

Miami-Dade County Public Schools

Miami Edison Senior High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Miami Edison Senior High School

6161 NW 5TH CT, Miami, FL 33127

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

Demographics

Principal: James Dominique

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (55%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

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

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	B	B

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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.

Miami Edison Senior High School seeks to be a safe, supportive, and nurturing community which inspires all students to perform at high levels of learning. High standards and continuous improvement are embedded within our school culture to inspire lifelong learners to flourish in a global society.

Provide the school's vision statement.

The vision of Miami Edison Senior High School is to deliver a relevant and rigorous academy based curriculum designed to meet the educational needs of our diverse population. Students will be empowered through engaging social educational relationships, real world experiences, and community and business partnerships. Students are equipped with the essential tools to enable them to achieve their highest potential in their post secondary endeavors and to become lifelong learners.

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
Campbell, Juan	Assistant Principal	<p>The Assistant Principal role includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> * Support structures that enhance the school's climate and culture * Enforce attendance rules/procedures * Respond to disciplinary issues * Work with teachers to establish curriculum standards * Coordinate the use of school facilities for day-to-day activities and special events * Support the Principal
Lee-Morrison, Vernatta	Assistant Principal	<p>The Assistant Principal role includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> * Support structures that enhance the school's climate and culture * Enforce attendance rules/procedures * Respond to disciplinary issues * Work with teachers to establish curriculum standards * Coordinate the use of school facilities for day-to-day activities and special events * Support the Principal
Olibrice, Monfort	Instructional Coach	<p>The duties of the instructional coach, include but are not limited to, the following:</p> <ul style="list-style-type: none"> * Support Common Planning with teachers to disaggregate data, group students, and make informed decisions about future lessons * Assist teachers with instructional routines and lessons through facilitating coach-teacher-collaboration sessions * Meet weekly with the Instructional Leadership Team (ILT) regarding data, instruction, and teacher support
Dominique, James	Principal	<p>The Principal role includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> * Oversees school-wide efforts to increase community involvement * Oversees school-wide efforts to enhance the school's culture * Instructional Leader * Support structures that enhance the school's climate and culture * Enforce attendance rules/procedures * Respond to disciplinary issues * Work with teachers to establish curriculum standards * Coordinate the use of school facilities for day-to-day activities and special events * Support the Principal
VOUNZI, GLADYS	Assistant Principal	<p>The Assistant Principal role includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> * Support structures that enhance the school's climate and culture * Enforce attendance rules/procedures * Respond to disciplinary issues * Work with teachers to establish curriculum standards * Coordinate the use of school facilities for day-to-day activities and special events * Support the Principal

Name	Position Title	Job Duties and Responsibilities
SAINTVIL, LAUREN	Instructional Coach	The duties of the instructional coach, include but are not limited to, the following: * Support Common Planning with teachers to disaggregate data, group students, and make informed decisions about future lessons * Assist teachers with instructional routines and lessons through facilitating coach-teacher-collaboration sessions * Meet weekly with the Instructional Leadership Team (ILT) regarding data, instruction, and teacher support

Demographic Information

Principal start date

Friday 7/15/2022, James Dominique

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

0

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

14

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

625

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

5

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

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	150	193	163	140	646
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	65	97	77	65	304
One or more suspensions	0	0	0	0	0	0	0	0	0	0	26	46	42	16	130
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	15	4	1	1	21
Course failure in Math	0	0	0	0	0	0	0	0	0	0	17	35	27	25	104
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	88	113	108	0	309
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	90	118	112	2	322
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	98	85	90	62	335

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	107	130	118	34	389

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	2	0	7	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	13	6	7	35

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	218	157	161	167	703
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	107	84	88	86	365
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	51	26	30	40	147
Course failure in Math	0	0	0	0	0	0	0	0	0	29	42	47	88	206
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	81	68	58	90	297
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	85	72	70	71	298
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	143	71	0	0	214

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	110	90	87	115	402

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	3	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	8	9	9	39

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	218	157	161	167	703
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	107	84	88	86	365
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	51	26	30	40	147
Course failure in Math	0	0	0	0	0	0	0	0	0	29	42	47	88	206
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	81	68	58	90	297
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	85	72	70	71	298
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	143	71	0	0	214

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	110	90	87	115	402

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	3	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	8	9	9	39

