

Miami-Dade County Public Schools

# Miami Senior High School



2022-23 Schoolwide Improvement Plan

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# Miami Senior High School

2450 SW 1ST ST, Miami, FL 33135

<http://mhs.dadeschools.net/home.html>

## Demographics

Principal: **Benny Valdes**

Start Date for this Principal: 7/15/2022

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>9-12  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Black/African American Students<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: B (61%)<br>2018-19: A (62%)<br>2017-18: I (%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | N/A  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

# Miami Senior High School

2450 SW 1ST ST, Miami, FL 33135

<http://mhs.dadeschools.net/home.html>

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2021-22 Title I School</b> | <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| High School<br>9-12                                     | Yes                           | 100%  |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(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 | B       | B       | A       | A       |

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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.**

Miami Senior High School is committed to creating a safe and supportive learning environment based on the belief that all students can learn. Taking into consideration that students learn in different ways, our teachers and administrators provide a variety of instructional approaches to prepare all students for the workplace or post-secondary education. Our students will demonstrate understanding of essential knowledge and skills and be actively involved in solving problems and producing quality work. The entire learning community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum. Our goal is to enable students to become self-directed, independent thinkers, as well as productive citizens and lifelong learners in order to secure a successful future. Every student will graduate with a plan that will enable him or her to become a life-long learner and a productive citizen.

#### **Provide the school's vision statement.**

Miami Senior High School students, teachers, staff, parents and community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum, and become independent thinkers, problem solvers, productive citizens and lifelong learners.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name                | Position Title            | Job Duties and Responsibilities  |
|---------------------|---------------------------|--|
| Valdes, Benny       | Principal                 | Oversees all aspects of Instruction, Budget, Personnel and School Operations   |
| Ceballos, Elizabeth | Assistant Principal       | Job duties include: Supervision of Instructional personnel, opening of school, supervision of student services, registration procedures, faculty and department meetings, supervision of lunch and arrival/dismissal, and 12th grade discipline.   |
| Arscott, Dwight     | Assistant Principal       | Job duties include: 10th Grade Discipline, Payroll, Substitutes, Technology, Supervision of Math Department, Supervision of Magnets, Supervision of Athletics, Internal Funds/Treasurer, Parent Access Center, Transportation, Master Schedule, Opening of School, Supervision of Lunch, Supervision of Arrival/Dismissal and Other Duties Designated by the Principal.  |
| Garcia, Yesenia     | Teacher, K-12             | Job Responsibilities: Oversee a team of over 20 individuals ensuring that they are on task with pacing guides, lesson plans and tests, Collaborate with teachers daily to discuss the integration of technology as well as create "How To" videos for entire staff, create and distribute teacher schedules ensuring that classes are leveled off. Responsible for the professional development activities on the school site. |
| Fano, Anna          | ELL Compliance Specialist | Job Responsibilities include: Reading Department Chair and provides leadership in the development of quality instruction for all students. She also assists teachers with academic strategies in order to improve student achievement. She is responsible for ELL Compliance and ELL testing. She is also the digital innovator for the professional development team.   |
| Garcia, Orly        | Teacher, K-12             | Job Responsibilities: Oversees student data for the Social Studies department and advanced placement testing.  |
| Zabala, Felix       | Assistant Principal       | Job duties include overseeing maintenance, security, school operations, and cafeteria staff. Oversees the discipline of the 9th grade and arrival and dismissal of students.   |
| Puentes, Vicky      | Graduation Coach          | Responsibilities include meeting with all students to design a post-graduation plan. Determines and shares best scholarship opportunities and supports students with college applications, technical college pathways, and military pathways.  |

**Demographic Information**

**Principal start date**

Friday 7/15/2022, Benny Valdes



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

2

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

29

**Total number of teacher positions allocated to the school**

121

**Total number of students enrolled at the school**

2,880

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

21

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

5

**Demographic Data**

**Early Warning Systems**

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

| Indicator  | Grade Level |   |   |   |   |   |   |   |   |     |     |     |     | Total |
|--|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12  |       |
| Number of students enrolled                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 811 | 809 | 719 | 580 | 2919  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 | 176 | 184 | 120 | 637   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58  | 16  | 6   | 2   | 82    |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11  | 43  | 32  | 6   | 92    |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12  | 123 | 69  | 45  | 249   |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 282 | 252 | 193 | 0   | 727   |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 287 | 274 | 264 | 2   | 827   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 319 | 254 | 191 | 124 | 888   |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |     |     |     |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 254 | 273 | 227 | 27 | 781   |

