South Miami Senior High School

2022-23 Schoolwide Improvement Plan

Table of Contents

South Miami Senior High School

6856 SW 53RD ST, Miami, FL 33155

http://smsh.dadeschools.net/

Demographics

Principal: Hebert Penton

Start Date for this Principal: 7/26/2021

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)	91%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (52%) 2017-18: C (51%)
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	91%

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

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of South Miami Senior High School is to prepare students for the experiences of lifelong learning necessary for productive citizenship. South Miami Senior High School believes that a safe, nurturing, educational atmosphere which requires high academic performance and achievement must provide students with the opportunity to explore new challenges, to take risks, to set and achieve goals, to expand their sense of worth and to make contributions to both their school and community. It is our mission to provide this environment and promote success for all our students.

Provide the school's vision statement.

The vision of South Miami Senior High School is to prepare students to succeed in tomorrow's global community.

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
Penton, Hebert	Principal	Mr. Penton oversees all facets of the school, ensuring the school moves consistently toward the school's mission and vision. In doing so, he works to create and maintain a positive school culture for both students and staff to maximize both the daily and long-term teaching and learning processes. He manages all personnel, the school budget, staff observations, school safety, recruitment and retention of both students and staff, and community engagement.
Alvarez, Christina	Assistant Principal	Ms. Alvarez oversees the language arts, reading, English language learner, social studies, exceptional student education, magnet, advanced academic, clerical, and student services departments as well as the media center. She also supervises activities, articulation, choice programs, the master schedule, new teachers, EESAC, curriculum council, graduation, testing, tutoring, teacher certification, professional development, substitute teachers, report cards and progress reports, school messenger, technology, and textbooks. She manages 11th and 12th grade discipline, opening of school procedures, the website, standards-based curriculum, and the school improvement process.
Nelson, Stanley	Assistant Principal	Mr. Nelson oversees the science, mathematics, electives, fine arts, JROTC, physical education, vocational, world languages, and athletics departments. He also manages custodial and cafeteria personnel, the zone mechanic, the school nurse, and school plant and facilities. Furthermore, he supervises 9th and 10th grade discipline, parental involvement, detention, SCSI, Title I, and the United Way campaign. Additionally, he coordinates key distribution and collection, student and staff parking, the employees of the year committee, free/reduced lunch program, closing of school procedures, and standards-based curriculum.
Bouzon, Marilyn	Other	Ms. Bouzon serves as the school's activities director. She manages the school's calendars and manages the team that coordinates the logistical planning of schoolwide and on-campus events, including spirit events, parent meetings, and incentive-driven student programs. She collaborates with other school leaders to ensure school events are efficiently programmed and aligned with schoolwide goals.
Sesin, Laura	Other	Ms. Sesin oversees the school's entire testing program, including all district and state, Cambridge, AP, PSAT, SAT, ACT, PERT, and industry certification testing. She coordinates testing schedules, collaborates with department chairpersons and administrators, and communicates school-wide testing data. She trains staff on testing procedures and adheres to all testing policies, requirements and timelines.

Name	Position Title	Job Duties and Responsibilities
Carbajales, Rodolfo	School Counselor	Mr. Carbajales is the student services department chairperson. He ensures his team stays current on graduation requirements, school-wide curricular goals and initiatives, and course placement guidelines. He also oversees the implementation of all district mental health programs and resources, ensuring social and emotional learning is valued and kept a priority. He also helps maintain a college-going culture in supervising our CAP adviser and ensuring students are receiving the necessary tools to succeed beyond high school.
Arevalo, Lissette	Teacher, K-12	Ms. Arevalo is the mathematics department chairperson. She oversees all curricular issues related to the mathematics classes as well as assists with ensuring students are properly placed in these courses. She analyzes data and makes recommendations for curricular interventions and programs. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.
Alonso, Maria V.	Teacher, K-12	Ms. Alonso is the reading department chairperson and new teachers support member on our PLST. She oversees all curricular issues related to the reading classes as well as assists with ensuring students are properly placed in these courses. She analyzes data and makes recommendations for curricular interventions and programs. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.
Caceres, Sarah	Reading Coach	Ms. Caceres is our academic recovery coach and professional learning and growth leader on our PLST. She supports the reading department and schoolwide literacy initiatives, including our staff to student mentoring program. She analyzes data and assists with facilitating data student and teacher data chats. She organizes school-driven professional learning opportunities and remains current on district policies and procedures related to her areas of supervision, communicating as necessary directly with the administrative team.
Donehue, Shemetres	Teacher, K-12	Ms. Donehue is the language arts department chairperson and the content expert on our PLST. She oversees all curricular issues related to the language arts classes as well as assists with ensuring students are properly placed in these courses. She analyzes data and makes recommendations for curricular interventions and programs. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.
Hunter, Lizzie	Magnet Coordinator	Ms. Hunter is our magnet lead teacher and the digital innovator on our PLST. She collaborates with the leadership team in planning and implementing all magnet recruitment events and community outreach. She manages our school's social media platforms and is a key contributor to our