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	25%	54%	51%				20%	59%	56%
ELA Learning Gains	48%						35%	54%	51%
ELA Lowest 25th Percentile	43%						40%	48%	42%
Math Achievement	22%	42%	38%				41%	54%	51%
Math Learning Gains	48%						56%	52%	48%
Math Lowest 25th Percentile	76%						70%	51%	45%
Science Achievement	37%	41%	40%				57%	68%	68%
Social Studies Achievement	31%	56%	48%				58%	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	53%	68%	-15%	67%	-14%
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	35%	63%	-28%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	54%	-18%	57%	-21%

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	23	41	29	29	42	73	36	47		92	45
ELL	12	46	41	19	52	73	28	12		90	74
BLK	25	47	48	20	47	77	36	28		94	75
HSP	20	51	29	18	44		35	33		83	79
FRL	24	47	42	21	46	76	38	31		93	75
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	27	36		30	29		43	33		88	48
ELL	9	23	29	18	38	42	29	22		87	81
BLK	17	27	33	16	25	28	44	24		95	74
HSP	21	29		31	38		38	35		77	85
MUL	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	17	29	39	19	26	29	43	24		92	75
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	18	47	55	37	41	58	23	60		90	58
ELL	12	34	33	46	60	77	45	50		90	89
BLK	17	34	45	38	56	71	53	56		94	86
HSP	27	37	18	49	57	67	72	75		72	89
FRL	19	36	43	40	56	69	57	58		92	86

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
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	41
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?

The trends that have emerged across grade levels, subgroups, and core content area data reveal the following:

- ELA achievement data for 2022 shows 25% proficiency, which is an 8-percentage point increase from 2021 and a 5-percentage point increase from 2019. However, the results for the subgroups (SWD, ELL, BLK, HSP, and FRL) do not show a steady, upward trend. All the listed subgroups showed a decline in learning gains and lowest quartile learning gains in 2021. However, the ELL, BLK, and FRL subgroups showed increases in achievement in 2022, and all subgroups, except for SWD showed increases in learning gains and lowest quartile learning gains for 2022.
- Mathematics achievement data for 2022 shows 22% proficiency, which is a 2-percentage point gain from 2021 and a 19-percentage point decrease since 2019. The data for the subgroups (SWD, ELL, BLK, HSP, and FRL) reveals that the students who comprise the FRL, BLK, and ELL populations made small gains in proficiency from 2019 to 2022, averaging from a 1 percentage to 6 percentage point increase. However, the other areas (SWD and HSP), declined. Across all subgroups, learning gains and lowest quartile learning gains, increased significantly.

- Science achievement data for 2022 shows 37% proficiency, which is a 7-percentage point decrease from 2021 and a 20-percentage point decrease from 2019.

Social Studies achievement data for 2022 shows 31% proficiency, which is a 2-percentage point increase from 2021 and a 27-percentage point decrease from 2019.

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

Although ELA has shown a steady increase in proficiency data over the last three years, 25% is still low based on the last District data that was captured for proficiency in 2019 of 59%. Based on the subgroup data for achievement, ELL, SWD, and HSP groups either declined or remained stagnant in proficiency. Improvement in the above listed subgroup areas for proficiency will in turn lead to an overall increase in achievement.

Similarly, Math, Science, and Social Studies proficiency rates have either declined or shown slight gains.

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

For the last few years, we have been focusing on ongoing progress monitoring and implementing strategies that would lead to increased student engagement. While these strategies yielded a measure of success in some areas, there were inconsistencies in instruction regarding understanding the nuances of the standards being taught and the content limits. This information was often touched upon in common planning sessions, but there were sometimes gaps in what teachers understood and what students were tasked with doing to show an understanding of the learning tasks.

In order to address the need for improvement, the following new actions would need to be implemented:

- The coaches, teachers, and administrators would need to spend more time reviewing the standards/ benchmarks of focus to fully understand instructional goals, academic vocabulary, content limits, prerequisite skills, etc... A full understanding of the information mentioned will lead to more strategic, aligned lesson plans and more effective instructional delivery and student academic outcomes.

Moreover, administrators and coaches would be better equipped to provide feedback and support to teachers who need it.

- Teachers would need to consistently utilize various data points to make informed decisions regarding small-group, differentiated instruction and the tasks that students are being charged with doing to apply their knowledge for remediation and/or enrichment. Additionally, administrators, coaches, and teachers would need to be more intentional regarding the disaggregation of data, data chats, and planning for extra opportunities to reteach, remediate, and gauge learner progress.

