

Miami-Dade County Public Schools

Biotech@Richmond Heights 9 12 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	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Biotech@Richmond Heights 9 12 High School

15020 SW 102ND AVE, Miami, FL 33185

biotech@dadeschools.net

Demographics**Principal: John Sterling L**

Start Date for this Principal: 7/24/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (69%) 2017-18: B (60%)
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	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Biotech@Richmond Heights 9 12 High School

15020 SW 102ND AVE, Miami, FL 33185

biotech@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	No	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

BioTECH @ Richmond Heights 9-12, in collaboration with its partners, aims to deliver an interdisciplinary, rigorous and relevant STEM education to develop successive generations of researchers who will apply their ingenuity and training to the conservation of life on Earth.

Provide the school's vision statement.

Through participation in a STEM research-based curriculum, BioTECH @ Richmond Heights 9-1 will develop global citizens with deep understanding of the value of all living organisms for the sustainability of Earth's biosphere.

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
Garcia, Wendy	Assistant Principal	Mrs. Garcia-Costa, as Assistant Principal, serves as a member of the administrative team to develop and implement the total school program. She assists in providing direction to staff in implementing goals and objectives and interacts/meets with staff to assist in their own development. She assists in the evaluation of the school program and of staff and assists to initiate needed improvements.
Florian, Nicole	Magnet Coordinator	Nicole Florian serves as the Magnet Lead Teacher and School Assessment Coordinator. As part of the Administrative Team, Florian assists with the implementation of the magnet theme program, outreach and recruitment of students. As the SAC, Florian organizes and monitors state and local student assessments at BioTECH in accordance with the procedures outlined for each program.
Morales, Yoanny	Math Coach	Ms. Morales serves as a Mathematics Coach and Department Chairperson of Social Sciences & Electives. She analyzes needs, interests, strengths, and weaknesses of students, assists teachers in the development of lesson plans, and monitors student progress using data. As a department chairperson she oversees department meetings, maintains textbooks and technological inventories, and provides training for faculty and staff with other ongoing learning programs.
Martinez, Alejandro	Teacher, ESE	Mr. Martinez, serves as a Social Studies Teacher and Department Chairperson of Social Sciences & Electives. He analyzes needs, interests, strengths, and weaknesses of students, develops lesson plans, and monitors student progress using data. As a department chairperson he oversees department meetings, maintains textbooks and technological inventories, and provides training for faculty and staff with other ongoing learning programs.
Sterling, John	Principal	Mr. Sterling, as Principal, serves as a member of the administrative team to develop and implement the total school program. He provides direction to staff in implementing goals and objectives and interacts/meets with staff to assist in their own development. He evaluates the school program and staff and assists to initiate needed improvements.

Demographic Information

Principal start date

Sunday 7/24/2022, John Sterling L

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.*

10

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.*

9

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

340

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

3

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

3

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	88	83	88	79	338	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	15	24	28	79	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	8	6	16	30	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	4	5	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	13	5	7	0	25	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	11	13	13	9	46	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	13	5	7	0	25	

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	8	14	7	14	43

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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 7/29/2022

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	99	100	91	87	377
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	9	13	17	50
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	4	10	13	12	39
Course failure in Math	0	0	0	0	0	0	0	0	0	3	19	18	3	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	7	10	10	11	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	11	12	15	3	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	18	0	0	0	18

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	10	19	19	11	59

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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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	99	100	91	87	377	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	9	13	17	50	
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	4	10	13	12	39	
Course failure in Math	0	0	0	0	0	0	0	0	0	3	19	18	3	43	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	7	10	10	11	38	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	11	12	15	3	41	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	18	0	0	0	18	

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	10	19	19	11	59	

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	1	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1	

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	77%	54%	51%				71%	59%	56%
ELA Learning Gains	72%						57%	54%	51%
ELA Lowest 25th Percentile	64%						53%	48%	42%
Math Achievement	50%	42%	38%				76%	54%	51%
Math Learning Gains	64%						56%	52%	48%
Math Lowest 25th Percentile	62%						44%	51%	45%
Science Achievement	86%	41%	40%				76%	68%	68%
Social Studies Achievement	84%	56%	48%				85%	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	76%	68%	8%	67%	9%

