

Miami-Dade County Public Schools

Miami Northwestern Senior High



2022-23 Schoolwide Improvement Plan

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Miami Northwestern Senior High

1100 NW 71ST ST, Miami, FL 33150

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

Demographics

Principal: Bridgette Tate Wyche

Start Date for this Principal: 8/26/2022

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)	
School Grades History	2021-22: C (48%) 2018-19: C (50%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	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	99%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Miami Northwestern Senior High is dedicated to assisting every student with authoring their page in the Bulls' rich legacy of pride, tradition and excellence since 1955. Within a safe and supportive environment, we provide rigorous educational curriculum that allows students to achieve academic success and continue the tradition of matriculating students to higher educational institutions, technical/vocational college, and military services. We honor achievement and engage students in relevant school-wide and community activities to promote pride in ourselves, our school and our community.

Provide the school's vision statement.

We strive to ensure that all students are college and career ready by providing access to rigorous accelerated curriculum and expecting proficiency across all subject areas. In partnership with families and community, our goal is to create relevant learning opportunities for students -- both inside and outside the classroom -- that help them become lifelong learners, develop knowledge, critical thinking skills, and strong caliber of character. Our ultimate goal is to empower students to succeed and lead productive, fulfilling lives in a technologically advanced world.

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
Tate-Wyche, Dr. Bridgette	Principal	Dr. Tate-Wyche oversees schoolwide instruction and operations. She also provides leadership and support in schoolwide efforts to address the academic and socio-emotional needs of students.
Williams, Veronica	Assistant Principal	Ms. Williams oversees the literacy department (ELA, reading and ESOL); schoolwide assessment; magnet; MINT; PLST and School Leadership Team. She also coordinates clerical staff, i.e., student registrations, transfers and withdrawals. Additionally, she supervises Teach for America and prepares the SIP. She also oversees instructional reviews; professional development, and interventions.
Pouca, Kedler	Assistant Principal	Mr. Pouca oversees activities, athletics, internal funds, and the science department. He also coordinates custodial, security, school police, and cafeteria staff. Additionally, he coordinates building maintenance, hurricane shelter, FASI emergency drills and schoolwide discipline.
	Assistant Principal	Ms. Russo oversees the math, advanced academics, dual enrollment, and the student services departments. She also coordinates credit recovery, the CRISIS team, paraprofessionals, teacher certification, class size compliance, EESAC, and Florida Virtual School (FLVS).
Harvard, Marquis	Assistant Principal	Mr. Harvard oversees social studies, ESE, foreign language, career technical, JROTC, and electives departments. Additionally, he supervises the business department, Critical Incident Management, and Restorative Justice Program (RJP).

Demographic Information

Principal start date

Friday 8/26/2022, Bridgette Tate Wyche

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.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,493

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

17

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

7

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	370	357	415	351	1493
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	174	196	201	195	766
One or more suspensions	0	0	0	0	0	0	0	0	0	166	132	76	40	414
Course failure in ELA	0	0	0	0	0	0	0	0	0	18	33	46	19	116
Course failure in Math	0	0	0	0	0	0	0	0	0	16	54	55	61	186
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	228	193	166	0	587
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	207	196	135	1	539
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	207	149	181	95	632

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	254	246	198	79	777

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	13	3	2	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	22	10	5	51

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	369	444	381	361	1555	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	197	204	191	176	768	
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	43	149	105	114	411	
Course failure in Math	0	0	0	0	0	0	0	0	0	50	115	96	96	357	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	125	150	113	154	542	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	117	129	93	77	416	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	224	153	0	0	377	

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	156	212	172	189	729	

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	7	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	10	16	9	46

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	330	393	325	4	1052	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	168	194	185	1	548	
One or more suspensions	0	0	0	0	0	0	0	0	0	108	76	38	0	222	
Course failure in ELA	0	0	0	0	0	0	0	0	0	19	44	17	0	80	
Course failure in Math	0	0	0	0	0	0	0	0	0	38	54	61	0	153	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	178	161	0	0	339	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	154	132	1	0	287	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	151	178	98	3	430	

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	225	189	77	1	492

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	15	5	2	3	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	8	8	0	33

