be placed on standards-aligned instruction in ELA due to students scoring a 28% proficiency level in their ELA assessment as compared to the 2020-2021 proficiency score of 19%. Even though the students demonstrated a 9 percentage point growth, when compared to students in other subgroups, the leadership team identified that SWD scored the lowest according to the 2021-2022 FSA ELA scores.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the consistent use of Differentiated Instruction (DI), a 2 percentage point increase in the number of students with disabilities will score at grade level or above in ELA will result in 50% or higher overall proficiency as evidenced by the 2022-2023 FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing progress monitoring will be conducted with the built-in skill checks for the Intervention Program, the Reading Unit Assessments, and the Mid-Yea assessment and FAST Progress Monitoring Assessments. Student progress should demonstrate consistent growth as the lessons progress. As students increase their achievement levels, their ability to demonstrate proficiency will increase.
Person responsible for monitoring outcome:	Katrisha Smith (katrishasmith@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	With the targeted element of Differentiation, our school will implement the evidenced based strategy of: Differentiated Instruction. Differentiated Instruction involves providing different students with different avenues to learning. By acquiring frequent data, and developing different materials to meet the needs the educational needs of the students, the school will remediate weak standards and provide enrichment activities to students who have already mastered grade level skills. Additionally, we will implement collaborative planning between the general education teachers and special education teachers to provide opportunity for teachers to come together to consult with each other and deepen skills with the goal of improving student achievement.

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. Differentiated instruction is necessary due to the large number of students who are scoring below proficiency on State Assessments. If the school does not remediate standards which are deficient, students will continue to struggle with mastering grade level standards. Collaborative planning will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes
available.

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.

Students will be assessed using the ELA Mid-year assessment and FAST. As a result, teachers will be able to identify the overall needs for each instructional group. Grade level chairpersons will conduct monthly meetings to collaborate and ensure that planned lessons target remediation of standards while maintaining rigor and adherence to the district pacing guide. (08/31/2022-10/14/2022)

Person Responsible Katrisha Smith (katrishasmith@dadeschools.net)

Reading teachers will use the data collected from ELA Mid-year assessment and FAST to group students according to their profile. As a result, teachers will create flexible groups for DI. (08/31/2022-10/14/2022)

Person Responsible Katrisha Smith (katrishasmith@dadeschools.net)

Teachers will assess whole-group instruction with Progress Monitoring Assessments. As a result, teachers will identify which students mastered weekly skills and which need additional learning opportunities. (08/31/2022-10/14/2022)

Person Responsible Katrisha Smith (katrishasmith@dadeschools.net)

Teachers will create preliminary student groups (based on data collected) to address students' needs to inform instruction, DI, and Intervention. As a result, DI groups will begin to be evident in classrooms and students will be aware of how to follow classroom rotations and routines.(08/31/2022-10/14/2022)

Person Responsible Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will meet with the ESE instructional staff to discuss observation findings. Information will be provided for continuous improvement of the teaching and learning process, as well as feedback and support for educators to be successful and improve their impact on student learning. (10/31/22 - 12/16/22)

Person Responsible Yanela Iribar (yanela_iribar@yahoo.com)

The administrative team will conduct a faculty meeting on school-wide data findings. Evidence will be discussed that identifies strengths, encourages self-reflection and discussion to collaboratively determine actionable next steps. (10/31/22 - 12/16/22)

| **Person Responsible** | Katrisha Smith (katrishasmith@dadeschools.net) |

The leadership team will provide all teachers with assessments and additional district approved materials to mitigate learning loss. Professional Developments will teach educators and learner discourse to observe interactions between the educator and learners, interact with learners as they participate in the lesson, and analyze student work to determine the impact of the lesson on learning. (10/31/22 - 12/16/22)