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	85%	71%	14%	70%	15%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	63%	13%	61%	15%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	54%	18%	57%	15%

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	56	63	53	33	45		75	62		100	20
ELL	73			28	69			100			
BLK										100	50
HSP	77	71	61	52	65	63	89	83		98	64
WHT	88	76		50							
FRL	77	70	70	48	59	56	82	85		97	56
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	25	33	54	33	38		69	75		100	40
ELL	52	61	73	29	25						
BLK				9							
HSP	63	55	54	34	22	38	85	74		98	48
WHT	59	44		55	20			92		100	60
FRL	61	52	69	32	21	30	85	76		96	47
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	49	38	29	73	55		61	73		100	73
ELL	65	70	64	65	59		50				
BLK	50	41									
HSP	72	58	56	72	50	38	75	79		98	67
WHT	82	65		100	91			92		92	91
FRL	70	59	60	74	56	42	77	78		98	71

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	72
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	
Total Points Earned for the Federal Index	720
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	56
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	68
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	75
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	72
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	71
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	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

According to the FSA ELA 9th and 10th Grade 2021 & 2022 Data, students increased learning gains and L25 learning gains. The ELA learning gains data increased from 53% to 72% which is a 19 percentage point increase. The ELA L25 learning gains data increased from 53% to 64% which is an 11 percentage point increase.

According to the Algebra 1 EOC and Geometry EOC, student data reflects an increase on proficiency with an overall performance of 33% to 50% which is a 17 percentage point increase. Learning gains increased from 21% to 64% which is an 43 percentage point increase. L25 learning gains data increased from 32% to 62% which is an increase of 30 percentage points. While the overall math performance percentage has shown improvement in Algebra an increase of 33% from 2021 to 2022, the goal is to continue to sustain performance.

In Geometry, data reflects a 4% increase from 2021 to 2022. As such, continued academic focus will be placed in this area.

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

Based on the assessment data, the following areas have been identified as areas in need of improvement: ELA L25 LG, Math and Acceleration. While growth was demonstrated in all areas of accountability, minimal progress was made in these specific areas. ELL L25 LG demonstrated an 11% increase from 2021 to 2022. Math demonstrated a 17% increase, however, only 4% increase was a result of performance in the Geometry EOC. Our overall goal is to increase by 10 percentage points.

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

This need for improvement was impacted by inconsistent attendance, limited opportunities for engagement due to Covid restriction variations, and a continued lack of motivation as we transitioned back to brick-and-mortar instruction. An emphasis on school culture, activities and attendance monitoring will be addressed.

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

Based off the 2022 Assessment Data, Math LG had the most significant improvement as indicated by a 21% in 2021 to 64% in 2022 resulting in 43% increase.

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

The contributing factors to this improvement were progress monitoring, interventions, tutoring opportunities, Coaching cycles and support via Math Coach, and on-going data chats with students and staff.

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

Data-driven instruction, Standards-based instruction, Differentiated Instruction, Cross-Curricular standards embedded in instruction, extended learning opportunities.

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 PLST Team will collaborate and develop a series of whole group and department/content focused sessions on the following areas of focus: differentiated instruction, engaging the learner, interpreting data & selecting target areas of focus, standards-based instruction in addition to on-going data-chats with individualized feedback to support learning. Strategy focus sessions will be scheduled on Faculty Meeting dates: 10/18, 11/15, 1/24, 2/21, and 3/28.