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 | 22 | 9  | 3  | 1  | 35    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 9  | 5  | 2  | 31    |

Date this data was collected or last updated

Thursday 8/11/2022

The number of students by grade level that exhibit each early warning indicator:

| Indicator  | Grade Level |   |   |   |   |   |   |   |   |     |     |     |     | Total |
|--|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12  |       |
| Number of students enrolled                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 632 | 715 | 642 | 683 | 2672  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 189 | 209 | 154 | 140 | 692   |
| 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 | 15  | 109 | 112 | 28  | 264   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20  | 169 | 122 | 122 | 433   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 144 | 173 | 150 | 164 | 631   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 188 | 209 | 167 | 177 | 741   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 304 | 174 | 0   | 0   | 478   |

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 | 180 | 252 | 204 | 208 | 844   |

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 | 9 | 2  | 2  | 14 | 27    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8  | 4  | 10 | 31    |

**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 | 761 | 708 | 584   | 11 | 2064 |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 156 | 176 | 124   | 2  | 458  |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10  | 0   | 0     | 0  | 10   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38  | 27  | 5     | 0  | 70   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 111 | 67  | 38    | 0  | 216  |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 247 | 194 | 0     | 0  | 441  |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 259 | 259 | 5     | 2  | 525  |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 258 | 201 | 123   | 1  | 583  |

**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 | 0 | 260 | 230 | 28    | 4  | 522 |

**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 | 20 | 9  | 3     | 5  | 37 |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8  | 5  | 1     | 1  | 15 |

**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             | 47%    | 54%      | 51%   |        |          |       | 46%    | 59%      | 56%   |
| ELA Learning Gains          | 54%    |          |       |        |          |       | 50%    | 54%      | 51%   |
| ELA Lowest 25th Percentile  | 41%    |          |       |        |          |       | 40%    | 48%      | 42%   |
| Math Achievement            | 32%    | 42%      | 38%   |        |          |       | 51%    | 54%      | 51%   |
| Math Learning Gains         | 56%    |          |       |        |          |       | 60%    | 52%      | 48%   |
| Math Lowest 25th Percentile | 70%    |          |       |        |          |       | 58%    | 51%      | 45%   |
| Science Achievement         | 58%    | 41%      | 40%   |        |          |       | 65%    | 68%      | 68%   |
| Social Studies Achievement  | 73%    | 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        | 63%    | 68%      | -5%                   | 67%   | -4%                |

| 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        | 76%    | 71%      | 5%                    | 70%   | 6%                 |

| ALGEBRA EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        | 47%    | 63%      | -16%                  | 61%   | -14%               |

| GEOMETRY EOC |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 53%    | 54%      | -1%                   | 57%   | -4%                |

## Subgroup Data Review

| 2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 19       | 41     | 38          | 11        | 41      | 54           | 39       | 51      |           | 95                | 42                  |
| ELL                                       | 19       | 42     | 38          | 23        | 56      | 70           | 40       | 54      |           | 93                | 80                  |
| BLK                                       | 49       | 36     |             | 38        | 48      |              | 77       | 83      |           | 97                | 74                  |
| HSP                                       | 46       | 54     | 42          | 32        | 56      | 69           | 58       | 73      |           | 97                | 78                  |
| WHT                                       | 76       | 67     |             | 50        | 67      |              |          |         |           | 94                | 80                  |
| FRL                                       | 45       | 53     | 42          | 31        | 56      | 70           | 57       | 72      |           | 97                | 78                  |
| 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                                       | 20       | 30     | 27          | 13        | 24      | 36           | 25       | 35      |           | 99                | 44                  |
| ELL                                       | 22       | 41     | 38          | 16        | 25      | 28           | 36       | 43      |           | 94                | 77                  |
| BLK                                       | 49       | 42     |             | 39        | 58      |              | 60       | 55      |           | 100               | 67                  |
| HSP                                       | 41       | 43     | 40          | 21        | 23      | 31           | 54       | 64      |           | 96                | 78                  |
| WHT                                       | 63       | 50     |             | 13        | 10      |              | 82       |         |           | 93                | 69                  |
| FRL                                       | 42       | 43     | 39          | 20        | 24      | 33           | 55       | 62      |           | 96                | 77                  |
| 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                                       | 24       | 38     | 27          | 30        | 56      | 54           | 44       | 59      |           | 87                | 48                  |
| ELL                                       | 20       | 43     | 39          | 40        | 59      | 59           | 44       | 56      |           | 82                | 83                  |
| BLK                                       | 47       | 51     |             | 59        | 53      | 30           | 81       | 63      |           | 94                | 74                  |
| HSP                                       | 45       | 50     | 39          | 51        | 61      | 59           | 64       | 75      |           | 89                | 82                  |
| WHT                                       | 63       | 41     |             | 68        | 55      |              | 79       | 92      |           | 74                | 79                  |
| FRL                                       | 45       | 50     | 39          | 51        | 61      | 60           | 65       | 75      |           | 88                | 81                  |