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	29%	54%	51%				35%	59%	56%
ELA Learning Gains	38%						38%	54%	51%
ELA Lowest 25th Percentile	30%						21%	48%	42%
Math Achievement	27%	42%	38%				32%	54%	51%
Math Learning Gains	53%						43%	52%	48%
Math Lowest 25th Percentile	67%						52%	51%	45%
Science Achievement	49%	41%	40%				62%	68%	68%
Social Studies Achievement	41%	56%	48%				56%	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	57%	68%	-11%	67%	-10%
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	53%	71%	-18%	70%	-17%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	54%	-26%	57%	-29%

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	19	20	15	26	43	63	33	40		100	22
ELL	17	32	25	31	64	56	35	23		91	43
BLK	31	40	34	27	52	68	52	42		95	53
HSP	19	29	19	27	54	59	43	26		91	46
FRL	29	38	31	26	52	66	49	41		95	51
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	10	34	32	14	24	22	36	29		93	31
ELL	18	28	16	15	38	37	50	50		54	71
BLK	29	35	29	11	17	28	41	37		96	54
HSP	13	25	17	9	30	35	40	32		52	59
MUL	27	38		8	20						

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	27	34	27	11	18	29	42	37		93	53
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	39	42	29	37	32	33	54	32		83	53
ELL	27	39	28	24	37	33	46	43		69	73
BLK	34	36	17	33	43	56	61	55		90	71
HSP	44	46	41	29	47	43	65	67		79	68
FRL	35	37	22	33	43	51	62	57		90	70

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	49
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	55
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
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	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
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?

According to the 2021-2022 Spring FSA data from PowerBI and the 2020-2021 FLDOE FSA assessment data, there was a 4-percentage point drop in ELA proficiency (from 28% to 24%), and a 13-percentage point increase in math (from 11% to 24%), a 4-percentage point increase in science from (42% to 46%), and a 2-percentage point increase in social studies (from 38% to 40%).

The 2021 to 2022 FSA data indicates a significant increase in student achievement in math, as well as increases in science and social studies. The data also shows that attention needs to be placed on ELA student achievement. Subsequently, prior data reveals that math proficiency will also be a priority, which was at 32% in 2018-2019. Although gains were made in math in 2021-2022, there was an 8% loss in comparison.

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

According to the 2021-2022 Spring FSA data from Power Bi, 24% of 9th and 10th grade students are proficient in reading; When compared to the 2020-2021 FSA state results, there was a 4-percentage point decrease in reading, from 28% to 24%. The data indicates that the students are increasing towards proficiency in all content areas, with improvements to be made in reading proficiency.

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 to this need for improvement include lack of consistency with implementing differentiated instruction and standards-aligned instruction in the classroom. The new actions that would need to be taken are meaningful professional development and consistent monitoring in these areas.

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

According to the 2021-2022 Spring FSA data from PowerBI and the 2020-2021 FLDOE FSA assessment data, the data components that showed the most improvement include, math proficiency, which increased 13-percentage points, (from 11% to 24%), science proficiency which increased 4-percentage points, from (42% to 46%), and social studies proficiency, with a 2-percentage point increase (from 38% to 40%).

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

The contributing factors to this improvement were increased teacher quality, effective collaborative planning, and the use of standards-aligned questions in all content areas. Data-driven instruction was also implemented and contributed to the improvement.

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

The strategies that will need to be implemented in order to accelerate learning are standards-aligned instruction, differentiated instruction, extended learning opportunities, and response to intervention for struggling learners.

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

The professional development opportunities developed by the PLST will include the following: Incorporating Standards-Aligned Instruction based on B.E.S.T. benchmarks; Instructional Coaching Academy (iCAD), where the Transformational Coaches attend monthly professional development and turn-key best practices to teachers. Second faculty meeting of the month will be dedicated to in-house professional development (PLC); Strategic planning for boot camps/academies for test preparation.

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 are extended learning opportunities through after school tutoring, winter break academy, spring break academy, and Saturday academy. Additionally, clubs and extracurricular activities will be promoted to increase student participation, attendance, and improve a sense of belonging.

