

Miami-Dade County Public Schools

North Miami Senior High School



2022-23 Schoolwide Improvement Plan

Table of Contents

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

North Miami Senior High School

13110 NE 8TH AVE, North Miami, FL 33161

<http://nmhs2.dadeschools.net/>

Demographics

Principal: **M IR lame Stewart**

Start Date for this Principal: 6/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B (54%) 2018-19: C (53%) 2017-18: C (52%)
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

North Miami Senior High School

13110 NE 8TH AVE, North Miami, FL 33161

<http://nmhs2.dadeschools.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

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

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.

The mission of North Miami Senior High School is to provide an engaging and collaborative learning environment for students to instill the values of responsibility and citizenship, and to integrate technology to support students in becoming communicative and active leaders in the community and the world.

Provide the school's vision statement.

The vision of North Miami Senior High School is to provide the skills and knowledge necessary to enable our students to be successful in all future endeavors as global citizens of the 21st Century.

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
Stewart, Miriam	Principal	The principal provides a common vision for the use of databased decision making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl Implementation, and communicates with parents regarding school-based Rtl plans and activities. She oversees administrative tasks and ensures that school academic goals are met in the development of standardized curricula to assess teaching methods, monitors student achievement, evaluates staff, and monitors facilities. She is also responsible for all final decisions made that will impact the nature and finances of the school.
Ruiz, Elvira	Assistant Principal	The role of the assistant principal is to oversee the CTE and fine arts department, create a master schedule, help with budget as needed, assist in the place of the principal when necessary, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.
Morgan-Rose, Mimose	Assistant Principal	The role of the assistant principal is to oversee the science department, monitor the progression of 9th grade, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.
Hoskins, Steven	Assistant Principal	The role of the assistant principal is to oversee technology operations, the math department, monitor the progression of 12th grade, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.
Alouidor, Enock	Assistant Principal	The role of the assistant principal is to oversee operations, the social studies and foreign language departments, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds,

Name	Position Title	Job Duties and Responsibilities
		manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.
McClain, Dwan	Teacher, ESE	The exceptional student education (ESE) specialist is responsible for providing support school-wide to ensure that students with disabilities demonstrate increased participation and performance in inclusion and self-contained classes, statewide assessments, and accountability systems.
Cruz-Solomon, Jevona	Reading Coach	The instructional coach serves as part of the leadership team. This role is also responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Sanchez, Candy	Math Coach	The instructional coach serves as part of the leadership team. This role is also responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Gaskin, Lashawn	Assistant Principal	The role of the assistant principal is to oversee the ELA department, monitor the progression of 11th grade, observe and evaluate teachers, discuss student behavior and learning problems with parents, implement school safety procedures and ensure compliance, handle disciplinary issues, provide meaningful feedback and support to teachers regarding curriculum standards and learning materials, oversee the maintenance of school facilities and grounds, manage attendance, track performance and attendance systems, hire and train faculty and staff, and coordinate school schedules.

Demographic Information

Principal start date

Thursday 6/23/2022, M IR Iame Stewart

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.*

3

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.*

26

Total number of teacher positions allocated to the school

82

Total number of students enrolled at the school

1,765

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

24

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

7

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	452	387	495	469	1803
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	143	109	157	169	578
One or more suspensions	0	0	0	0	0	0	0	0	0	162	34	12	24	232
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	26	52	23	107
Course failure in Math	0	0	0	0	0	0	0	0	0	17	53	57	54	181
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	237	155	184	0	576
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	247	188	147	67	649
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	230	145	208	125	708

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	265	180	191	81	717

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	6	3	1	6	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	23	7	9	14	53

Date this data was collected or last updated

Monday 8/22/2022

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	386	465	464	451	1766
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	148	218	208	183	757
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	59	88	118	144	409
Course failure in Math	0	0	0	0	0	0	0	0	0	0	55	124	145	70	394
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	115	188	150	156	609
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	110	191	129	178	608
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	252	189	0	0	441

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	148	246	227	230	851

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	2	0	1	18	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	6	10	14	14	44

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	356	480	442	18	1296
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	98	154	164	0	416
One or more suspensions	0	0	0	0	0	0	0	0	0	0	26	12	22	0	60
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	22	47	23	0	92
Course failure in Math	0	0	0	0	0	0	0	0	0	0	47	55	55	0	157
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	148	181	0	0	329
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	177	140	67	0	384
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	153	225	171	13	562