## 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  | 59  |
| 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 | 39  |
| Total Points Earned for the Federal Index                                       | 645 |
| Total Components for the Federal Index  | 11  |
| Percent Tested  | 99% |

| <b>Subgroup Data</b>   |     |
|--|-----|
| <b>Students With Disabilities</b>  |     |
| Federal Index - Students With Disabilities                                     | 43  |
| Students With Disabilities Subgroup Below 41% in the Current Year?             | NO  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%      | 0   |
| <b>English Language Learners</b>   |     |
| Federal Index - English Language Learners                                      | 50  |
| English Language Learners Subgroup Below 41% in the Current Year?              | NO  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| <b>Native American Students</b>  |     |
| 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   |
| <b>Asian Students</b>  |     |
| 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   |
| <b>Black/African American Students</b>   |     |
| Federal Index - Black/African American Students                                | 63  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| <b>Hispanic Students</b>   |     |
| Federal Index - Hispanic Students  | 59  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               | 0   |
| <b>Multiracial Students</b>  |     |
| 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   |
| <b>Pacific Islander Students</b>   |     |
| Federal Index - Pacific Islander Students                                      |     |

| Pacific Islander Students  |     |
|--|-----|
| Pacific Islander Students Subgroup Below 41% in the Current Year?                  | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%           | 0   |
| White Students   |     |
| Federal Index - White Students   | 72  |
| 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                                | 58  |
| 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?

Social Studies Achievement level for Students with Disabilities increased by 16 percentage points, English Language Learners increased by 11 percentage points, and Black learners increased by 28 percentage points.

ELA Achievement decreased by 1 percentage point for Students with Disabilities and 2 percentage points for English Language learners.

ELA Subgroups overall Learning Gains increased by 11 percentage points for Students with Disabilities and Hispanic students, 1 percentage point for English Language Learners. However, for Black learners, ELA Learning Gains decreased by 6 percentage points in 2022 with 36% compared to 42% in 2021.

Science Achievement Level increased by 4 percentage points from 54% in 2021 to 58% in 2022.

Social Studies Achievement Level increased by 9 percentage points from 64% in 2021 to 73% in 2022.

Math Achievement Level increased by 11 percentage points in 2022 with 32% compared to 21% in 2021.

ELA Achievement Level increased by 5 percentage points in 2022 with 47% compared to 42% in 2021.

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

ELA L25 Learning Gains only increased by 2 percentage points in 2022 (41%) compared to 39% in 2021.

ELA Students with free and reduced lunch only increased by 3 percentage points in achievement in 2022 (45%) compared to 42% in 2021.

Science Achievement increased only by 14 percentage points for Students with Disabilities (39%-2022 compared to 44% in 2019).

English Language Learners Learning Gains L25% remained the same at 38% and declined 1 percentage point compared to 2019 (39%).

Math Achievement for Students with Disabilities decreased by 2 percentage points in 2022 (11%) compared to 13% in 2021.

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

For the last three years, we have been focusing on implementing collaborative planning and standards-based instruction in all classrooms. We have struggled with consistency of implementing the new B.E.S.T. Standards in Math and English classrooms. In addition, many teachers have struggled with student engagement and meeting the depths of the standards. We will continue to provide professional development for new curriculum and unpack the new standards in each subject area. In addition, we will focus on attendance initiatives to minimize student truancy, to improve student engagement.