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 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.	<p>According to the 2021-2022 Spring FSA data from PowerBI and the 2020-2021 FLDOE FSA assessment data, there was a 4-percentage point drop in ELA proficiency (from 28% to 24%), and a 13-percentage point increase in math (from 11% to 24%), a 4-percentage point increase in science from (42% to 46%), and a 2-percentage point increase in social studies (from 38% to 40%).</p> <p>The 2021 to 2022 FSA data indicates a significant increase in student achievement in math, as well as increases in science and social studies. The data also shows that attention needs to be placed on ELA student achievement. Subsequently, prior data reveals that math proficiency will also be a priority, which was at 32% in 2018-2019. Although gains were made in math in 2022, there was an 8% point loss in comparison to 2019 and 2022 data points. Standards-aligned instruction will ensure alignment with students achievement scores and standards as well as formative and summative assessments.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the implementation of standards-aligned instruction, our goal is for an additional 11-percentage point gain within 9th and 10th grade students, scoring at or above grade-level in reading on the 2022-2023 state assessments, by June 2023.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Standard-aligned instruction will be monitored through the use of weekly common planning that focuses on standard-based lesson planning with curriculum resources, professional development sessions on standard align instruction via faculty meetings, and weekly administrative and instructional classroom walk-throughs.</p>
Person responsible for monitoring outcome:	<p>Veronica Williams (vwilliams28@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Our school will utilize the evidenced-based strategy, "Standards-Aligned Instruction", by supporting teachers with executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. After collaborative planning of standards, teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.</p>
Rationale for Evidence-based Strategy: Explain the	<p>Standards-aligned instruction will ensure that teachers are planning effective lessons according to B.E.S.T. standards and district pacing guides, thereby improving student academic achievement. This will be monitored through weekly classroom walkthroughs to ensure compliance.</p>

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Common planning will occur weekly to ensure that teachers are utilizing effective curriculum resources such as state mandated item specs and district planning cards to plan lessons. As a result, lesson plans and instructional delivery will accurately align with appropriate curriculum resources. (8/22 - 10/22)

Person Responsible Veronica Williams (vwilliams28@dadeschools.net)

The academic coaches will conduct professional development opportunities during common planning or faculty meetings for the instructional staff on standards-aligned instruction. As a result, instructional shifts will be evident within classroom instructional delivery and student work products. (8/22 - 10/22)

Person Responsible Veronica Williams (vwilliams28@dadeschools.net)

Academic coaches will begin coaching cycles with novice teachers on lesson planning to model alignment of standards, objectives and instruction, daily end-products and grades. As a result, shifts will be evident in an increase of teacher capacity from taking planned lessons through the entire gradual release model. (8/22 - 10/22)

Person Responsible Alessandra Russo (arusso@dadeschools.net)

Administration will complete weekly walk-throughs and provide feedback on instructional practices as well as the effectiveness of coaching cycles to ensure assignments are standard aligned and implemented with fidelity. As a result, walkthroughs and feedback will be deliberate and targeted on effective instructional practices. (8/22 - 10/22)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

The Assistant Principals will follow up with teachers to ensure the student work products contain meaningful feedback that is used to drive objectives and activities being remediated/instructed. As a result, authentic work products will be evident with deliberate feedback on student work products. (10/31- 12/16)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Ensure that lessons are introduced with a clear purpose for reading, with the on-going use of active reading strategies. As a result, students will have a clear focus and purpose for reading. (10/31- 12/16)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 Spring FSA data from PowerBI and the 2020-2021 FLDOE FSA assessment data, there was a 4-percentage point drop in ELA proficiency (from 28% to 24%), and a 13-percentage point increase in math (from 11% to 24%), a 4-percentage point increase in science from (42% to 46%), and a 2-percentage point increase in social studies (from 38% to 40%).

The data indicates that the students are increasing towards proficiency. The 2020-2021 to 2021-2022 FSA data indicates a significant increase in student achievement in math. However, prior data reveals that math proficiency will continue to be a priority, which was at 32% in 2018-2019. Although gains were made in math in 2021-2022, there was an 8% point loss in comparison to 2018-2019. Focusing on differentiation will afford teachers and students the opportunity to set short and long term goals that are individualized to their specific deficiencies.

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

With the effective implementation of goal-oriented learning, an additional 10 percent of 9th and 10th grade students will score at or above grade-level in math on the 2022 - 2023 state assessments, by June 2023.

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

Differentiation will be monitored via student data trackers, quarterly teacher to student data chats and teacher to administration data chats, results from progress monitoring assessments and through administration walk-throughs.

Person responsible for monitoring outcome:

Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

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

Goal Oriented Learning will ensure that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Students invested in learning goals, both short term and long term, will be more invested in learning outcomes.

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

Goal oriented learning will allow teachers to focus on short and long term goals that meet the individual needs of each student. Thus, providing both the teacher and the student with a clear and focused road map of the learning target and how to effectively achieve the desired learning outcome.