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

The data components which showed the most improvement were ELA overall learning gains which increased from 28% to 48% from 2021 to 2022, a 20-percentage point increase, and the mathematics lowest quartile learning gains which increased from 31% to 76% from 2021 to 2022, a 45-percentage point increase.

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

The contributing factors that led to the improvement in ELA and math were consistent progress monitoring assessments with follow-up data chats and making informed decisions about small group instruction based on current data, and the primary new action that we employed was changing how we monitored instruction. We moved from Internal Impact Reviews where we visited all core areas to a more streamlined bi-weekly, intentional walkthrough of a specific department as a team with feedback and next steps for teachers based on our "look-fors."

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

The following strategies will need to be implemented in order to accelerate learning: Differentiated Instruction, Checks for Understanding, technology integration to reinforce skills, extended learning opportunities, and interventions.

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 Instructional Leadership Team (ILT) will meet weekly to develop professional development sessions that are job embedded through Common Planning and after school department specific meetings: F.A.S.T- Disaggregating the Data (September Date TBA); Planning for DI (September/October Date TBA); Checks for Understanding- Did you get it? (October Date TBA). Coaches will also participate in coaching cycles.

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

The following extended learning opportunities will be implemented: after school tutoring, Saturday Academy, school-day interventions, Winter Recess Academy, & Spring Recess Academy. We will also host school day camps as certain assessments arise.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Attendance Initiatives**Area of Focus****Description and****Rationale:**

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

According to the 2021 SC Attendance and EWI data, 57% of students had 16+ absences. For the 2022 SC data, 54% of students had 16+ absences. This demonstrates a 4 percentage point decrease in student attendance. However, when we compare the 57% to the district's 27% average for the 16+ absences, it indicates a critical need for improving student attendance.

Measurable Outcome:

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

With the implementation of attendance initiatives, 60% of students will be at 10 or fewer absences by June 2023.

Monitoring:

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

The School Leadership Team (SLT) will meet weekly for data chats utilizing the daily attendance reports and the Attendance Intervention reports to identify the at-risk students who need additional support that will be provided by the Attendance Review Committee (ARC).

Person responsible for monitoring outcome:

Juan Campbell (campbell@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Area of Focus of Positive Culture and Environment, we will focus on Attendance Initiatives to reduce the number of student absences school-wide.

Rationale for Evidence-based Strategy:

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

Based on more than half of our student population obtaining 16+ absences during the 2021-2022 school year, we selected the Attendance Initiative as our strategy to improve student absenteeism. This strategy would enable us to closely monitor at-risk students and put intervention systems in place.

Action Steps to Implement

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

The administrative team will meet weekly for data chats. One component of the conversations will be discussions around attendance reports and tracking cohorts of students who need interventions. These conversations will be guided by a data chat form that includes, but is not limited to, questions about school population numbers by grade level, students' weekly absences, follow-up phone calls, home visits, and incentive ideas.

Implementation Period: 8/22/22 - 10/14/22

Person Responsible

Juan Campbell (campbell@dadeschools.net)

The administrative team will establish and meet with the Attendance Review Committee (ARC) to discuss our way of work for the 2022 - 2023 school year. This initial meeting will include collaboration on how we

will track student groups, teacher support, and a timeframe for future ARC meetings.

Implementation Period: 08/29/22 - 09/09/22

Person Responsible Juan Campbell (campbell@dadeschools.net)

The administrative team will collaborate with the Attendance Review Committee (ARC) to devise and collect information through a shared resource that tracks cohorts of students' attendance, phone call efforts/results, home visits, and other prescribed services and interventions.

Implementation Period: 09/05/22 - 10/14/22

Person Responsible Juan Campbell (campbell@dadeschools.net)

The principal will monitor these efforts through weekly data chats, provide feedback, and participate in ARC meetings.