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

Mathematics Learning Gains in L25 increased from 33 percentage points in 2021 to 70 percentage points in 2022 on the 2022 Math FSA. This was a total growth of 37 percentage points.

ELA Achievement showed a growth from 42% points in 2021 to 47% points on the 2022 ELA FSA. This was a total growth of 5 percentage points.

Social Studies Achievement showed a growth from 64% points in 2021 to 73% points in 2022. This was a total growth of 9 percentage points.

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

Collaborative planning was built into the master schedule in all content areas. This allowed time for Math, Science and Social Studies to utilize Topic tests and disaggregate data in order to create assessments targeting specific standards and skills. Effective implementation of data trackers in each classroom to monitor student progress and interventions through Intensive Math and Intensive Reading classes, and after school and Saturday tutoring were contributing factors to this improvement.

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

Data-driven instruction, differentiated instruction, and additional professional development opportunities to support the needs of the new B.E.S.T. Standards, and effective use of ELL and ESE strategies.

**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.**

To support the needs of teachers, the PLST will develop professional development time during faculty meetings and department meetings (August/22).

Instruct where to find data and how to use student and school data to target interventions (August/22).

Provide and model strategies to progress monitor students continuously and efficiently (October/22).

Use of technology to engage student learning through differentiation (November/December/22).

Infuse ESE and ELL strategies to assist with scaffolding instruction (ongoing) at faculty meetings.

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

Use of blended-learning with the use of Schoology and Microsoft Teams will be provided. In addition, incorporation of online tools such as IXL, Delta Math, Socrative, Read 180, student application, and Progress Learning (formerly USA Test Pep) will also be provided. Set high expectations and ensure the



use of higher-order thinking questions. In addition, after school and Saturday tutoring will be available for all students.

**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.**

According to the 2022 FSA proficiency data, 24% of the 9th and 10th grade ELA students scored a Level 2 on the verge of grade level scores, and 20% of the 9th and 10th grade Math students scored a Level 2 on the Math FSA. Based on this data, differentiation is an effective way to provide students the proper instruction to reach grade level results.

**Measurable Outcome:**

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

With the implementation of differentiated instruction, an additional 3% of the 9th and 10th grade population will score at grade level or above in the area of ELA, and an additional 5% in the area of mathematics by 2022-2023 state assessment.

**Monitoring:**

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

The Leadership team will attend all content area collaborative planning and conduct classroom walk throughs to ensure that the differentiation planned in collaborative planning is being implemented with fidelity in the classroom. Progress monitoring assessments and Math topic tests will monitor progress of growth and/or deficiencies of skills.

**Person responsible for monitoring outcome:**

Elizabeth Ceballos (eceballos@dadeschools.net)

**Evidence-based Strategy:**

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

Within the Targeted Element of Differentiation, our school will focus on the evidence based strategy of: Differentiated Instruction (DI). Differentiated Instruction, will provide a framework for effective teaching that involves using progress monitoring data to differentiate instruction based on the students' specific needs to accelerate learning and remediate if necessary.

**Rationale for Evidence-based Strategy:**

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

Differentiated Instruction (DI) will ensure that teachers are using relevant and recent data to plan lessons that are customize to student needs. During collaborative planning teachers will reflect on student data, and make adjustments to their lesson plans, instruction, and instructional delivery as new progress monitoring data becomes available.

**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.

8/31-10/14: Teachers will administer the Fall progress monitoring assessment. As a result, content area administrators and teachers will review data during collaborative planning to determine deficient skills and areas of strengths.

**Person Responsible**

Elizabeth Ceballos (eceballos@dadeschools.net)

8/22-10/14: Teachers will conduct data chats with students. As a result, students will be aware of their individual strengths and weaknesses and track their own progress.

**Person Responsible**

Elizabeth Ceballos (eceballos@dadeschools.net)

8/22-10/14: Teachers will collaboratively develop lesson plans that are inclusive of Differentiated instruction. As a result, teachers will be able to create lessons to meet the students individual needs based on strengths and weaknesses.