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

The overall progress of students as evidenced by ongoing progress monitoring and mini, topic or unit assessments will be shared with all instructional personnel to support the utilization of data in planning, remediation and instruction following the assessment administration, and Administrative weekly walk throughs will allow an opportunity to assess the fidelity of implementation of selected strategies school-wide and provide for timely feedback as needed.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the data review, BioTECH will implement the Targeted Element of Differentiation. As a result of prior year data analysis, low performance among students in the lowest 25 percentile across ELA was identified as an area in need. As compared to the previous year available data (2021), ELA combined increased by 16 percentage points from 61% in 2021 to 77% in 2022. ELA Learning gains increased by 19 percentage points from 53% in 2021 to 72% in 2022. ELA L25 learning gains increased by 11% from 53% in 2021 to 64% in 2022. Additionally, the learning gain performance over the last three accountability years has also demonstrated a need for improvement in ELA. As such, continued academic focus will be placed in this area.</p> <p>Based on the Algebra 1 EOC and Geometry EOC, student data reflects an improvement on proficiency with an overall performance of 33% in 2021 to 50% in 2021 indicating a 17% increase. Additionally, learning gains and L25 learning gains with an increase from 21% in 2021 to 64% in 2022 and 32% in 2021 to 62% in 2022 respectively. While the overall math performance percentage has shown improvement in Algebra an increase of 33% from 2021 to 2022, the goal is to continue to sustain performance. In Geometry, data reflects a 4% increase from 2021 to 2022. As such, continued academic focus will be placed in this area.</p>
--	---

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

If we successfully implement Differentiation, then our Lowest 25 percent learning gains in ELA and Mathematics will increase by a minimum of 3 percentage points to 67 percent in ELA and a minimum of 3 percentage points to 65 percent in Mathematics as evidenced on the 2022 State Assessments.

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

If we successfully implement Differentiation, then our learning gains in ELA and Mathematics will increase by a minimum of 3 percentage points to 75% percent in ELA and a minimum of 2 percentage points to 66 percent in Mathematics as evidenced on the 2022 State Assessments. Monitoring: The Leadership Team will conduct quarterly data chats, adjust groups on current data and follow-up with regular walk throughs to ensure quality instruction and proper implementation of selected strategies. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. We will monitor the effectiveness of differentiation through the following tools: benchmark assessments, district assessments, FAIR data, FSA Assessments, work products and observation.

Person responsible for monitoring outcome:

Wendy Garcia (wcosta@dadeschools.net)

Evidence-based Strategy: Describe the

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. We will utilize a variety of instructional approaches such as altering assignments to meet the needs of the students, assessing students on an ongoing basis to determine their readiness levels, using assessment results to adjust

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

instruction as needed, providing a variety of options for how students can learn and demonstrating their knowledge, striving to make lessons engaging and meaningful, employing different grouping formats for instruction, reflection, developing and delivering rigorous lessons and goal setting.

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

In order to promote students' academic strengths and learning gains through the monitoring of assessment data students will be provided with interventions and/or enrichment via differentiation to achieve the measurable outcome.

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.

1. Provide instructional staff with student data points and identify the L25 and "bubble" students for remediation and differentiation by September 16, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

2. Conduct Teacher-led Student Data Chats to address areas of strength and growth by October 10, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

3. Conduct Departmental Data-Chats to identify specific standards in need of remediation and areas of strength by October 10, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

4. Integrate progress monitoring through the implementation of mini-assessments in all tested areas by October 10.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

5. Identify students by accountability areas (ELA, Algebra 1, Geometry, Biology, USH) that have performed below expectations as evidenced by baseline, unit test or topic test data and distribute to respective departments/teachers by 10/31/22.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

6. Using the assessment data, conduct departmental meetings to address resources, best practices and standard aligned instruction to support the remediation of targeted standards for the identified students by 11/7/22.

Person Responsible	Wendy Garcia (wcosta@dadeschools.net)
---------------------------	---------------------------------------

#2. 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.

As a result of the academic data review, we have determined that there has been a 13% increase to BioTECH's acceleration rate as evidenced by 63% acceleration rate in 2022. However, our goal is to increase acceleration to 80%. Due to the graduation cohort population size, every student's performance has a significant impact in the overall acceleration rate. This demonstrates that while we are meeting the various academic needs of a number of our students, we need to continue to increase opportunities and support students with academic acceleration.