Implementation Period: 08/22/22 - 10/14/22

Person Responsible James Dominique (pr7301@dadeschools.net)

SIP Phase III/Implementation Plan 2

The administrative team will collaborate with members of the Attendance Review Committee (ARC) and Student Government Association (SGA) to implement incentives on a bi-weekly basis for students who are attending school regularly. (Ongoing from 10/31 - 12/16)

Person Responsible Juan Campbell (campbell@dadeschools.net)

The administrative team will continue to monitor cohorts of students to refer families for services through the i3 referral process. (Ongoing from 10/31 - 12/16)

Person Responsible Juan Campbell (campbell@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

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

According to the 2022 FSA proficiency data for the tested subgroups, the SWD and HSP students declined in Reading proficiency 4-percentage points and 1-percentage point respectively. In math, the SWD subgroup declined in proficiency by 1-percentage point, and in science all the subgroups declined by a range of 1 to 7-percentage points. Last, in Social Studies, the ELL and HSP subgroups declined by 14-percentage points and 2-percentage points respectively. With the decline that is evident based on last year's data, it is imperative that emphasis is placed on Standards-aligned instruction as we make the shift to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.).

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

With the implementation of Standards-aligned Instruction in daily whole group and small group instruction, we will see at least a 5-percentage point increase in proficiency in the areas of ELA and Math by all the tested subgroups on the F.A.S.T. PM 3 assessment.

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

The Instructional Leadership Team (ILT), which is comprised of the instructional coaches and administrative team, will meet weekly to discuss and outline the pacing of upcoming standards of instruction in the core courses. Based on the information that is compiled, the administrators and coaches will support common planning and utilize the information gleaned in those sessions to devise "look-fors" for classroom visits and feedback. Teachers who need extra support will work with the coaches and/or curriculum support specialists to receive more in-depth aid with lesson planning and instructional delivery.

Person responsible for monitoring outcome:

Vernatta Lee-Morrison (242303@dadeschools.net)

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

Our school will focus on implementing Standards-aligned instruction in all core courses. This strategy will aid teachers in planning and delivering lessons that are comprised of learning targets that are directly aligned to standards. Additionally, student end products will show evidence of standard mastery.

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

Utilizing Standards-aligned instruction will enhance the planning process, instructional delivery, and student engagement. This intentional focus on unpacking the standards to learn the content limits, academic vocabulary, prerequisite skills, and other pertinent information will strengthen the development of end products and ensure that what students are being tasked with doing is directly tied to learning objectives.

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

Action Steps to Implement

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

The coaches and administrators will collaborate on unpacking standards/benchmarks to identify pre-requisite knowledge and key elements that need to be present during the planning process and instructional delivery. This collaboration will take place via Common Planning or a weekly planning time with the instructional coaches.

Implementation Period: 08/22/22 - 10/14/22

Person Responsible Vernatta Lee-Morrison (242303@dadeschools.net)

The coaches, administrators, and teachers will collaborate during Common Planning or a weekly planning time to plan lessons with the use of a planning tool or resource that will guide the alignment of end products and strategies to the standard/benchmark of focus.

Implementation Period: 09/05/22 - 10/22/14

Person Responsible Vernatta Lee-Morrison (242303@dadeschools.net)

The teachers will demonstrate either a portion of their whole group or small group instruction via Common Planning to show how the standard/benchmark is being introduced, taught, and assessed for mastery. The coaches, administrators, and other teachers will provide specific feedback based on alignment to the standard/benchmark of focus.

Implementation Period: 09/05/22 - 10/14/22

Person Responsible Vernatta Lee-Morrison (242303@dadeschools.net)

The administrators will visit classes to observe the lessons with students, review end products, and to provide feedback or direct coaching support, if necessary.

Implementation Period: 09/05/22 - 10/14/22

Person Responsible Vernatta Lee-Morrison (242303@dadeschools.net)

SIP Phase III/Implementation Plan 2

The administrators and/or instructional coach will incorporate end product reviews in Common Planning or a planning time in order to analyze work products for mastery of benchmarks. (Ongoing 10/31 - 12/16)

Person Responsible Vernatta Lee-Morrison (242303@dadeschools.net)

The administrators and/or instructional coach will guide teachers through reflecting and gleaning take-aways from end products reviewed during planning to plan instructional next steps. (Ongoing 10/31 - 12/16)

Person Responsible Vernatta Lee-Morrison (242303@dadeschools.net)

#3. Instructional Practice specifically relating to Collaborative Planning

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

According to the 2022 FSA proficiency data for the tested subgroups, the SWD and HSP students declined in Reading proficiency 4-percentage points and 1-percentage point respectively. In math, the SWD subgroup declined in proficiency by 1-percentage point, and in science all the subgroups declined by a range of 1 to 7-percentage points. Last, in Social Studies, the ELL and HSP subgroups declined by 14-percentage points and 2-percentage points respectively.