**Person Responsible** Dwight Arscott (darscott@dadeschools.net)

8/22-10/14: Teachers will differentiate instruction based on student data. As a result, students will receive small group differentiated instruction to remediate or accelerate based on the standards.

**Person Responsible** Dwight Arscott (darscott@dadeschools.net)

10/31 - 12/16: Teachers will share best way to differentiate instruction for a particular Math, Reading, and Writing skill during planning.

**Person Responsible** Benny Valdes (pr7461@dadeschools.net)

10/31-12/16: Reading department chair will model different practices during informal visits by other classroom ELA teachers.

**Person Responsible** Anna Fano (annafano@dadeschools.net)

**#2. Instructional Practice specifically relating to B.E.S.T. Standards****Area of Focus**

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

For the 2022-2023 school year, the Florida Department of Education (FLDOE) has adopted new B.E.S.T. Standards. The new Standards will impact core areas in our 9-12th grade population. According to the 2022 FSA data, ELA proficiency over the last three years has shown less than 5% increase. The three-year data trend for ELA proficiency has been 46%, 42% and 47% for 2019, 2021 and 2022, respectively. In the area of Mathematics, there was a significant decrease in EOC proficiency of 30% between 2019 and 2021. There was a slight increase of 32% in 2022 in Math achievement. Therefore, focusing on the implementation of the B.E.S.T. Standards and properly aligning them to instruction will allow our faculty to address this critical need and have students show an increase in proficiency in the 2022-2023 school year.

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

With the implementation of B.E.S.T. standards-aligned instruction, an additional 3% of our 9th and 10th grade students will be at or above grade level in the area ELA and an additional 5% of our 9th and 10th grade students will be at or above grade level in the area of Mathematics by the 2022-2023 state assessments.

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

Teacher leaders and department chairpersons will ensure that lessons are aligned to standards through use of collaborative planning. The leadership team will attend collaborative planning meetings. The leadership team will ensure that common boards are updated daily and properly aligned to the B.E.S.T. Standards during walkthroughs. The objective will be aligned to B.E.S.T. Standards. Data Analysis of formative assessments of the L25% students will be reviewed monthly to observe progress.

**Person responsible for monitoring outcome:**

Elizabeth Ceballos (eceballos@dadeschools.net)

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

Within the targeted element of B.E.S.T. Standards, our school will focus on the evidence-based strategy of Standards-Aligned Instruction. It will assist in establishing learning targets in order to increase proficiency.

**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.**

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

### 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.

8/22/22: Department meeting will allow teachers to review and discuss new B.E.S.T. Standards. As a result, teachers will develop new lesson plans, presentations, and assessments properly aligned to B.E.S.T. Standards.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

8/22-10/14: Teachers will continue to develop lesson plans and assessments that are inclusive of the new B.E.S.T. Standards. Teachers will model best practices and tips that will assist in synchronizing lessons across all classrooms within the same grade level and content area.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

8/22-10/14: Administration, department chairpersons, and teachers will collaboratively create and implement data trackers in each classroom to properly assess on new B.E.S.T. Standards. Data trackers will be used to track student performance on new standards and mini assessments.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

8/22-10/14: Department chairpersons will analyze and evaluate data from mini-assessments to ensure B.E.S.T. Standards were properly implemented across all classrooms. Collaborative planning will take place to remediate standards where performance was low across all classes.

**Person Responsible** Dwight Arscott (darscott@dadeschools.net)

10/31-12/16: Based on FAST and Math topic test results, the Math coach and Reading department chair will provide ELA and Math teachers with resources to use during tutoring aligned to the standards and to strengthen teachers' knowledge of B.E.S.T. standards.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

10/31-12/16: Based on FAST and Math topic test results, select teachers will attend the B.E.S.T. professional development for ELA and Math standards offered by the district to add rigor to their

instruction. Select teachers will attend the B.E.S.T. professional development for ELA and Math standards offered by the district to add rigor to instruction.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

**#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**

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

We decided to focus on the transformational leadership specifically relating to Teacher feedback/walkthroughs to address the critical need to increase communication between the administrative team and specific teachers within our school to improve student outcomes. The 2021-2022 school climate survey from staff reveals 0 percentage point of the staff believes the principal or administrative team provides them daily feedback through walkthroughs in comparison to 8 percent point during the 2020-2021 school climate survey feedback, this indicates a decrease of 8 percentage points. To increase this percentage, we selected transformational leadership specifically relating to Teacher feedback/walkthroughs because it will allow the administration to focus on sustainable results by pushing towards continuous academic progress and celebrating gains as they communicate and provide feedback to the staff to increase team morale and enhances overall performance.