| **Person Responsible** | Katrisha Smith (katrishasmith@dadeschools.net) |

#3. Positive Culture and Environment specifically relating to Teacher and Parent Communication	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Parental involvement is consistently limited at the school primarily in areas of active and consistent communication. Despite the different modalities that are being utilized, parent and teacher communication is somewhat limited. Parent feedback on the 2022 Climate Survey indicates that 63 percentage of parents agree that their child's teacher includes them in matters effecting their child's progress. This indicates that 47 percentage of parents do not agree that their child's teacher includes them in matters effecting their child's progress. Our plan of action will include quarterly parent conference meetings, monthly information provided via School Messenger, social media, and placing information on website, teacher communication through Remind messaging, and quarterly school newsletters.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Successful implementation of increased teacher-parent communication through the use of quarterly parent conferences meetings, School Messenger, social media, placing information on website, teacher communication through Remind messaging, and quarterly school newsletters will result in a 3% increase in parent satisfaction for Leadership and Relationship on the 2022-2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct quarterly meetings with department chairs regarding communication tools relating to Schoology, social media, and newsletters.
Person responsible for monitoring outcome:	Katrisha Smith (katrishasmith@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of parental involvement, our school will focus on the evidence-based strategy of: Family Engagement. Family Engagement fosters the homeschool connection and is a major factor in narrowing the achievement gap for students and increasing parental contact. By increasing the collaboration between the school and the parents, students will receive more support at home and will be provided with the tools necessary, in both the home and school settings, to grow socially and intellectually.

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.	By implementing the use of quarterly parent conferences meetings, School Messenger, social media, school website, teacher communication through Remind messaging, and quarterly school newsletters will ensure effective communication and promote positive partnerships with parents.

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 leadership team will conduct quarterly parent conferences meetings to provide parents with school updates. (08/31/2022-10/14/2022)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

The administrative team will monitor school Messenger, social media, and website to ensure information is up-to-date. (08/31/2022-10/14/2022)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will meet with department chairs to discuss communication through Schoology by departments. (08/31/2022-10/14/2022)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will conduct quarterly PTSA meetings to increase participation. 08/31/2022-10/14/2022)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will meet with department chairs to discuss observation findings. Information will be provided for continuous improvement of the teaching and learning process, as well as feedback and support for educators to be successful and improve their impact on student learning. (10/31/22 - 12/16/22)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

The administrative team will conduct a faculty meeting on school-wide data findings. Evidence will be discussed that identifies strengths, encourages self-reflection and discussion to collaboratively determine actionable next steps. (10/31/22 - 12/16/22)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

Best practices will be identified during and shared with the leadership team, faculty, and stakeholders. As a result, teachers will have resources within the building where they can gather ideas and assistance as needed to increase parental participation. (10/31/22 - 12/16/22)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Teacher feedback on the 2022 Climate Survey indicates that 26% of teachers surveyed that administrators provide you with feedback to improve student outcomes on a monthly basis. During the 2020-2021 school year, 57% of teachers surveyed that administrators provide you with feedback to improve student outcomes on a monthly basis. This indicates that administration is not communicating frequently with teachers and there has been a 31 percentage decrease in points from the year prior.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the targeted element of Strategic Walk-throughs, our school will implement the evidenced based strategy of: Leadership Visibility, Accessibility, and Communication, and will show an increase by 5 percentage increase for the 2022-2023 School Climate Survey. Leadership Visibility and Accessibility allows the opportunity to inspect, direct, or correct. Through targeted Leadership Meetings and consistent feedback, administrators will ensure that teachers are provided with not only activities are aligned to District Initiatives and thus creating an increase in content proficiency, but with professional developments to improve student outcomes academically, socially, and mentally. In addition, personalized feedback will lead to more effective professional development which meets the needs of each teacher.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators will create a weekly schedule of targeted walk-throughs. Feedback will provided individually by teacher. General findings from informal walk-throughs will be discussed at collaborative planning and during Leadership Team meetings to align school needs with targeted professional development activities. The leadership team will conduct quarterly data chats, adjust groups based on current data in real time and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review monthly lesson plans for indication of differentiation for L25 students, in particular. Data analysis of formative assessments of L25, ELL and ESE students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a monthly basis. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-	With the targeted element of Strategic Walk-throughs, our school will implement the evidenced based strategy of: Leadership Visibility and Accessibility. Leadership Visibility, Accessibility, and Communication allows the opportunity to inspect, direct, or correct. Through targeted walk-throughs and consistent feedback, administrators will ensure