**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.

Establish school wide proficiency goals in all content areas to begin targeting students needed to meet said goal. As a result, our school will be guided by clear student achievement goals and will stay focused on what differentiation the student needs. (8/22 -10/22)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Use FAST progress monitoring assessment 1 (PM1) as an additional data point, in conjunction with the Spring 2021-2022 FSA scores, to conduct teacher to student data chats and teacher to administration data chats. As a result, administration, teacher, and student goal setting will begin to drive school-wide instructional decisions through differentiated instruction. (8/22 - 10/22)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Implement data trackers in all core content areas to ensure that students are constantly monitoring and/or adjusting individualized short- and long-term goals as they progress towards proficiency. As a result, targeted differentiation will be evident within content classes. (8/22 - 10/22)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Weekly administrative and instructional classroom walk-throughs to ensure continuous monitoring of student progress trackers. As a result, administrative classroom walkthroughs will keep track of teacher efficacy and ensure feedback from observed differentiation is provided to teachers. (8/22 - 10/22)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Teacher should provide students with explicit feedback and allow them an opportunity to revise their work to ensure they are mastering the benchmark they are weakest in. As a result (10/31- 12/16)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Revisit 11th & 12th grades, student data chat/goal setting forms and trackers with ACT ChalkTalk diagnostic data to further target instruction. As a result, (10/31- 12/16)

Person Responsible Veronica Williams (vwilliams28@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Celebrate Successes**Area of Focus****Description and****Rationale:**

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

According to 2021-2022 School Climate Survey data, 55% stated, "We felt staff morale was high at our school." When compared to the 2020-2021 School Climate Survey, there was a 19-percentage point increase (from 36% to 55%). This was identified as a critical need, because staff morale was directly linked to student achievement and a positive school climate.

Measurable Outcome:**State the specific****measurable outcome the school plans to achieve.**

This should be a data based, objective outcome.

Successful implementation of the targeted focus of "Celebrating Successes", will result in a 15 percentage point increase in staff morale as measured by the 2022-2023 district school climate survey.

Monitoring:

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

Celebrating Success will be monitored by the administrative team and leadership team, to ensure best practices will be in place to help faculty & staff feel valued and appreciated. Quarterly, the administrative team will survey the faculty and staff members about the overall culture of the building.

Person responsible for monitoring outcome:

Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Evidence-based**Strategy:**

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

Celebrating Successes involves providing celebrating the achievements of all stakeholders in our building. Our goal is to boost confidence and increase motivation. It is our goal to ensure we not only show appreciation to the outstanding work done by faculty and staff, but also, can also boost our school's reputation, improve retention, and help to attract top talent.

Rationale for Evidence-based Strategy:

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

As an administrative team, we recognize that celebrating staff successes will help to improve the morale of each member. Morale is an important factor directly related to student achievement and teacher buy-in. Consequently, measuring a clear pulse of the school climate is critical in supporting a positive school culture.

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.

Use monthly faculty meetings to implement a "Teacher Spotlight Success." Administration will recognize and praise teachers for the great instructional practices that are being implemented in their class that yields student achievement. As a result, teachers' attitudes, and confidence will improve. (8/22 -10/22)

Person Responsible

Veronica Williams (vwilliams28@dadeschools.net)

Implement a quarterly "COMMUNITY BULL PEN" newsletter to highlight teachers' best practices and students' successes. This will afford teachers the opportunity to learn from others while promoting togetherness and achievement. As a result, best practices will increase throughout the building so that others can implement them as well. (8/22 - 10/22)

Person Responsible

Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Implement "Golden Bull of the Month" initiative where a model teacher is recognized for exhibiting effective use of strategies to increase student achievement. The teacher's will receive a displayed "Golden Bull" that they'll pass on to another model teacher who they believe exhibit effective strategies . As a result, achievements will be publicly celebrated for all stakeholders to acknowledge. (8/22 -10/22)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Administration will continue to make a continued effort to involve faculty and staff in decision making. As a result, teachers will feel empowered to increase engagement and teamwork throughout the building. (8/22 -10/22)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Develop a "New Bulls" Induction Program for teachers new to the building and profession. Monthly, MINT meetings will be provided for new teachers to engage and learn effective use of strategies to implement inside and outside the classroom. As a result, novice teachers will be paired with effective veteran teachers to support them through their early career growth. (10/31- 12/16)

Person Responsible Veronica Williams (vwilliams28@dadeschools.net)

Offer faculty and staff opportunities to observe other professionals exhibiting best practices within their content area. As a result, teachers will learn best practices from their peers in order to build teacher capacity. (10/31- 12/16)

Person Responsible Alessandra Russo (arusso@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development**Area of Focus****Description and Rationale:**

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

According to 2021-2022 School Climate Survey data, 45% of staff disagreed or strongly disagreed with the statement "We felt our ideas are listened to and considered". When compared to the 2020-2021, School Climate Survey data showed a 19-percentage point increase on the same question (from 28% and 45%). This was identified as a critical need because valuing teacher input in the decision making process, results in empowering teacher leaders.