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	168	187	79	1	435

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	10	10	1	6	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	5	10	10	1	26

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	34%	54%	51%				41%	59%	56%
ELA Learning Gains	53%						50%	54%	51%
ELA Lowest 25th Percentile	49%						41%	48%	42%
Math Achievement	24%	42%	38%				33%	54%	51%
Math Learning Gains	49%						38%	52%	48%
Math Lowest 25th Percentile	60%						48%	51%	45%
Science Achievement	46%	41%	40%				55%	68%	68%
Social Studies Achievement	53%	56%	48%				60%	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	49%	68%	-19%	67%	-18%

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	57%	71%	-14%	70%	-13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	63%	-42%	61%	-40%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	54%	-14%	57%	-17%

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	24	40	39	30	52	50	35	28		83	48
ELL	15	48	52	18	46	60	33	33		96	63
BLK	33	53	52	23	46	59	45	55		95	74
HSP	31	47	38	33	64	67	45	42		94	83
WHT	73										
FRL	33	52	50	24	49	60	46	57		95	76
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	26	25	19	7	24	26	45	33		89	24
ELL	11	30	37	8	17	29	24	23		92	29
BLK	24	33	34	8	16	29	30	42		95	43
HSP	26	35	50	13	16	18	40	57		85	62
FRL	25	33	35	9	16	27	32	47		94	47
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	43	18	29	45	58	46	44		70	26
ELL	22	45	44	30	39	42	40	38		84	72
BLK	37	48	43	30	36	45	52	58		89	79
HSP	55	56	33	36	45	58	63	73		77	72
MUL	77	83		55	50						
WHT	53	53		93	64		83			70	
FRL	42	51	42	32	37	48	56	61		87	78

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	54
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	62
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
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
English Language Learners	
Federal Index - English Language Learners	48
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	54
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	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
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	55
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?

Trends of improvement are evident across all subject areas based on the following data: According to the 2020-2021 state proficiency rates and 2021-2022 PowerBi Data, there was a 6 percentage point increase in ELA proficiency (from 25% to 31%), a 16 percentage point increase in math proficiency (from 9% to 25%), a 13 percentage point increase in biology proficiency (from 31% to 44%) and an 8 percentage point increase in U.S. History proficiency (from 45% to 53%). Opportunities to mitigate learning losses are evident based on the following data:

According to the 2018-2019 state proficiency rates and 2021-2022 PowerBi Data, ELA proficiency decreased 10 percentage points from 41% to 31%, math decreased 8 percentage points from 33% to 25%, biology decreased 11 percentage points from 55% to 44%, and U.S. History decreased 7 percentage points from 60% to 53%.

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

According to 2021-2022 PowerBi, patterns of insufficient gains in proficiency are evident in the following: Overall proficiency in ELA (31% compared to 41% in 2018-2019) and Math (25% compared to 33% in 2018-2019), and biology (44% compared to 55% in 2018-2019) are the greatest needs of improvement.

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

Due to learning loss experienced by students during the last two years, there are contributing factors that led to this need for improvement in both ELA and math. Areas of concern in ELA include deficiencies in fluency, academic vocabulary, and comprehension of complex texts. Areas of concern in mathematics include limited prerequisite skills and math fluency. There is a need for strategic collaborative planning and structured DI on RTI days. In addition, a system for checking for understanding to ensure concepts

and skills are learned needs to be implemented. Research-based instructional strategies will be implemented school-wide to improve academic student engagement and participation during classroom instruction. Some of these actions include an effective implementation of the Gradual Release of Responsibilities Model, providing explicit instruction for student learning when acquiring new content, processing or making sense of new concepts or ideas, and developing teaching materials and assessment measures to effectuate student achievement school-wide.

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

Based on 2021-2022 Power Bi results, overall improvements were evident in U.S. History, with 53% of students scoring proficiency on the state assessments, compared to 45% proficiency on the 2020-2021 state assessment.

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

Contributing factors included the implementation of effective intervention/bootcamp sessions and analysis of mini/midyear assessments. Disaggregating midyear data through student item analysis via Performance Matters was a pivotal factor. Teachers were able to use specific benchmarks to teach and remediate. New actions taken to accelerate learning included implementing standards-aligned data-driven instruction, purposeful participation in collaborative planning, and increased implementation of technology for remediation, engagement, and enrichment.

