

Miami-Dade County Public Schools

Law Enforcement Officers Memorial High School



2022-23 Schoolwide Improvement Plan

Table of Contents

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

Law Enforcement Officers Memorial High School

300 NW 2ND AVE, Miami, FL 33128

<http://schoolofjustice.dadeschools.net>

Demographics

Principal: William Aristide

Start Date for this Principal: 7/15/2020

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)	98%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (70%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

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

Law Enforcement Officers Memorial High School

300 NW 2ND AVE, Miami, FL 33128

<http://schoolofjustice.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

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.

It is through integrity, duty, and justice that we prove our bravery and provide public service to our community.

Provide the school's vision statement.

Provide an educational environment that meets the needs of all students while promoting university and career pathways.

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
Aristide, William	Principal	<ul style="list-style-type: none"> • Instructional and Operational Leader in building • Communicates effective school ideas or concerns • Oversees staff development-personal growth concerns • Facilitates Community and Business Partnerships • Final approval of all financial expenditures • Contractual Concerns • PTSA- EESAC- Alumni Association- Partnership • Fundraising
Vazquez, Stacey	Assistant Principal	<ul style="list-style-type: none"> • Assists the principal in planning and administering instructional programs. • Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs which support the school improvement plan. • Implements attendance procedures in accordance with Board policies. • Assists the principal in working cooperatively with students, parents, staff, and community agencies to ensure appropriate behaviors within the learning environment. • Assists the instructional staff in self-improvement and keeps them informed of available curriculum materials and staff development services. • Assists the principal in the assignment, training, supervision, and evaluation of staff. • Assists the principal in assuring the safety and security of students.
Rotolante, Kimberly	Magnet Coordinator	<ul style="list-style-type: none"> • Supervision of Student Affairs • Supervision of Magnet Programs • Health/ School Clinic • Supervision of Fieldtrips • Police Academy Contact • Computer Specialist/Technology • Community Contact & Relations • Tablet Distribution • Social Media Contact • Graduation Points Coordinator • Business Partnerships • Activities Supplements • School and Student Culture • Honor Roll • TV Production/ Announcement • Community Liaison • Report Cards/Progress Reports • Teacher of the Year/Sallie May • PTSA/PTA • Hallway & Cafeteria duties • Any duties assigned by the Principal Supervision of Student Affairs

Name	Position Title	Job Duties and Responsibilities
Anderson, Elle	School Counselor	<ul style="list-style-type: none"> • School Counselor • Individual Counseling • Supervision of all Counseling Services • Dual Enrolment Program • Early Admission Program • Mental Health Services • United Way Campaign • Assist with Registration • Project Upstart • Assist with SPED Program • Academic Advisements • Bullying Prevention • Course Recovery • Crisis Intervention • Community Service Hours • Visitation Protocols • CAP Advisor • Assist with academic affairs
Butler, Warren	Dean	<ul style="list-style-type: none"> • Supervision of PE • Operational Assignments • Saturday School Coordinator • Supervision of Interns • Assist Resource Officer • Assist with Security Monitors • SCSI Coordinator • After School Detention • Internship Program • Hallway & Cafeteria duties • Any duties assigned by the Principal
Concepcion, Lizbet	Other	<ul style="list-style-type: none"> • Testing Supervisor • Assist with School Wide Discipline • Supervision of Foreign Language • ESOL Program Compliance • Supervision LEP Committee • Transportation • Records/Documents • New Student Registration • Business Partnerships • Supervision of Electives • Hallway & Cafeteria duties • Any duties assigned by the Principal

Demographic Information

Principal start date

Wednesday 7/15/2020, William Aristide

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.*

4

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.*

10

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

282

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

1

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

0

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	60	74	80	68	282	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	13	7	11	39	
One or more suspensions	0	0	0	0	0	0	0	0	0	10	8	8	0	26	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	2	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	3	2	3	9	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	15	15	12	11	53	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	12	25	16	2	55	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	24	11	12	8	55	