**Measurable Outcome:**

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

With the implementation of the Targeted Element of transformational leadership specifically relating to Teacher feedback/walkthroughs, our teachers will be provided the opportunity to receive constant (weekly) feedback and administrative support through daily administrative walkthroughs and weekly common planning. This will be accomplished through teachers' involvement in the common planning and in walkthrough reviews with their administrative team. The percentage of teachers who feel they "received daily feedback to improve student outcome" will increase by at least 5 percentage points during the 2022-2023 Climate survey by June 2023.

**Monitoring:**

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

Assistant Principals will keep a weekly log of the classrooms visited and the feedback provided to teachers. They will also sign the attendance roster during common planning.

**Person responsible for monitoring outcome:**

Elizabeth Ceballos (eceballos@dadeschools.net)

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

Within the targeted element of transformational leadership specifically relating to Teacher feedback/walkthroughs, we will focus on the Evidence-based strategy: Specific teacher feedback/Walkthroughs. By increasing daily walkthroughs and teachers' involvement in common planning, we hope to increase teachers' engagement and empower teachers through constant feedback in order to improve student outcomes. Teachers will use the feedback to make adjustments to their lesson plans to optimize student learning.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.** We decided to focus on the specific transformational leadership relating to Teacher feedback/walkthroughs to address the critical need to increase communication between the administrative team and specific teachers within our school to improve student outcomes. We want the teachers to feel the constant feedback and academic support from the administrative team. The continuous improvement of our common planning through the increase in teacher involvement during the development and exchange of academic strategies will impact student achievement.

**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.

8/22-10/14: Created a schedule where the administrative team will organize daily walkthroughs through different departments. These walkthroughs will be divided among the administrative team.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

8/22-10/14: Schedule each Assistant Principal to spend at least 30 minutes in the department's weekly common planning.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

8/22-10/14: Arrange for a weekly meeting between the Assistant Principals and the teachers to follow-up on the walkthrough observations and provide academic support if needed. Discuss a grow and a glow.

**Person Responsible** Dwight Arscott (darscott@dadeschools.net)

8/22-10/14: Assistant Principals will schedule a weekly meeting with the principal to disseminate walkthrough and common planning observations and follow up on teacher's needs through mini-professional developments at faculty meetings.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

10/31-12/16: PLST will create a survey soliciting information about possible professional development for instructional delivery and engagement practices desired by the faculty.

**Person Responsible** Orly Garcia (289108@dadeschools.net)

10/31-12/16: Encourage teacher direct observation (TDO) with department chairpersons to provide more opportunities for teachers to receive feedback and model best practices.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)



**#4. Positive Culture and Environment specifically relating to Attendance Initiatives for Students**

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

According to the 2021-2022 student attendance data review, student absences have increase by 19 percentage points during the 2021-2022 school year between the ranges of 6 to 30 days absences in comparison to 4 percentage points during the 2020-2021 school year. This indicates an increase of 15 percentage points. In addition, the 2021-2022 student attendance data reveals how students who struggle with daily attendance are our at-risk students who are not meeting expectations for learning gains as well as student achievement. This data indicate that it is critical for our school to implement attendance initiatives.

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

With the implementation of the Attendance Initiatives for students, our students' absences between the ranges of 6 to 30 days (absences) will decrease by 10 percentage points by June 2023.

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

The leadership team /Senior Staff in connection with the Community Involvement Specialist (Title 1) and the counseling department will engage students and their families to identify the root cause for their absences and continue improving our Attendance Action Plan as part of our attendance initiative to ensure the students are able to attend school regularly. Our attendance initiatives will consist of tracking absences in real time, provide students with rewards for perfect attendance, school activities, and regular instructional intervention to keep them focused on academic development and promote consistent student attendance. The Leadership team will monitor attendance through daily attendance data report, which tracks absences in real time and monthly attendance data reports while the teachers will report multiple absence to the grade-level administrator. To ensure we are on track to meeting the outcome above, Attendance data will be discussed during department chair meetings and disseminated to teachers.