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

To accelerate learning, the school will implement research-based strategies. These strategies include differentiated instruction, instructional support/coaching, job-embedded professional development, data-driven decision making, student engagement, standards-based collaborative planning, and extended learning opportunities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During selected teacher planning days and collaborative planning sessions, the following will be provided:

- academic coaches and the leadership team will facilitate job embedded professional development sessions that will guide teachers on how to effectively unpack standards and plan for effective instruction (September 2022)
- analyze and disaggregate data (via Performance Matters/PowerBi) to make data-driven decisions and successfully accelerate learning and student achievement (October 2022)
- implement standards-based grading to ensure student assignments are aligned to the new standards (November 2022)
- differentiate instruction to maximize each students' learning goals (December 2022)

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

Extended learning opportunities will be provided for students who need additional academic instruction beyond the regular school day. We will strategically place interventionists with our most academically fragile students. A data tracker will be created to track these students and monitor their progress on various topic and mid-year assessments. A strategic communication plan will be implemented to increase opportunities to effectively communicate with parents/guardians early to maximize active parental involvement.

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 Standards-aligned Instruction**Area of Focus**

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

As a result of the 2021-2022 FSA data review, our school will implement the targeted element of Standards-aligned Instruction. Students did not meet the level of proficiency when compared to the 2018-2019 FSA Assessments in ELA and Math. According to the 2018-2019 state proficiency rates and 2021-2022 PowerBi Data, ELA proficiency decreased 10 percentage points from 41% to 31%, math decreased 8 percentage points from 33% to 25%. Based on the data, Standards-aligned instruction has been proven to be effective in ensuring students master grade level skills. We will focus on Standards-aligned instruction in high school to address this critical need.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

With the implementation of Standards-Based Collaborative Planning, we will increase our 9th and 10th Grade students' proficiencies in ELA by 10 percentage points to 41%, and and by 8 percentage points to 33% in math on the 2022-2023 state assessments in June 2023.

This should be a data based, objective outcome.

Monitoring:

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

Academic coaches and the administrative team will conduct regular classroom walkthroughs to monitor the implementation of standards-aligned instruction. Administrators will observe teacher delivery of standards-aligned instruction weekly and review evidence of student assignments/work products/exit tickets on a bi-weekly basis. In addition, administrators will review lesson plans weekly to ensure lessons are indicative of standards-aligned instruction.

Person

responsible for monitoring outcome:

Enock Alouidor (ealouidor@dadeschools.net)

Evidence-based**Strategy:**

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

The Standards-Based Collaborative Planning strategy will allow teachers and academic coaches to collaborate to improve on providing quality instruction. Best practices to improve the effectiveness of standards-aligned instruction in the classroom will be modeled and supported by the academic coaches. Through collaboration, standards-based lessons will include detailed objectives, engaging activities, and assessments to ensure mastery of skills taught.

Rationale for

Evidence-based

Strategy:

Explain the

The Standards-Based Collaborative Planning strategy was selected because an intentional focus on it will prepare teachers to develop lesson plans that provide clear and specific learning goals. When objectives and learning goals are clear, concise, and specific, students' understanding of concepts and ideas increases, thus improving student achievement. Through the effective implementation of Standards-Based

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

Collaborative Planning, teachers will improve the quality and delivery of their lessons by using item-specs, pacing guides, and other district approved curriculum resources.

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.

During collaborative planning, academic coaches and teachers will unpack focused B.E.S.T. standards to plan effective lessons that are aligned with the standards. As a result, the teachers will gain a deeper understanding of how to plan for explicit instruction on the new standards.

August 22nd-October 14th

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

Teachers and academic coaches will develop lesson plans and use resources including the Item Specs, Pacing Guides, and other district resources to ensure that lessons are clear, logical, sequential, and aligned to standards-based instruction. As a result, the teachers will implement lessons that follow the instructional framework and meet the B.E.S.T. standard objectives.

August 22nd-October 14th

Person Responsible Jevona Cruz-Solomon (cruz-solomon@dadeschools.net)

Administrators and academic coaches will conduct walkthroughs to monitor the implementation of the lessons that were created during the collaborative planning sessions, for whole group and small group instruction. Administrators will provide timely feedback to teachers and ensure lesson activities are implemented with fidelity.