Based on the data, it is evident that an extra layer of support is needed throughout classes to ensure that all students are grasping the learning targets and material that they are being taught. Therefore, a system must be consistently implemented where teachers identify learning goals, provide feedback to students, and make informed planning decisions based on students' misconceptions or lack of understanding. Utilizing intentional "Checks for Understanding" is an essential component of the learning process.

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

With the implementation of "Checks for Understanding" in daily whole group and small group instruction, we will see at least a 5-percentage point increase in proficiency in the areas of ELA, and Math by all the tested subgroups on the F.A.S.T. PM 3 assessment and in Science and Social Studies on the Spring administrations of the EOCs.

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

The Instructional Leadership Team (ILT) will meet weekly for data chats to discuss students' performance on all assessments. Additionally, the ILT will participate in monthly classroom visits to monitor the implementation of "Checks for Understanding" strategies to provide feedback to the coaches regarding the results of Common Planning efforts. During later Common Planning sessions, teachers will be guided to evaluate student work products to glean information about how the strategy is enhancing instruction and student outcomes.

Person responsible for monitoring outcome:

James Dominique (pr7301@dadeschools.net)

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

Our school will focus on implementing the evidence-based strategy of "Checks for Understanding". This strategy will assist in promoting a process whereby teachers consistently assess students' knowledge and make instructional adjustments as needed to meet students' needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this

Utilizing the "Checks for Understanding" strategy during whole group and small group instruction will ensure that students have an opportunity to demonstrate their knowledge of what they have been taught. Additionally, teachers will learn to embed various methods of assessing student knowledge in their lesson planning and collaboration with colleagues.

specific strategy.

Describe the resources/criteria used for selecting this strategy.

This intentional step in the planning process will ensure that student learning remains the focus of all lessons rather than “covering” material.

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 Instructional Leadership Team (ILT) members will collaborate on specific "Checks for Understanding" strategies that will be discussed and modeled via Common Planning to be implemented in the lesson planning process for teachers to gauge learner progress.

Implementation Period: 08/29/22 - 09/09/22

Person

Responsible

Vernatta Lee-Morrison (242303@dadeschools.net)

The instructional coach or a teacher representative will model select "Checks for Understanding" strategies throughout future Common Planning sessions for the teachers to see and participate in using. Teachers will then be tasked with adding a particular strategy or strategies to their lesson plan for implementation.

Implementation Period: 08/29/22 - 09/30/22

Person

Responsible

Vernatta Lee-Morrison (242303@dadeschools.net)

Teachers will demonstrate a specific portion of their lesson with checks for understanding embedded for immediate feedback via Common Planning.

Implementation Period: 09/19/22 - 10/14/22

Person

Responsible

Vernatta Lee-Morrison (242303@dadeschools.net)

The administrative team will visit classes to observe the implementation of lessons with specific checks for understanding strategies embedded and provide feedback or direct coaching support, if necessary.

Implementation Period: 09/19/22 - 10/14/22

Person

Responsible

Vernatta Lee-Morrison (242303@dadeschools.net)

SIP Phase III/Implementation Plan 2

Teachers will continue to model/lesson share via Common Planning or a planning time to strengthen the use of “Check for Understanding” strategies in various parts of the instructional framework, for example, opening routine, small group instruction, exit activity etc...(Ongoing 10/31 - 12/16)

Person

Responsible

Vernatta Lee-Morrison (242303@dadeschools.net)

The administrators will continue to monitor the implementation of “Checks for Understanding” strategies during classroom visits to provide feedback. (Ongoing 10/31 - 12/16)

Person

Responsible

Vernatta Lee-Morrison (242303@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.

Based on the results from the SIP Leadership Competencies for "Engages the Team", the data revealed that in 2021 20% of teachers felt that all staff members are not provided the opportunity to be considered for leadership roles; In 2022, 31% of teachers shared that they have the same sentiment. This is an increase of 11-percentage points which demonstrates a critical need to provide more opportunities for all staff to lead in some capacity.

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

With the implementation of the targeted element of Shared Leadership, all teachers will be provided with opportunities to engage with stakeholders in collaborating on shared responsibilities and decision making. This will be implemented through teachers working on and leading various committees, departments, and clubs. The percentage of teachers in leadership roles will increase during the 2022-2023 school year, and the "Engages the Team" item regarding having opportunities to be considered for leadership roles will decrease by at least 10-percentage points on the 2023 SIP Leadership Competencies survey.