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

If we successfully identify and support our students, we will demonstrate an increase of 12% in the acceleration rates at our school by the end of the 2022-2023 academic year.

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

Through the use of annual FSA, GPA, and district assessment data, the leadership team at BioTECH will be able to monitor student eligibility for acceleration and provide support and guidance to students.

Person responsible for monitoring outcome:

Wendy Garcia (wcosta@dadeschools.net)

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

Our school will focus on the evidence-based strategy of: Communicate with Stakeholders.. Ensure student academic progress monitoring to proactively provide support and guidance to individual students who may meet eligibility on the track to academic acceleration. As a Support Team, develop and facilitate parent and student sessions on applicable topics such as: graduation requirements, college application process, dual enrollment, and scholarships etc.

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

Monitoring student progress, providing individualized support, and strategies for reengagement (i.e. student meetings, parent communication, support services, intervention groups, incentives) will allow for proactive intervention to allow students the best opportunity to succeed academically and achieve their goal of high school graduation.

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.

1. Identify students at risk of not meeting graduation requirements and share the information with the leadership team and faculty by September 16, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

2. Schedule and facilitate a meeting with identified students and parents to develop a plan of action to remediate needs, complete pending courses, improve GPA, and satisfy graduation requirements by October 10, 2022.

Person Responsible Adrianna Morera (adriannamorera@dadeschools.net)

3. Identify students who meet eligibility for acceleration (i.e. Dual Enrollment) and conduct a Student/Parent Information Session by October 10, 2022.

Person Responsible Nicole Florian (nflorian@dadeschools.net)

4. Facilitate the PERT assessment and MDC application process for identified students to participate in Dual Enrollment by October 10, 2022.

Person Responsible Nicole Florian (nflorian@dadeschools.net)

5. Finalize application process for the Spring SLS cohort (student eligibility, PERT, application, etc.) by 12/16/22.

Person Responsible Nicole Florian (nflorian@dadeschools.net)

6. Identify students with 2 or more failed core courses as evidenced by Quarter 1 grades and conduct parent meetings to develop next steps by 11/30/22.

Person Responsible Adrianna Morera (adriannamorera@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and

Rationale:

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

According to the 2021 School Climate Survey results, 24% of the teachers believed that the Principal did not support them. BioTECH will be creating a succession management plan and implementing a variety of means by which to obtain teacher input to increase administrative support and teacher engagement.

Measurable

Outcome:

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

BioTECH will implement a Succession Management Plan to afford teachers an opportunity for professional advancement and active engagement in school decision-making processes to improve teacher perception of Principal support.

Monitoring:

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

The Leadership Team will conduct interest surveys for staff collaboration on a variety of educational and cultural activities at the school site. Additionally, the leadership, will meet regularly and request feedback from all stakeholders for equitable and inclusive decision-making.

Person responsible for monitoring outcome:

John Sterling (jsterling1@dadeschools.net)

Evidence-based

Strategy:

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

Our school will focus the evidence based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership.

Rationale for Evidence-based

Strategy:

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

By identifying teacher leaders and creating a Succession Management Plan the Leadership Team is able to provide support to all teachers. The involvement of all staff in decision making will integrate the talents of teachers within the building to carry out the mission, the vision and the ability to problem solve in order to increase teacher perception on their opportunities to advance professionally and engage in active decision-making.

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.

1. Conduct an interest survey with the Instructional staff on leadership opportunity interests by October 10, 2022.

Person Responsible John Sterling (jsterling1@dadeschools.net)

2. Utilizing the interest survey results, identify instructional staff for future leadership opportunities and provide mentorship within the school building by October 14, 2022.

Person Responsible John Sterling (jsterling1@dadeschools.net)

3. Provide opportunities for the "Experts in the Building" to collaborate with their colleagues to discuss best practices, update on professional development opportunities and engage in decision making with the Leadership Team by October 10, 2022.

Person Responsible John Sterling (jsterling1@dadeschools.net)

4. Develop and implement a Succession Management Plan focused on ensuring the ongoing development of leaders by October 14, 2022.