September 6th-October 14th

Person Responsible Candy Sanchez (c_sanchez@dadeschools.net)

Transformation Coaches will provide support to teachers identified as in need of additional assistance with lesson planning. As a result, selected teachers will improve their ability to plan effective standards-based lessons.

September 19th-October 14th

Person Responsible Enock Alouidor (ealouidor@dadeschools.net)

During the last 15 minutes of collaborative planning, teachers will have an opportunity to present their lessons to each other, and receive peer feedback to ensure lessons are clear, logical, sequential, and aligned to standards-based instruction. As a result, quality lesson plans will be developed to ensure student mastery and understanding of skills and concepts being taught.

October 31st- December 16th

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

During collaborative planning, teachers will bring sample student end-products ranging from mastery to deficiency and collaborate through meaningful discussions about what's happening in the classroom through the lens of student end-products. As a result, teachers will be able to share best feedback

practices and implement a rubric that will guide teachers by providing appropriate feedback to students' work/end-product.

November 6th- December 16th

Person Responsible Lashawn Gaskin (lgaskin@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement**Area of Focus****Description and Rationale:**

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

As a result of the 2021-2022 EOC data review, our school will implement the targeted element of Student Engagement. Students did not meet the level of proficiency when compared to the 2018-2019 EOC Assessments in Biology. According to the 2018-2019 state proficiency rates and 2021-2022 PowerBi Data, Biology proficiency decreased 11 percentage points from 55% to 44%. Based on classroom walk-throughs conducted by administration last year, there was a lack of student engagement during essential labs.

Measurable**Outcome:**

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

With the implementation of Checks for Understanding, we will increase our students' proficiencies on the Biology EOC by 11 percentage points to 55% on the 2022-2023 state assessments in June 2023.

Monitoring:

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

Academic coaches and the administrative team will conduct weekly classroom walkthroughs to monitor student academic engagement. Some essential "look-fors" include effective questioning strategies, meaningful student discourse, and students' responses to instruction. Topic assessments, exit tickets, and teacher-made standard-based assessments will be used to ensure that we are on track to meet the desired outcome.

Person

responsible for monitoring outcome:

Steven Hoskins (shoskins@dadeschools.net)

Evidence-based Strategy:

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

Within the area of Student Engagement, we will focus on the Checks for Understanding strategy to ensure that teachers are able to gauge students' level of understanding by identifying learning goals, providing student feedback, and planning instruction based on students' errors and misconceptions.

Rationale for Evidence-based Strategy:

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

To ensure that the lessons are effective and students master skills taught throughout the lesson, the teacher will ask open-ended questions, encourage meaningful student dialogue, and use exit tickets to track positive student engagement.

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.

During collaborative planning, academic coaches will model effective strategies to check for student understanding using best practices to increase student engagement. As a result, teachers will have an opportunity to lead and implement explicit instruction using these strategies to maximize academic student engagement.

August 22nd-September 19th.

Person Responsible Jevona Cruz-Solomon (cruz-solomon@dadeschools.net)

During collaborative planning, teachers will plan meaningful questions to ensure understanding and student engagement throughout the lesson, to include adequate wait time to ensure students can collect their thoughts and respond appropriately. As a result, teachers will be able to gauge students' level of understanding and be able to reteach and provide scaffolded instruction accordingly.

September 6th-October 14th.

Person Responsible Enock Alouidor (ealouidor@dadeschools.net)

Academic coaches will provide support to teachers identified as in need of additional assistance with student engagement. As a result, selected teachers will be provided targeted support to ensure the use of effective best practices and strategies that promote student engagement.

September 12th-October 14th.

Person Responsible Candy Sanchez (c_sanchez@dadeschools.net)

The academic coaches and administrative team will conduct walk-throughs to ensure that the strategies addressing checks for understanding are being implemented in the classroom with fidelity. As a result, students will actively participate in lesson activities and be engaged with the strategy.

September 12th-October 14th

Person Responsible Mimose Morgan-Rose (mmrose@dadeschools.net)

Teachers will select a specific check for understanding strategy to provide opportunities for students to engage and allow the teacher to assess the student's knowledge and understanding of the skills or concepts being taught. As a result, teachers will have immediate classroom data to evaluate student understanding and scaffold instruction.