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	11	16	10	1	38

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

Sunday 8/28/2022

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	0	77	91	71	93	332
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	9	4	2	3	18
One or more suspensions	0	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	0	1	4	3	5	13
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	9	8	5	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	8	3	10	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	5	15	6	23	49
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	12	0	0	0	12

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	1	11	7	10	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	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	77	91	71	93	332	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	9	4	2	3	18	
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	1	4	3	5	13	
Course failure in Math	0	0	0	0	0	0	0	0	0	2	9	8	5	24	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	8	3	10	22	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	5	15	6	23	49	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	12	0	0	0	12	

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	1	11	7	10	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	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	63%	54%	51%				70%	59%	56%
ELA Learning Gains	64%						63%	54%	51%
ELA Lowest 25th Percentile	64%						54%	48%	42%
Math Achievement	47%	42%	38%				62%	54%	51%
Math Learning Gains	68%						55%	52%	48%
Math Lowest 25th Percentile	83%						55%	51%	45%
Science Achievement	61%	41%	40%				66%	68%	68%
Social Studies Achievement	86%	56%	48%				75%	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	65%	68%	-3%	67%	-2%

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	75%	71%	4%	70%	5%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	35%	63%	-28%	61%	-26%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	54%	21%	57%	18%

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	60										
ELL	47	47		54	77						
BLK	56	68	75	44	73		64	69		100	80
HSP	66	61	63	51	67	79	58	91		100	92
FRL	63	65	63	51	74	88	60	85		100	86
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
ELL	46	50		29	21		46			100	91
BLK	49	39	23	27	23		53	50		100	97
HSP	70	50	35	32	19	35	71	63		98	91
FRL	63	44	24	29	20	24	62	57		100	96
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	33	42		33	42						
ELL	60	71	50	59	52		57				
BLK	59	64	73	44	50	62	50	74		100	100
HSP	75	62	45	71	61	50	71	75		100	98
FRL	69	61	55	62	55	57	64	72		100	100

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	724
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
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	70
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	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	74
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 2022 FSA data retrieved from the Florida Department of Education (FLDOE):

All 9th/10th grade ELA Subgroups Achievement increased except HSP, which decreased from 70% to 66% (3% decrease).

All 9th/10th grade ELA Subgroups Learning Gains increased except ELL, which decreased from 50% to 47% (3% decrease).

All 9th/10th grade ELA Subgroups Learning Gains L25 increased by at least 28 percentage points.

All Math Subgroups Learning Gains increased across all grade levels from 16% to 73% (57% increase).

All Math Subgroups Learning Gains L25 increased across all grade levels from 30% to 84% (54% increase).

Science Achievement levels decreased from 68 percentage points in 2021 to 61 percentage points in 2022 (7% decrease).

Science Subgroups Achievement decreased except BLK, which increased from 53% to 64% (11% increase).

Social Studies Subgroups Achievement increased from 57% to 82% (25% increase).

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

The data component that demonstrates the greatest need for improvement is Science. The overall percent proficient decreased from 68 percentage points in 2021 to 61 percentage points in 2022. The overall percent proficient in ELA also decreased from 65 percentage points in 2021 to 63 percentage points in 2022.

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

The contributing factors to this need for improvement include the lack of data-driven instruction and instruction that is standards-based. New actions that would need to be taken are meaningful job-embedded professional development opportunities, closer ongoing progress monitoring of students, hiring new and highly qualified teachers, and support for students by providing extended opportunities for learning.

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

Students in the Math Learning Gains L25 Subgroup increased from 24 percentage points in 2021 to 83 percentage points in 2022. Students in the ELA Learning Gains L25 Subgroup increased from 30 percentage points in 2021 to 64 percentage points in 2022. The overall percent proficient in Social Studies increased from 61 percentage points in 2021 to 86 percentage points in 2022.