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

The Operational Leadership Team (OLT) will meet monthly to discuss initiatives aimed at providing more opportunities for teachers and other stakeholders to participate in leadership roles in the school. Our desire is for all stakeholders to have a presence in the school that positively impacts the culture, strengthens relationships with students, and builds leadership capacity in the building.

Person responsible for monitoring outcome:

James Dominique (pr7301@dadeschools.net)

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

Within the Targeted Element of Shared Leadership, we will focus on working together to build a bench of individuals who are interested in leading in various capacities and providing them with opportunities and strategies that will engage stakeholders, create a sense of shared responsibility, and accountability.

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

The data indicates a need for the team to intentionally focus on shared leadership opportunities and practices. To increase teacher involvement in making decisions and contributing to pertinent conversations regarding academic and cultural practices, teachers must have the tools to participate in roles that will lead to more decision making and influence in the school.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

The Operational Leadership Team (OLT) will discuss the leadership roles that are currently available and collaborate on various committees that could be formed to create more leadership roles in the building. A list of committees will be generated. Additionally, the administrative team will participate in "Building the Bench" activities to garner support from aspiring administrators who want their capacity built to lead and affect change in the building.

Implementation Period: 09/05/2022 - 09/09/2022

Person Responsible GLADYS VOUNZI (ghomidas-vounzi@dadeschools.net)

The administrative team will advertise the open clubs, grade-level sponsorships, and committees that are available via a Faculty Meeting and follow-up with a survey via email to see who is interested in these collaborative opportunities. Additionally, the principal will advertise an interest meeting for aspiring leaders who want to participate in "Building the Bench" activities.

Implementation Period: 09/05/22 - 10/14/22

Person Responsible GLADYS VOUNZI (ghomidas-vounzi@dadeschools.net)

The OLT will participate in the initial meetings for the committees that were developed and assist with assigning leaders for those committees. Additionally, the principal will establish key roles that the Bench cohort will participate in and assist with.

Implementation Period: 09/12/22 - 10/14/22

Person Responsible GLADYS VOUNZI (ghomidas-vounzi@dadeschools.net)

The principal will monitor these efforts through bi-weekly OLT meetings and weekly administrative meetings.

Implementation Period: 09/05/22 - 10/14/22

Person Responsible James Dominique (pr7301@dadeschools.net)

SIP Phase III/Implementation Plan 2

The administrative team will work with committee leaders monthly to designate time after school for committee meetings. (Ongoing 10/31 - 12/16)

Person Responsible GLADYS VOUNZI (ghomidas-vounzi@dadeschools.net)

Committee leaders will work with their committees to develop action plans with timelines in order to implement their goals on a monthly basis. (Ongoing 10/31 - 12/16)

Person Responsible GLADYS VOUNZI (ghomidas-vounzi@dadeschools.net)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

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. 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?

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.

The MESH team employs numerous initiatives and activities to assist with building a positive school culture and environment. Throughout the school year, students and teachers alike are included in relevant celebrations and activities. For example, we prioritize student activities such as pep rallies, lunch jams, incentives for academic accomplishments, etc...Additionally, we celebrate ALL faculty and staff with accolades and acknowledgement for their special weeks such as Student Services week, Clerical week, Teacher Appreciation week, Haitian Flag, week, Women Empowerment month, etc...The administrative team participates with teachers in wearing school spirit paraphernalia, and we nominate teachers for various reasons to be recognized for their commitment to students and the school.

Communication and voice is also integral in building a positive school culture. The team works collectively to provide opportunities for transparent conversations, new ideas, and planning for implementation of

activities that will strengthen and add to the school's culture. For the 2022-2023 school year, we have also tasked departments with collaborating on "Collective Commitments" which show how their belief and actions will align to bolster student achievement and create a positive environment for our faculty and staff.

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

The stakeholders involved in promoting positive culture and school environment practices are comprised of the School Leadership Team, First Impression Team, and select key members who represent security, custodians, and cafeteria staff. All members work to support specific initiatives and tasks that benefit the school's culture and environment. For instance, the Principal and administrative team work in concert to review pertinent survey data and observational data to determine what is needed to positively impact the worksite. The First Impression Team and key stakeholders work together to plan for morale boosting initiatives that will be ongoing and yield the positive results that we seek throughout the school year.