Person Responsible John Sterling (jsterling1@dadeschools.net)

5. Using the "Experts in the Building" survey results, the selected team will meet and develop an action plan for participation and implementation to address disciplinary needs by 11/30/22.

Person Responsible John Sterling (jsterling@dadeschools.net)

6. Using the "Experts in the Building" survey results, the selected team will meet and develop an action plan for participation and implementation to address school incentive and student event needs by 11/30/22.

Person Responsible John Sterling (jsterling@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Promoting Growth Mindset**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 school climate survey, 54% of the teachers indicated that they track data or student work products to adjust their instruction quarterly, annually or never. Furthermore, 42% of the students indicated a response of neutral, disagree or strongly disagree to teachers making them want to learn. As a result, the promotion of a growth mindset in lesson planning, delivery and student engagement was deemed essential.

Measurable**Outcome:**

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

If we successfully promote a Growth Mindset, then we will see an increase in student perception on teacher instruction and support, as well as, teacher use of data to drive instruction as indicated by the results on the 22-23 Climate Survey.

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

The Leadership Team will conduct quarterly data chats, adjust groups on current data and follow-up with regular walk throughs to ensure quality instruction and proper implementation of selected strategies. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. We will monitor the effectiveness through the following tools: benchmark assessments, district assessments, FSA Assessments, work products and observation.

Person responsible for monitoring outcome:

Wendy Garcia (wcosta@dadeschools.net)

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

Our school will focus on the evidence-based strategy of: Promoting Growth Mindset. We will utilize a variety of instructional approaches such as altering assignments to meet the needs of the students, assessing students on an ongoing basis to determine their readiness levels, using assessment results to adjust instruction as needed, providing a variety of options for how students can learn and demonstrating their knowledge, striving to make lessons engaging and meaningful, employing different grouping formats for instruction, reflection, developing and delivering rigorous lessons and goal setting.

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

In order to promote an overall growth mindset culture, the team will focus on academic strengths and learning gains through the monitoring of assessment data. Students will be provided with interventions and/or enrichment via rigorous and engaging lessons to achieve the measurable outcome.

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.

1. Introduce and provide professional development on Growth vs. Fixed Mindset by October 14, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

2. Promoting and reinforcing via varied incentives student participation in school-wide and District-sponsored events From August 20, 2022 - October 14, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

3. Develop an Attendance Monitoring Plan and schedule monthly meetings for progress monitoring by September 30, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

4. Conduct quarterly survey to gauge student perception on teacher instruction, assessment and feedback to students by September 30, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

5. Continue promoting and reinforcing via varied incentives student participation in school-wide and District-sponsored events from October 31, 2022 - December 16, 2022.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

6. Using the "Experts in the Building" survey results, the selected team will meet and develop an action plan for participation and implementation to address school incentive and student event needs by 11/30/22.

Person Responsible Wendy Garcia (wcosta@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

n/a

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

n/a

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:

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

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Sterling, John, jsterling@dadeschools.net

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

Sterling, John, jsterling@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 School Culture strengths are in Resources & Support Systems; Teaching, Learning and Assessment; and Overall Climate Letter Grade. At BioTECH, we have created and established protocols that allow for honest communication and feedback among all stakeholders to ensure systems are in place to support teaching and learning. We provide opportunities for students, teachers, and parents to provide valuable feedback via surveys and formal and informal conversations that assist the leadership team in academic and school

culture decision making. Students are given a voice in school activities, academic offerings, as well as, selecting individual courses of study and research as it pertains to the Conservation Biology Magnet course work. At BioTECH, both staff and students are encouraged and actively engaged in a cognitively stimulating learning environment in collaboration with our community partners to access their learning and support connections between students' life goals and educational opportunities. We foster a learning environment that is safe and provides all stakeholders an opportunity to have their needs met.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, Counselor (our School Leadership Team), students and parents. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team building and morale boosting activities. The Assistant Principal will monitor the implementation of action steps and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, families, and the community.