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 informative data chats, effective cross-curricular collaborative planning, and data-driven instructional strategies specific to our Lowest 25. Extended learning opportunities including before and after school tutoring and push-in Intervention Services provided opportunities for our bubble and enrichment students. A Curriculum Support Specialist also supported our school biweekly in the area of Mathematics, and provided instructional strategies and best practices for our teachers.

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

Collaborative planning, data-driven instruction, standards-aligned instruction, extended learning opportunities, cross-curricular planning, differentiated instruction, and intervention services.

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 will develop whole group sessions and job-embedded sessions on utilizing Schoology to guide instruction (August/22), Effective Classroom Practices/Strategies (September/22), Tackling FAST data (October/22), making adjustments to groups as data becomes available (November/December/22) and continuous data chats with individualized feedback and next steps (ongoing).

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

The additional services that will be implemented to ensure the sustainability of improvement are data chats using Performance Matters and PowerBi as data sources, intervention services, before/after tutoring, clubs, activities to promote attendance, and identifying students who achieve academic achievement (honor roll) each quarter.

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 Professional Learning Communities**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 2022 School Climate Professional Development Survey results, our school will implement the Targeted Element of Professional Learning Communities. We chose the overarching area of Professional Learning Communities based on data which indicates that 28% of our teachers expressed a desire to participate in meaningful Professional Learning Communities, compared to 20% during the 2021 school year. Professional Learning Communities help to build stronger professional relationships, improve teaching and learning, help teachers acquire emerging technology tools for the classroom, and assist teachers with learning new ideas. Through interactive collaborations, teachers share best practices in their subject areas, as well as strategies for integrating technology in the classroom. Thus, resulting in increased student engagement and achievement.

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

This should be a data based, objective outcome.

Through monthly participation, at least 80% of the staff will participate in a Technology Integration PLC by May 31, 2023. As a result of a PLC focusing on instructional technology, teachers will be able to enhance their instructional delivery to engage students and improve student academic outcomes.

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

The Instructional Practice specifically relating to Professional Learning Communities will be monitored by evidence of technology mini-lessons, agendas of PLC meetings, sign-in sheets, classroom walkthroughs, and technology look-fors.

Person responsible for monitoring outcome:

William Aristide (pr7033@dadeschools.net)

Evidence-based Strategy:**Describe the evidence-based strategy being**

Within the Targeted Element of Professional Learning Communities, our school will focus on the evidence-based strategy of: Technology Integration. The use of technology tools in all academic areas allows students to apply computer and technology skills to learning and problem-solving. This strategy will also provide teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the

**rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

criteria used

for selecting

this

strategy.

Technology provides instant accessibility to information, which is why its presence in the classroom is so vital. Utilizing different types of technology in the classroom, creates learners who are actively engaged with learning objectives. The implementation of technology also creates pathways for differentiated instruction to meet the unique needs of students as individual learners within a broader classroom climate.

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.

8/22 - 10/14 Administration will facilitate monthly PLC's to provide teachers the opportunity to collaborate, brainstorm challenges, and share best practices regarding how technology is being utilized to enhance standards-based instruction. As a result, teachers will provide instructional practices with the intent of improving student learning.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

8/22 - 10/14 Provide job-embedded professional development opportunities by LEOMHS teachers for staff members to become more familiar with technological platforms. As a result, ongoing after school sessions will be provided to meet the technology concerns of teachers.

Person Responsible William Aristide (pr7033@dadeschools.net)

8/22 - 10/14 Administration will conduct classroom walkthroughs with an emphasis on technology look-fors and how technology is implemented in the classroom. As a result, teachers will infuse the SAMR Model into lessons and activities to enhance their instruction.