**Person responsible for monitoring outcome:**

Felix Zabala (felixz@dadeschools.net)

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

Within the area of focus of Positive Culture and Environment, our school will focus on Attendance Initiatives for students. This will assist in narrowing the absence gap amongst our students as it involves close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance.

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

Attendance Initiatives will assist in decreasing the number of students' absences by 10%. The initiatives will provide the school with a systematic approach to identifying attendance issues, improving remediation in academic areas, and providing extrinsic rewards. With this strategy, The students will receive regular instructional intervention and student incentives to keep them focused on academic development and to promote consistent student attendance.

### 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: Students will be recognized on Microsoft Teams (where we make school-wide announcements) for perfect attendance for the first quarter.

**Person Responsible** Felix Zabala (felixz@dadeschools.net)

8/22- 10/14: Administrators will utilize the attendance data on Power Bi to make revisions and improve our Early intervention and identification protocol so those at risk of excessive absences are documented through the truancy process and teacher referral documentation. Once identified, these students will then be monitored closely by their assigned counselor and administrator to ensure their academic success.

**Person Responsible** Felix Zabala (felixz@dadeschools.net)

8/22- 10/14: Administrators will meet with grade-level counselors will to make sure they are using the tracking system with fidelity, so they can monitor their student cohort and encourage them to attend school daily.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

8/22- 10/14: Counselors will schedule Interventions throughout the school day to provide instructional support to struggling students in order to keep them focused on academic development and interest in attending classes. We will utilize afterschool tutoring with select teachers to provide this instructional support.

**Person Responsible** Elizabeth Ceballos (eceballos@dadeschools.net)

10/31-12/16: Administration and counselors will meet with parents whose child has excessive unexcused absences and tardies to create awareness, so they may correct their child's attendance issue.

**Person Responsible** Felix Zabala (felixz@dadeschools.net)

10/31-12/16: Encourage daily attendance through morning announcements and reminders of the procedure for getting absences excused. Also, relay the importance of attending school daily and on time for their continuous learning.

**Person Responsible** Elizabeth Ceballos (eceballos@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.

Miami Senior High School prides itself in our rich culture, heritage, and traditions. Teachers across disciplines assign and facilitate projects based on students' diverse backgrounds and interests throughout the year. In addition, literature chosen in classrooms appeals to the rich cultural, economic, ethnic and gender backgrounds of our students and written end products bring about awareness of our school's cultural diversity through making those connections from content to real life experiences.

The rapport between teachers and students is a strong one, as it is evident in the large number of students who participate in afterschool clubs, sports, and activities. An example of the investment in highlighting our cultural richness is exhibited through organizations such as the Student Government Association's Cultural Friday event held once a month during the lunch periods, that highlights music or performances which reflect a specific culture, holiday, or genre. In addition, the fact that 60% of our faculty is alumni and many others have been at the school location for over a decade, provides a greater connection among faculty and student body because it allows for our faculty to understand and relate to the needs of our students.

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

Miami Senior High School's success is found in its rich history, dedicated stakeholders and resources. From school personnel such as the grade-level administrators, grade-level counselors, the College Assistance Advisor, Activities Director and club advisors, our goal is to meet the needs of our school and local community to ensure a positive environment. Through our school's strong alumni association, we have been able to develop partnerships within our community. These partnerships allow for resources such as a college bootcamp, life skills workshops and merit scholarships to be provided for our students. In turn, these resources allow us to foster student interests, post-secondary readiness and ultimately student achievement. In addressing mental health, we work closely with a community agency which provides mental health services to all our students. To serve some of our students who come from marginalized communities, organizations such as the CAP-College Assistance Program work with organizations such as United We Dream providing information and assistance for our undocumented and/or mixed-status families, or advocacy groups such as PowerU who lead workshops to assist students in learning advocacy skills or discussing social issues through the Student Government Association.

In addition, we have also partnered up with our local universities, colleges and vocational technical programs to provide college level courses (Dual Enrollment), college and career fairs and a comprehensive transitional process to promote college and career readiness as students move into their post-secondary education.