Name	Position Title	Job Duties and Responsibilities
		school's online presence and branding. She oversees all curricular issues related to the magnet programs and assists with ensuring those students are properly placed in these courses. She remains current on district policies and procedures related to her subject area and communicates as necessary directly with the administrative team.
Perez, Janette	Other	Ms. Perez is our Media Specialist and a member of our school leadership team. She manages the common area of the Media Center and communicates regularly regarding the needs of both students and staff as regards media usage and needs. Ms. Perez collaborates with the student services department in making students aware of resources available to them, especially as regards academic resources and supports. Ms. Perez supervises our newly implemented freshman experience course and serves as both our HIP and Silver Knight sponsor.

Demographic Information

Principal start date
Monday 7/26/2021, Hebert Penton

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
16

Total number of teacher positions allocated to the school
70

Total number of students enrolled at the school
1,479

Identify the number of instructional staff who left the school during the 2021-22 school year.
13

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

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	405	399	376	349	1529
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	119	130	100	419
One or more suspensions	0	0	0	0	0	0	0	0	0	44	90	62	26	222
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	39	52	22	118
Course failure in Math	0	0	0	0	0	0	0	0	0	225	61	86	88	460
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	135	178	155	0	468
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	175	229	182	8	594
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	188	146	163	106	603

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	147	204	199	73	623

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	17	4	13	7	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	5	1	9	20

Date this data was collected or last updated

Wednesday 8/31/2022

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	352	333	365	394	1444
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	89	130	143	446
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	79	96	85	269
Course failure in Math	0	0	0	0	0	0	0	0	0	29	72	100	105	306
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	66	86	98	162	412
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	96	84	119	134	433
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	179	0	0	0	179
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	87	122	154	191	554

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	3	1	5	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	1	3	9	18

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	352	333	365	394	1444
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	89	130	143	446
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	79	96	85	269
Course failure in Math	0	0	0	0	0	0	0	0	0	29	72	100	105	306
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	66	86	98	162	412
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	96	84	119	134	433
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	179	0	0	0	179
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	87	122	154	191	554

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	3	1	5	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	1	3	9	18

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	40%	54%	51%				40%	59%	56%
ELA Learning Gains	44%						43%	54%	51%
ELA Lowest 25th Percentile	26%						30%	48%	42%
Math Achievement	26%	42%	38%				38%	54%	51%
Math Learning Gains	42%						45%	52%	48%
Math Lowest 25th Percentile	50%						47%	51%	45%
Science Achievement	40%	41%	40%				47%	68%	68%
Social Studies Achievement	64%	56%	48%				62%	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	43%	68%	-25%	67%	-24%
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	58%	71%	-13%	70%	-12%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	63%	-26%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	54%	-21%	57%	-24%

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	34	24	15	31	44	30	54		95	47
ELL	14	31	23	16	35	49	25	42		97	80
BLK	29	37	18	11	24		24	47		100	60
HSP	39	42	26	26	43	52	40	66		97	68
WHT	70	94		31			55			96	64
FRL	37	42	24	24	43	52	36	62		97	66
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	22	28	33	20	33	46	48	35		94	49
ELL	18	42	46	11	26	38	38	23		92	79
BLK	22	31		15	20		42	21		96	50
HSP	38	41	43	18	26	42	49	44		93	77
WHT	58	50		38	35		80	72		95	63
FRL	34	38	41	17	25	41	45	40		93	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	31	29	14	29	41	43	40	40		83	45
ELL	17	37	32	27	45	50	33	39		89	84
BLK	22	23	25	29	37		14	44		88	40
HSP	40	45	30	38	46	48	47	63		93	78
WHT	48	29		36	29		56	63		96	67
FRL	36	42	29	37	45	46	43	61		93	76

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
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	
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	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	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?