Person Responsible William Aristide (waristide@dadeschools.net)

8/22 - 10/14 During monthly faculty meetings, teachers will share best practices that are being implemented to make sure that technology integration is being implemented in the classroom, and that standards are being addressed as efficiently as possible resulting in increased student engagement and achievement.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

10/31 - 12/16 During collaborative planning and administrative walkthroughs, administration will monitor the effectiveness of technology integration. Administration will provide teachers with timely and specific feedback after walkthroughs; as a result, teachers will be able to make the necessary instructional modifications to ensure student success.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

10/31 - 12/16 Teachers will continue to facilitate weekly collaborative planning meetings or PLC's to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Successful implementation will be evidenced by meeting agendas and rosters.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus**

Description and Rationale: Based on the Data Review, our school will implement the Targeted Element of Standards-Aligned Instruction. We chose the overarching area of Standards-Aligned Instruction based on the data which indicated our ELA and Biology proficiency declined on the 2022 FSA/EOC assessments. Data indicates that our overall proficiency in Reading went from 65 percentage points in 2021 to 63 percentage points in 2022. Our overall proficiency in Biology went from 68 percentage points in 2021 to 61 percentage points in 2022.

Include a rationale that explains how it was identified as a critical need from the data reviewed. Administration and Instructional Leaders will continue to make data-driven decisions, implement differentiated instructional practices, provide interventions, share effective learning strategies, develop rigor and relevance, and promote higher-order thinking skills and enrichment opportunities.

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

Our 2022-2023 goal of providing standards-aligned instruction to increase student achievement will be attained by setting high expectations and standards, holding students accountable for their learning, and supporting and mentoring teachers to provide rigorous instruction. If teachers ensure quality standards-based and rigorous bell-to-bell instruction, student engagement and performance on the 2023 EOC assessments will increase 5 percentage points.

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

Administrative and collegial classroom walkthroughs, classroom walkthrough observations, and meetings to provide timely feedback with core content area teachers will ensure interventions are being used with fidelity.

Person responsible for monitoring outcome:

William Aristide (pr7033@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of: Collaborative Data Chats. Teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in the RTI or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss

implemented for this Area of Focus.

teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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

Collaborative Data Chats will allow teachers and administrators to monitor student achievement, recognize learning gaps, and respond with interventions. Sharing best practices in providing standards-aligned instruction will promote rigor in the classroom through improved scaffolding and differentiated instruction.

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.

8/22 - 10/14 Targeted professional development activities will be offered to address instructional best practices across all academic disciplines. As a result, teachers will be empowered with new resources that will benefit their respective students.

Person Responsible William Aristide (pr7033@dadeschools.net)

8/22 - 10/14 Provide differentiated activities to increase academic rigor and promote higher-order learning; and conduct teacher-student data chats to address proficiency levels and monitor progress. As a result, teachers will be able to target the learning needs, adjust instruction, provide immediate feedback, and apply interventions for their respective students.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

8/22 - 10/14 Identify students to participate in targeted tutoring sessions in Reading, Algebra 1, Geometry, Biology, and United States History. As a result, students will greatly benefit from the extra tutoring sessions and their academic progress will improve.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

8/22 - 10/14 Administration will conduct instructional walkthroughs to ensure that effective Standards-Aligned Instruction is occurring with fidelity. Through collaborative dialogue, immediate feedback and support will be provided to all instructional staff members on a weekly basis. As a result, progress monitoring of standards-based instruction will be improved.

Person Responsible William Aristide (pr7033@dadeschools.net)

10/31 - 12/16 Department heads will conduct biweekly collaborative planning sessions to ensure effective instructional planning and strategies are implemented. As a result, teachers will deliver rigorous instruction, share best practices, and strategies to address student challenges.

Person Responsible William Aristide (pr7033@dadeschools.net)

10/31 - 12/16 Family engagement strategies will be implemented to increase the effectiveness of standards-based instruction. As a result, this will improve likelihood of positive outcomes for families; allow parents to model for children ways they can be involved and contribute; and foster the home-to-school communication.