October 31st- December 16th

Person Responsible Enock Alouidor (ealouidor@dadeschools.net)

Teachers will create and utilize step-by-step standards-based instructional anchor charts in the classroom as a process to further increase student engagement. As a result, the instructional charts will keep relevant and current learning accessible to all students as students refer to them accordingly.

November 6th - December 16th

Person Responsible Mimose Morgan-Rose (mmrose@dadeschools.net)

#3. Positive Culture and Environment specifically relating to School Spirit, Pride, and Branding

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>On the 2022 School Climate Survey, data results suggest that an improvement is needed in the overall climate at the school. According to the data, only 37% of students indicated that the overall climate of the school is positive and helps them learn, compared to 46% from the 2020-2021 Climate Survey. Additionally, only 31% of staff indicated that staff morale is high at the school, compared to 63% from the 2020-2021 Climate Survey. A plan of action must be established where the school leadership team can assess and monitor systematic ways to improve the overall school environment, including improvements in staff and student morale, improving the school's curb appeal and maintenance of the school's memorial garden.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the implementation of the Consistent Protocol to Maintain Clean and Welcoming School Environment, 60% of the student body and teacher staff will agree with the overall improvements of the school facility as evidenced by the school-wide survey provided to the faculty and student body, by the end of the first nine-weeks (October 21st).</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Through consistent walkthroughs by the administrative team, the school environment, cleanliness and maintenance of the school will remain a top priority. Each administrator will be assigned to monitor a specific area in the school and classrooms to ensure that the physical environment of the campus grounds is consistently clean and well maintained.</p>
Person responsible for monitoring outcome:	<p>Steven Hoskins (shoskins@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>The Consistent Protocol to Maintain Clean and Welcoming School Environment strategy will be a viable approach to effectuate consistent student-friendly environments that promote organization and cleanliness throughout the entire school building. As a result of the implementation of this strategy, students, staff, and visitors will occupy the school building with confidence and pride that safety, health, and student achievement are always at the forefront.</p>

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

This strategy was selected using specific criteria: sense of belonging, school safety, occupant's health, and student achievement. Parenthetically, studies have shown that student achievement can be effected either positively or negatively by the school environment. The criteria selected are integral and personal for all students, staff, and visitors.

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.

For the Opening of Schools, the administrative team will implement a First Week of School plan to ensure that students, staff, and visitors who enter the school building for the first time are presented into a welcoming environment, to include student-friendly signs, pressure-washed walkways, stimulating classrooms, and sanitized restrooms. As a result, stakeholders will gain a positive first impression of the school.

August 17th-August 26th

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

The school will implement a project to redesign the front entrance and courtyard of the school, making the school more attractive to the community and displaying a positive image of the overall school environment.

October 1st-October 14th.

Person Responsible Miriam Stewart (mbouciquot@dadeschools.net)

Select teachers will work with students on a weekly basis, to develop and maintain the school's Memorial Garden, in order to promote good character and positive mental health. As a result, teachers will build a connection with students and students will be able to gain community service experience with their teachers through their participation.

September 16th-October 14th.

Person Responsible Enock Alouidor (ealouidor@dadeschools.net)

The Administrative Team will conduct weekly walkthroughs to inspect areas of the school facility, utilizing a log to track progress and indicate areas of improvement/need. As a result, administrators will monitor actions for areas of improvement with fidelity.

August 29th-October 14th

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

The administrative team will develop an activities calendar to implement celebrations that recognize students who made the honor roll and selected students for student of the month. As a result, students will feel more connected to the school and their teachers and will embrace school pride and culture.

October 31st- December 16th

Person Responsible Lashawn Gaskin (lgaskin@dadeschools.net)

Faculty and staff leaders will develop a committee and share a monthly calendar for faculty and staff to participate in school-wide activities, including teacher recognition and celebrations, in order to build school spirit and pride. As result of this, faculty and staff will feel more appreciated and build staff connectedness will improve.

October 31st- December 16th

Person Responsible Elvira Ruiz (elviraruz@dadeschools.net)

#4. 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.