based strategy being implemented for this Area of Focus.	classroom activities are aligned to District Initiatives. In addition, personalized feedback will lead to more effective professional development which meets the needs of each teacher.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Strategic walk-throughs with consistent feedback will be used to ensure that classroom instruction is aligned to collaborative planning. Consistent, individualized feedback will also be used to provide each teacher with tailored professional development activities. By providing each teacher with feedback and/or professional development that is aligned to their specific needs, teaching and learning in the classroom will directly increase student performance.

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.

Administration and Department Chairpersons will conduct monthly meetings to collaborate and ensure that student end-products are aligned to standards and that planned lessons embed remediation of weak standards while maintaining rigor and adherence to the district pacing guide. (08/31/2022-10/14/2022)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

Administration will conduct bi-weekly meetings with the leadership team and teachers on ways to collaboratively improve communication. As a result, teachers will implement the targeted activities and receive immediate feedback. (08/31/2022-10/14/2022)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

The Leadership Team will meet monthly with grade level representatives to review Schoology and other communication tools and assess progress towards the mastery of those standards. As a result, progress monitoring data will indicate that standards are being taught to students and students are moving towards mastery of those standards. (08/31/2022-10/14/2022)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

Best practices will be identified during classroom walk-throughs and teacher leaders will be identified to act as resources for their grade groups and content areas. As a result, teachers will have resources within the building where they can gather ideas and assistance as needed. All resources will be sent to teachers via district email. (08/31/2022-10/14/2022)

Person Responsible	Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will meet with instructional staff and coaches to discuss observation findings. Information will be provided for continuous improvement of the teaching and learning process, as well as

feedback and support for educators to be successful and improve their impact on student learning. (10/31/22 - 12/16/22)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

The administrative team will conduct a faculty meeting on school-wide data findings. Evidence will be discussed that identifies strengths, encourages self-reflection and discussion to collaboratively determine actionable next steps. (10/31/22 - 12/16/22)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

The leadership team will provide all teachers with topic assessments and additional district approved materials to mitigate learning loss. Professional Developments will teach educators and learner discourse to observe interactions between the educator and learners, interact with learners as they participate in the lesson, and analyze student work to determine the impact of the lesson on learning. (10/31/22 - 12/16/22)

Person Responsible   Katrisha Smith (katrishasmith@dadeschools.net)

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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.

A strong and positive school culture is characterized by a clear sense of direction and shared accountability to advance a vision for success, which shapes how teachers and leaders do their jobs. It is built on mutual respect and trust, which are the foundation of learning communities. J.C. Bermudez Doral Senior High School will conduct an audit of school practices, including curriculum implementation and scaffolding, teacher professional development, the use of advisories, disciplinary codes, grading policies, and awards ceremonies, to ensure a through-line from the school's mission to its institutional practices. Additionally, we will facilitate teacher leadership and collaboration to reinforce and share ownership of the school's mission and vision.

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

Work with senior leaders in our school community, parents and teachers, to ensure a clear articulation of the school's mission and values, and use that mission and vision statement to model actions and drive decision-making related to the pandemic and beyond. We've also discovered time and time again, the more students, teachers, and stakeholders voices are included the greater the success rate. This transpires because not only are students sharing their lived experiences and vital viewpoints, but the effect of students feeling seen, heard and valued greatly increases their sense of self, capability, and that they can actually make a difference. All of which also increases positive teaching and learning outcomes and shows that students as stakeholders are just as important as all the adult contributions involved.