Person Responsible William Aristide (pr7033@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development**Area of Focus**

Description and Rationale: Based on data from the 2022 School Climate Survey, our school will implement the Targeted Element of Leadership Development. We chose the overarching area of Leadership Development based on data that indicates that 13 percent of teachers either felt neutral, disagreed or strongly disagreed that their ideas are listened to and considered, compared to 34% during the 2021 school year. It is imperative for teachers to have a voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

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

Measurable Outcome:

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

If we successfully implement the focus area of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 10% during the 2022-2023 school year.

Monitoring:

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

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person responsible for monitoring outcome:

William Aristide (pr7033@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Instructional Leadership Team, our school will focus on the evidence-based strategy of: Shared leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. As a result of shared leadership, teachers, staff, parents and administrators work together to solve problems, and create an engaging school climate that fosters school learning.

**implemented
for this Area
of Focus.**

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

Utilizing a Shared Leadership approach will assist in integrating the talents of all stakeholders to carry out the vision, the mission, and achieve the solutions to challenges that may arise. Throughout this process, Shared Leadership will create buy-in and bring creative and innovative solutions to the forefront.

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.

8/22 - 10/14 Teacher leaders will bring creative and innovative solutions that will ensure that decision-making opportunities are being created. As a result, Leadership Team meetings will be conducted within the building to carry out the vision and mission of the school. Successful implementation will be evidenced by meeting agendas and rosters.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

8/22 - 10/14 Administration will involve staff members in the leadership process by ensuring that all staff members have an active voice with authentic decisions that affect school improvement. As a result, best practices and leadership initiatives will be recognized during monthly Faculty Meetings. Successful implementation will be evidenced by meeting agendas and sign-in sheets.

Person Responsible William Aristide (pr7033@dadeschools.net)

8/22 - 10/14 - All stakeholders will participate in the school-wide decision-making process during EESAC Meetings. As a result, teacher representatives, students, parents, and community members will have an authentic role in decisions which affect instruction and the delivery of programs. Successful implementation will be evidenced through meeting agendas and sign-in sheets.

Person Responsible William Aristide (pr7033@dadeschools.net)

8/22 - 10/14 Department heads will support colleagues in core subject areas and share their experiences during department meetings. As a result of weekly collaborative planning, teacher leaders will provide support. Successful implementation will be provided by lesson plans and meeting agendas.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

10/31 - 12/16 The administration will continue to facilitate bi-weekly leadership meetings for school leaders to share information, resources, ideas, and expertise. As a result, the leadership team will create buy-in, bring creative ideas, and innovative solutions to build school-wide leaders. Successful implementation will be evidenced by meeting agendas and sign-in sheets.

Person Responsible William Aristide (pr7033@dadeschools.net)

10/31 - 12/16 Teachers will be given lead roles based on school-wide initiatives. As a result, school staff will empower others to get involved in school-wide initiatives and activities to promote positive school culture. Successful implementation will be evidenced agendas and rosters.

Person Responsible William Aristide (pr7033@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Parental Involvement

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 2022 School Climate Survey and attendance records, our school will implement the Targeted Element of Parental Involvement. We chose the overarching area of Parental Involvement based on data that indicated a decline in parent involvement during school-related activities from 35% not involved in school activities during the 2022 school year; compared to 30% during the 2021 school year. Due to parent involvement being an important element of raising student success, we feel this is an area of focus we can improve on.

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

The School Leadership Team will connect parents to our school resources and communication channels. Quarterly Parent Nights will allow our staff to train parents on how to best monitor student work from the parent portal, best practices to provide proper environments or home learning, and increase teacher to parent communication. An increase in measurable outcomes will be evidenced through parent involvement in EESAC, PTA and Parent Night meetings. The school climate survey will show an increase 5 percentage points in "strongly agree" and agree" responses by June 2023.

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

The School Leadership Team will monitor quarterly Parent Nights, EESAC, and PTA attendance to track the successful engagement of our parents.