2022 school data improved from 2021 school data in ELA achievement by three percentage points, ELA learning gains by three percentage points, math achievement by seven percentage points, math learning gains by 17 percentage points, math learning gains in the lowest 25th percentile by nine percentage points, and social studies achievement by 20 percentage points. 2022 ELA achievement, ELA learning gains, and math learning gains in the lowest 25th percentile met or exceeded these scores from 2019, with ELA achievement at 40% (same as 2019), ELA learning gains at 44% (up one percentage point from 2019), and math learning gains in the lowest 25th percentile at 50% (up three points from 2019). 2022 ELA learning gains are up six percentage points from 2021 for students with disabilities, up six points for black students, up one point for Hispanic students, up 44 points for white students, and up four points for students on FRL. 2022 ELA achievement is up 11 percentage points from 2021 for black students, up one point for Hispanic students, up 12 points for white students, and up three points for students on FRL. 2022 math learning gains is up nine percentage points from 2021 for ELL students, up four point for black students, and up 18 points for students on FRL. 2022 math achievement is up five percentage points from 2021 for ELL students, up eight points for Hispanic students, and up seven points for students on FRL.

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

ELA learning gains for the lowest 25th percentile is the greatest need for improvement with 2022 scores showing only 26% of those students making gains as compared to 43% making gains in 2021 (17 points down) and 30% making gains in 2019 (four points down). Every subgroup in the ELA lowest 25th percentile showed lower gains in 2022 than in 2021, with percentage points down from 33% to 24% (nine point difference) for SWD, from 46% to 23% (13 point difference) for ELL, from 43% to 26% (17 point difference) for Hispanics, and from 41% to 24% (17 point difference) for students on FRL. Science

achievement is also a great need for improvement with 2022 scores showing only 40 percent proficient as compared to 50 percent in 2021 (ten points down) and 47 percent in 2019 (seven points down). Every subgroup in science showed lower proficiency in 2022 than in 2021, with percentage points down from 48% in 2021 to 30% (18 point difference) for SWD, from 38% to 25% (13 point difference) for ELL, from 42% to 24% (18 point difference) for black students, from 49% to 40% (nine point difference) for Hispanic students, from 80% to 55% (25 point difference) for White students, and from 45% to 36% (nine point difference) for students on FRL.

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

Contributing factors to the need for improvement in ELA learning gains for the lowest 25th percentile includes personnel, including having a reading teacher out on medical leave for the second half of the year and being unable to replace her. Additionally, one section of ninth grade ELA students had a rotation of teachers throughout the school year due to a teacher being on leave, then returning, then resigning. Furthermore, our reading coach had additional school responsibilities that limited the time and resources she had to support students. To address this need for improvement, we have a new reading coach with fewer schoolwide responsibilities and are starting the school year with fully staffed reading and ELA departments. A contributing factor to the need for improvement in science is also related to personnel, with a strong science teacher resigning at the end of the 2021 school year and a brand new ESE science teacher filling in. This year, we have a former science teacher returning to the department from the math department to help fill the personnel gap in this accountability area. Additionally, our science department chairperson will be co-teaching with two other science teachers to help strengthen their pedagogy. We have also shifted our lowest students from biology to environmental science in tenth grade to provide additional support before they take the biology exam in eleventh grade.