Measurable**Outcome:**

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

Successful implementation of the shared leadership strategy will result in a 15-percentage point increase in staff morale as measured by the 2022-2023 district School Climate Survey.

Monitoring:

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

This area of focus will be monitored via weekly staff morale 'temperature' checks conducted by school administration during our leadership team meetings. Ensuring the implementation of developing teacher leaders and implementing collaborative structures for support for new teachers is evident. Feedback from school leaders will allow for open discussion of ways to involve more teachers in school leadership roles.

Person responsible for monitoring outcome:

Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Evidence-based Strategy:

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

Our evidenced-based strategy that will be implemented is shared leadership. Our goal is to involve and maximize everyone's talents and resources, by empowering individuals and giving them an opportunity to take leadership positions in their areas of expertise. Our teachers, staff, parents, and administrative team will work together to solve problems and create an engaging school climate that fosters student learning.

Rationale for Evidence-based Strategy:

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

Instructional support for staff is significant to impacting student overall success. Shared leadership builds morale and creates a positive culture in which both students and staff members can succeed. We will utilize our leadership team, (administrators, teachers, staff members), to make important school decisions and/or coordinate a school-improvement initiative.

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 school leadership team will ensure that building the capacity of others in the building is a top priority. Through ensuring the implementation of developing teacher leaders and implementing collaborative

structures for support for new teachers. As a result, there will be a shared purpose of effective instruction and capacity building, with an understanding of the collective goal. (8/22 - 10/22).

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Administration will collaborate with the leadership team to highlight a staff member of the month, spotlighting teacher leader success, inside and outside the classroom during faculty meetings, and via social media. As a result, teacher leaders will emerge with authentic engagement practices, that will shift the school climate into an empowering environment. (8/22 - 10/22)

Person Responsible Dr. Bridgette Tate-Wyche (batate@dadeschools.net)

Weekly leadership team meetings will take place to conduct "temperature checks" of faculty/staff and collaborate to address concerns of all stakeholders. As a result, the leadership team will be able to discuss next steps to improve staff morale based on feedback. (8/22 - 10/22)

Person Responsible Veronica Williams (vwilliams28@dadeschools.net)

Administration will provide all stakeholders opportunities to participate on committees to support the school improvement plan. As a result, teacher buy-in will be increased thus improving overall school morale and building teacher leadership capacity. (8/22 - 10/22)

Person Responsible Veronica Williams (vwilliams28@dadeschools.net)

Identify teacher leaders at the school site and provide them with an opportunity to present their best practice at a faculty meeting. As a result, teacher buy-in will be increased. (10/31- 12/16)

Person Responsible Kedler Pouca (200040@dadeschools.net)

Develop an in-house survey tool for new and veteran teachers to provide feedback after each learning walk or a best practices presentation. As a result, PD Liaison will monitor survey responses and evaluate feedback for effectiveness and need for improvement or and additional needs. (10/31- 12/16)

Person Responsible Veronica Williams (vwilliams28@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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

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. Â§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?

NA

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?

NA

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**

NA

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.

Miami Northwestern Senior High School addresses building a positive school culture and environment by increasing opportunities for leadership development and allowing faculty and staff to have a voice in decision-making. Additionally, we improve school morale by including all stakeholders in celebrating successes through a 'Bull of the Month' staff member and student, birthday celebrations and attendance recognitions. We also work to build relationships between veteran and novice teachers, administration and faculty, parents, and staff members and among students. We promote a variety of clubs and activities tailored to students' interests.

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

The stakeholders involved in promoting a positive culture and environment at Miami Northwestern Senior High include the principal, assistant principals, activities director, community members, staff, and students. The administrative team supervises consistent implementation of positive school culture initiatives and spearheads monthly staff recognition. The activities director coordinates events, clubs, and monthly student recognitions. Community members contribute ideas to boost a positive culture and are included in celebrations and recognitions. They donate their time to assist, when available. Staff members collaborate in building interdepartmental relationships through monthly faculty meetings and common planning.