Person responsible for monitoring outcome:

William Aristide (pr7033@dadeschools.net)

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

Within the Targeted Element of Parent Involvement, our school will focus on the evidence-based strategy of: Communication with Stakeholders. Communication with Stakeholders ensures that each stakeholder is aware of initiatives in our school community. In addition, Communication with Stakeholders allows parents to have an active voice in initiatives that will ultimately increase student success.

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

By having open channels of communication with the parents and keeping them up to date with school resources, the parents can understand and support the school and maintain a proper home learning environment for their child. We want to ensure that parents are not only informed but have an active voice in the school community to build a culture of inclusivity.

**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.

8/22 - 10/14 Staff members will conduct a Parent Night each quarter to present information on how each parent can best assist their child in reaching success in their home environment. Parents can play a major role in increasing student success and we will encourage each parent to attend these parent nights with incentives such as culture night, food, and other activities. As a result, successful implementation will be evidenced by parent attendance sign-in sheets.

Person Responsible Kimberly Rotolante (229872@dadeschools.net)

8/22 - 10/14 The School Leadership Team will contact parents of students most at risk regarding attendance, academics, or discipline issues to better connect these parents/guardians with our school resources and communication channels. This type of communication from the School Leadership team will be done each quarter in addition to the required parent communication documented by instructional staff's quarterly log of phone calls and email correspondences. As a result, successful implementation will be evidenced by communication logs of phone calls, emails, and house visits.

Person Responsible Elle Anderson (elleanderson@dadeschools.net)

8/22 - 10/14 Administration will send out emails and flyers for parents to attend meetings, such as ESSAC and PTA. As a result, successful implementation will be evidenced by social media posts and digital flyers that will be uploaded to the school's website.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

8/22 - 10/14 The Leadership Team will translate each parent announcement to be in three languages: English, Spanish, and Haitian Creole. Each parent communication will also include a disclaimer asking if parents need to have any accommodations or translation services provided. As a result, successful implementation will be evidenced by flyers and meeting attendance.

Person Responsible Lizbet Concepcion (lizconcepcion@dadeschools.net)

10/31 - 12/16 Staff members will use digital communication apps such as Schoology, Class Dojo, Remind App, and Zoom to keep an open line of communication between all stakeholders. Successful implementation will be evidenced through flyers and meeting attendance.

Person Responsible Kimberly Rotolante (229872@dadeschools.net)

10/31 - 12/16 Social Media platforms will be utilized to share current events/ activities and other important information with all stakeholders to build family's capacities in supporting their students in the school environment. Successful implementation will be evidenced through social media content and flyers.

Person Responsible Stacey Vazquez (svazquez@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

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

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

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

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

Law Enforcement Officers' Memorial High School is building our school culture by celebrating student success, sharing accomplishments on social media, announcements, and during school meetings. Our maintenance of clubs, competitions, and activities before, during, and after the pandemic has helped to maintain a sense of community, belonging, purpose, and school pride from our staff and students.

Overall, we have increased our presence in the community of what we have to offer in our academics and our industry certification curriculum. We have developed relationships with stakeholders in the community including judges, colleges, attorneys, law enforcement officers, hospitals and local medical facilities. This was achieved by reaching out and making new connections/partnerships. We continue to have success in academics, dual enrollment, certifications, internships, and community involvement. Our culture has been even stronger as we have united together to provide our students with everything they need to ensure their success even in these trying times. The stakeholders include the Principal, Assistant Principal, Community Members, Parents, Staff and Students.

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

Building a positive school culture that creates an environment that is inclusive, non-threatening and equitable requires strong school leadership that includes the principal, assistant principals, teacher leaders and counselors. The principal's role is to set the tone and establish the programs that will be weaved throughout the curriculum and in the day-to-day operations of the school. The assistant principal will conduct student and parent orientations, monitor student discipline and ensure all stakeholders are well informed of the programs that are available at the school. Counselors will be responsible for making connections with students and identify and report areas of weakness or problems that need to be addressed. Additionally, teacher leaders will assist in providing and responding to feedback from all educational stakeholders.