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

Compared to 2021, math achievement improved seven percentage points from 19% to 26%, learning gains improved 17 percentage points from 25% to 42%, and learning gains in the lowest 25th percentile improved nine percentage points from 41% to 50%. Additionally, social studies achievement showed a 20 percentage point improvement from 44% in 2021 to 64% in 2022. Less impressive but still an improvement, ELA achievement improved three percentage points from 37% in 2021 to 40% in 2022, and ELA learning gains improved three percentage points from 41% in 2021 to 44% in 2022. Improvements in math achievement and math learning gains did not improve back to pre-COVID levels. Math achievement was 38% in 2019 and 26% in 2022, and math learning gains were 45% in 2019 and 42% in 2022. Math learning gains in the lowest 25th percentile improved beyond pre-COVID levels from 47% in 2019 to 50% in 2022. Social studies achievement improved beyond pre-COVID levels from 62% in 2019 to 64% in 2022. ELA achievement matched pre-COVID levels at 40%, and ELA learning gains exceeded pre-COVID levels at 44% in 2022 and 43% in 2019.

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

The gains in mathematics might be due to the Algebra students having two periods of Algebra with the same teacher (one period per day) and to those teachers regularly planning together and using data to drive instruction. Two of those teachers had prior successes in this subject area; one of those teachers was brand new. For the 22-23 school year, we have had the opportunity to introduce a few new and experienced personnel to the math department in both Algebra and Geometry to continue the upward data trend in this subject area. The gain in social studies might be in part due to our placing a majority of the eleventh grade students in a Global Studies elective course to reinforce the US History curriculum. The common planning that occurred between the US History and Global Studies teachers, the creative review sessions they employed, and the positive reinforcement students received for performance on

formative assessments ensured students were motivated and well-prepared for demonstrating proficiency on the end-of-course exam.

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

To accelerate learning, multiple strategies will be implemented. In ELA and reading, teachers will begin the year with the approved curriculum, which was delayed in 21-22 due to the new materials not being delivered until December. Our fully released reading coach will support students and teachers in the area through both push-in modeling and pull-out student support. The reading coach will also facilitate earlier and more regular data chats both with teachers and students to maintain the growth mindset. Additionally, a staff to student mentoring program will be implemented targeting students in our lowest 25th percentile to ensure our neediest students can maximize their educational experiences. To accelerate learning in science, our inability to find a new science teacher led us to the creative solution of having a former science teacher return to the department from the math department to help fill the personnel gap in this accountability area. Additionally, our science department chairperson will be co-teaching with two other science teachers to help strengthen their pedagogy. We have also shifted our lowest students from biology to environmental science in tenth grade to provide our neediest students with additional foundational support in tenth grade before they take the biology exam in the eleventh grade.

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.

Professional development opportunities that will be provided at the school to support teachers and leaders include learning experiences that expose professionals to all the student data they have available and how to use that data to best meet student learning needs. Additionally, the PLST will lead critical friends groups to troubleshoot student engagement in key classes and subject areas to promote a refinement of lessons and class activities. During common planning, teachers will collaborate to fully explore their standards and district-approved materials and ensure that they are using their resources to its maximum capacity.

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

Additional services that will be implemented to ensure sustainability of improvement include support led by Miami LEARNS, staff to student mentoring of our lowest students, after-school tutoring for students demonstrating need, and common planning time in key subject areas. School leaders will engage in increased monitoring of class activities and data analysis to help facilitate more productive conversations about student progress toward meeting learning targets throughout the school year. Teachers will also be encouraged to observe each other to broaden the conversation surrounding student engagement and effective pedagogy for our current learners. Increased parental involvement will also be pursued through the PTSA and behavior and attendance interventions for students who start to show early warning indicators.

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

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#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The increases in math and social studies indicate that students will respond to teaching that is consistent, standards-based, and engaging. A majority of teachers in this area run classes that address multiple modes of learning and include activities that actively involve students in their own learning. Additionally, of the 679 students who completed the school climate survey, only 44% agreed or strongly agreed that teachers made learning fun and interesting, only 41% agreed or strongly agreed that teachers made them want to learn, and only 46% agreed or strongly agreed that they like coming to school. This indicates that students may not be actively engaged in their learning during class time and may not see the relevance of what they are learning in their lives.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Through increased student engagement, ELA proficiency should increase by at least five percentage points from 40% to 45% to approach the state proficiency average off 50% and the district proficiency average of 53%. Additionally, science achievement should also increase by at least five percentage points. Furthermore, on the 2023 school climate survey, 50% of students will agree or strongly agree that teachers make learning fun and interesting, that teachers make them want to learn, and that they like coming to school.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school leadership team will monitor student engagement during bi-weekly classroom walkthroughs, providing feedback to teachers specifically related to student engagement. Lesson plans will be reviewed during these walkthroughs to ensure a variety of class activities are included to keep students engaged. Learning environments will also be observed to ensure they are being maximized to enhance student engagement and thus learning.
Person responsible for monitoring outcome:	Hebert Penton (herbpenton@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally. Interactive learning environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional /metacognitive processes. By including learning activities that stimulate metacognitive processes, encourage student critical thinking, facilitate student collaboration and

implemented for this Area of Focus.	discussion, and build on relevant problem-solving, teachers can create more active learners in their classrooms, resulting in increased student engagement and thus performance.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Selection of this strategy resulted from the school leadership team's observation of student apathy toward learning, an observation confirmed by the results of the school climate survey referenced above.

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.

At our school-site August PD on 8/15/22, a session was included on best practices for establishing a classroom environment that is organized, interactive, and engaging to begin professional conversations regarding how to facilitate classroom activities that are both engaging and rigorous.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

From 9/19/22 through 9/30/22, the school leadership team will meet with individual teachers to discuss the current data of their students and how that data can be used to effectively implement learning experiences that are relevant, engaging, and standards-based.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

At our October faculty meeting on 10/04/22, School Climate Survey data related to student engagement will be shared with the faculty leading toward a self-reflection activity that will help facilitate collaborative brainstorming around the kinds of activities that can be done in class to maximize student engagement.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

From 10/06/22 through 10/11/22, students will complete a brief survey on student engagement including having the opportunity to make suggestions, making them active partners in their learning and providing staff with updated data regarding how students are reacting to classroom activities in the first quarter.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

At the 11/02/22 faculty meeting, the school leadership team will present the findings of the SIP Impact Review and review suggested practices, including fully implementing the gradual release of responsibility model, using higher level questioning paired with wait time, and addressing the entire room of students.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

Before 12/16/22, department chairpersons will have the opportunity to observe their teachers in the classroom with an eye on student engagement and suggestions on how to maximize student engagement in their content areas.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Student-Staff Connections	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	On the 2021-2022 school climate survey, 50% of the 679 students responding indicated they agreed or strongly agreed that "my teachers are interested in how I do in the future," down five percentage points from 2020-2021 with 413 responses. Furthermore, in 2021-2022, 43% of 679 student respondents indicated "adults at my school care about me as an individual," down two percentage points from 2020-2021. Finally, in 2021-2022, 45% of 83 staff respondents indicated that "staff morale is high at my school," down 30 percentage points from 2020-2021 with 72 staff respondents. The PLST and School Leadership Team thus identified this area of focus as one that will help foster positive relationships among and between students and staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement celebrating successes and building school spirit and pride, on the 2022-2023 school climate survey, 55% of student respondents will agree or strongly agree with the statement that "my teachers are interested in how I do in the future (an increase of five percentage points), and 50% with the statement that "adults at my school care about me" (an increase of seven percentage points). 50% of staff respondents will indicate that "staff morale is high at my school" (an increase of five percentage points).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school leadership team will regularly communicate with both staff and student leaders to keep track of the general school-wide sentiment regarding how relationships are being managed to maximize student learning. Both formal and informal focus groups, including EESAC and student government meetings, will include student-staff connection check-ins to ensure adequate progress is being made throughout the year.
Person responsible for monitoring outcome:	Hebert Penton (herbpenton@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Building student-staff connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Student-staff connections can occur through various means such as, but not limited to, visibility of staff during arrivals/lunch/dismissal, quick check in/out activities at the start and/or end of each class, and activities during specific designated courses.

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.

Reflection on the general school environment at the end of the 2021-2022 school year resulted consistently in a sense that the school environment needed improvement, especially regarding the quality of relationships and connections between students and staff. As students cannot maximize their learning unless they feel supported by the adults in the school and staff cannot feel compelled to maximize their teaching unless they feel connected to their students, the school leadership team and PLST felt this would be a worthwhile area of focus that will have far-reaching effects on both student learning and 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.

At our opening of school breakfast on 8/12/22, teachers participated in a team building activity that included considering various student perspectives and how to best meet the needs of those students at the school site to help build empathy toward students among staff.

Person Responsible   Christina Alvarez (calvarez@dadeschools.net)

At our school's first pep rally on 8/25/22, staff were involved in games with and against students as well as in leading the students in school traditions to encourage positive relationship building beyond the learning environment.

Person Responsible   Marilyn Bouzon (mbouzon18@dadeschools.net)

Throughout Homecoming week (10/3/22 - 10/7/22), school-wide spirit days, banner and bulletin board decorating contests, and class spirit competitions will help build student-staff connections and school pride.

Person Responsible   Marilyn Bouzon (mbouzon18@dadeschools.net)

By 10/14/22, staff who volunteered to serve as mentors to students in the lowest quartile in reading through our new Cobra Connections mentoring program will have met with each of their student mentees at least once.

Person Responsible   Sarah Caceres (scaceres@dadeschools.net)

By 11/18/22, schoolwide recognition activities will be implemented to recognize students who demonstrated excellent or improved academic achievement and excellent or improved attendance to reinforce and further encourage these positive student behaviors.

Person Responsible   Marilyn Bouzon (mbouzon18@dadeschools.net)

At the 12/07/22 faculty meeting, the topic of positive reinforcement will be discussed as a classroom management technique that can both build student staff connections and encourage progressively rigorous academic performance.

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	With 45% of 83 staff respondents on the 2022-2023 staff climate survey agreeing or strongly agreeing that "staff morale is high at my school," the PLST and school leadership team felt working on building the instructional leadership team more strategically would help ensure all academic areas are more represented in making schoolwide decisions and implementing schoolwide initiatives. Additionally, 67% of respondents agreed or strongly agreed that their "ideas are listened to and considered." Since 85% of staff respondents also agreed or strongly agreed that "school personnel work together as a team," building on this sense of teamwork seemed a wise way to use a strength to focus on an area of improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the targeted element of Instructional Leadership Team, on the 2022-2023 school climate survey, over 50% of staff will agree or strongly agree that "staff morale is high at my school" (an increase of five percentage points) and 75% of staff will feel their "ideas are listened to and considered" (an increase of eight percentage points). This increase in staff perception should correlate with increased student achievement as instructional leaders will feel their efforts are having more strategic impact and thus be motivated to maintain them.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly curriculum council and EESAC meetings will be opportunities for staff to provide feedback regarding how their needs and their students' needs are being met and to provide suggestions regarding what additional training and professional learning they need to more effectively participate in shared leadership.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Shared leadership involves systems designed to develop leadership capacity among all members of the school community. In shared leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	The addition of new members to our instructional leadership team (academic recovery coach, media specialist, ESE program specialist, a few new department chairpersons) led to our selecting shared leadership as a strategy. Working on training and building our instructional leadership team ensures increased buy-in on school initiatives from staff and makes such initiatives more inclusive of all student groups, making them more likely to result in learning gains.

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.

On 09/01/22, the freshman experience teachers will meet to review progress on school history, student interest, and career research lessons and to plan the focus of the course for the rest of the quarter.

Person Responsible	Janette Perez (janettezperez@dadeschools.net)

On 09/07/22, at our curriculum council meeting, instructional leaders will be trained on file download manager and Excel and how these tools can be used by department chairs to create targeted lists of students and sort as necessary to meet multiple instructional and culture goals.

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

By the end of September (09/22/22), department chairpersons will have the opportunity to observe their teachers as a way of assessing departmental staff strengths and needs and planning future professional learning opportunities.

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

By facilitating monthly school leadership team meetings (08/22/22, 09/19/22, and 10/10/22), representatives from all areas of the school will have the opportunity to reflect on where the school is headed and identify areas where improvements, initiatives, and shifts may be needed, thus building leadership capacity.

Person Responsible	Hebert Penton (herbpenton@dadeschools.net)

At the November curriculum council meeting (11/15/22), instructional leaders will review and share best practices of how to utilize Performance Matters to differentiate instruction in their classrooms.

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

At the December curriculum council meeting (12/19/22), instructional leaders will reflect on current course offerings and finalize future course offerings in a way that is strategic and intentional toward fulfilling school improvement goals.

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given our lack of ELA learning gains among the lowest quartile of students, which is comprised of a large population of students with disabilities, the choice to focus on this subgroup seemed clear. Additionally, some new personnel in the ESE department as well as a growing ASD academy that extends into the general education population also made focusing on this subgroup a logical choice. Within our ESE population, we also have 31 Black students, which is 28% of our Black student population, another subgroup that needs focused attention this school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement progress monitoring and rewards/incentives, the ESSA federal index score for students with disabilities and for black students will increase by at least three percentage points from 39% to 42% to be above the 41% minimum threshold.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Consistent monitoring of students with disabilities and black students as regards behavior, attendance, and academic progress will ensure these students' needs are being met and that they are being directed toward resources if they start to fall below grade level standards.
Person responsible for monitoring outcome:	Hebert Penton (herbpenton@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Ongoing progress monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class. Universal design for learning (UDL) is a scientifically valid framework for guiding educational practice that provides flexibility in how information is presented, in how students respond or demonstrate knowledge and skills, and in how students are engaged. It reduces barriers in instruction, provides appropriate accommodations, supports, and

implemented for this Area of Focus.	challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient (LEP).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Ongoing progress monitoring is a consistent way to keep students on track before they fall too far behind Universal design for learning encourages flexibility in the classroom environment to allow students of diverse needs opportunities to both acquire and demonstrate their learning.

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.

On 09/08/22, our PLST team will meet with our district Miami LEARNS team to identify school improvement goals and brainstorm pop-up PDs this team can host to support learning for all students, including our students with disabilities and black students

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

By 09/09/22, all teachers will receive a comprehensive database of student and parent information to facilitate teacher-parent contact in keeping parents apprised of their students' progress in each class.

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

At the 09/19/22 School Leadership Team and Student Services Team meetings, team members will be assigned caseloads of students to monitor and track along with a pool of resources available to offer students who require additional support.

Person Responsible	Hebert Penton (herbpenton@dadeschools.net)

From 09/27/22 to 10/14/22, school staff assigned to monitor our students with disabilities and our black students will review student grades, attendance, and behavioral patterns and meet with students of concern before the end of the first quarter to support students in maximizing their first quarter grades.

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

At the 11/02/22 faculty meeting, our ESE program specialist will review common accommodations and best practices that can be utilized to best meet the needs of underperforming students, regardless of their IEP status. This presentation will be followed up with departmental support at department meetings before 12/16/22.

Person Responsible	Christina Alvarez (calvarez@dadeschools.net)

Before 12/16/22, core teachers will collaborate with curriculum support specialists regarding how to differentiate classroom instruction in remediation classes to ensure all students' targeted needs are being met.

Person Responsible Christina Alvarez (calvarez@dadeschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our strengths in school culture lie in relationships, support, care, and connections, and physical and emotional safety. In addition to Open House, our school hosts parent events, including curriculum and recruitment fairs, informational meetings, and hosted performances, to ensure parents feel involved in our school community. Students are supported through various extracurricular activities and athletics, our active and involved Student Services department, and through mentoring and tutoring programs targeted toward students with our greatest needs. Students are also recognized periodically for their successes and improvements. Staff is supported through positive relationships with school leaders, fostered through continual check-ins, open lines of communication, and continual appreciation activities and events. We ensure school information is shared regularly through our active social media accounts, evolving school website, and school messenger messages.

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

The stakeholders involved in promoting a positive school culture and environment are the principal, assistant principals, activities and athletics directors, teacher leaders, and our student services team. The principal oversees all initiatives and ensures progress is being made toward our school's goals. Assistant principals collaborate with the instructional staff on building and developing school-wide initiatives then ensuring those initiatives are implemented and adjusted as necessary. The activities and athletics directors, teacher leaders, and students services team each lead their assigned initiatives and areas of expertise in ensuring school-parent-student-staff-community partnerships and relationships are positively maintained and growing in the right direction. All stakeholders are responsible for making decisions and proposing school improvements to maximize and grow our positive school culture and environment.