After a review of the 2021-2022 SIP Survey Core Leadership Competencies, data results suggest that an improvement is needed in providing consistent and developmental feedback to the staff. As evident by the 2021-2022 Core Leadership Competencies Survey, only 38% of teachers indicated that their administrator provided monthly feedback in the area of improving student outcomes. There was a decrease of 8 percentage points from the 2020-2021 school year. This is an integral area which needs to be maximized to improve teacher's capacity and student achievement.

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

If we successfully implement the targeted element of Consistent, Developmental Feedback strategy, positive feedback experiences will increase by at least 8 percentage points on the 2022-2023 School Climate survey.

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

The Instructional Leadership Team will meet biweekly to discuss the improvements and reflect on practices to ensure decisions are centered on student outcomes. The team will keep a log of their notes, action steps, and feedbacks to reflect on feedback practices.

Person responsible for monitoring outcome:

Mimose Morgan-Rose (mmrose@dadeschools.net)

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

The Consistent, Developmental Feedback strategy will effectuate feedback practices in our school. Teachers will receive feedback through clear expectations, progress towards the goal, and a description of the behavior and support that will be provided. The Instructional Leadership Team will provide timely and specific feedback once a walkthrough has been completed to ensure that the teacher is provided with information that will improve their instructional practice thus leading to desired student outcomes. A record of feedback from the academic coaches will be archived to share with the school principal through coaching logs, in order to track and monitor the effectiveness and consistency of this strategy.

Rationale for Evidence-based Strategy:

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

This strategy is selected because positive student outcomes are our priority. In order to yield the intended results of positive student outcomes, effective feedback practices must be implemented, with fidelity. The Instructional Leadership Team will provide feedback and suggestions after each teacher observation to help improve the teacher's instructional practices. Teachers who receive effective feedback shift their attention to the end goal, therefore, improving higher student achievement.

Action Steps to Implement

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

The Instructional Leadership Team will meet to discuss the selected strategies to provide teacher feedback and share the schedule of selected teachers who will receive classroom walkthroughs. As a result, the Instructional Leadership Team will be unified to provide focused support to teachers.
 August 29th-September 6th

Person Responsible Enock Alouidor (ealouidor@dadeschools.net)

Members of the Instructional Leadership Team will conduct classroom walkthroughs according to their designated departments, with specific "lookfors" to record notes in providing meaningful feedback. As a result, teachers will receive timely feedback from team members on instructional strategies to improve student achievement.
 September 7th-October 14th

Person Responsible Jevona Cruz-Solomon (cruz-solomon@dadeschools.net)

After conducting classroom walkthroughs, post-walkthrough meetings will be held by the academic coaches and administration within 1-2 days to ensure timely and specific feedback to the teacher. As a result, teachers will reflect on instructional practices and determine next steps for improvement.
 September 12th- October 14th

Person Responsible Elvira Ruiz (elviraruiz@dadeschools.net)

The Administrative Team will debrief with the Instructional Leadership Team regarding the walkthrough process and reflect on feedback practices, to ensure consistency and effectiveness. As a result, effective feedback practices will be utilized with fidelity amongst the team to ensure that teachers are supported to improve overall student outcomes.
 October 9th- October 14th

Person Responsible Steven Hoskins (shoskins@dadeschools.net)

The administrative team will utilize an electronic classroom walkthrough log as a guide during classroom walk-throughs to focus on specific look-fors that will guide feedback discussions with the teachers. As a result, the administrative team will be able to provide timely, specific, and meaningful feedback thus increasing teacher capacity and student achievement.
 October 31st- December 16th

Person Responsible Miriam Stewart (mbouciquot@dadeschools.net)

During Faculty Meetings and Collaborative Planning sessions, the administrative team will share and review best practices with teachers, by highlighting model classrooms that key indicators from the FEI (Framework of Effective Instruction) in the areas of instructional planning and instructional delivery. As a result, teachers will gain a better understanding of instructional strategies to improve student engagement and increase overall student achievement.
October 31st - December 16th

Person Responsible Miriam Stewart (mbouciquot@dadeschools.net)

Positive Culture & Environment

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

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

Our strengths within School Culture are in Physical and Emotional Safety and Clearly Defined Expectations. Our school integrates social emotional learning/RJP strategies into daily school announcements and activities. Student Services personnel deliver instruction related to mental health and wellness. Our school addresses the Physical and Emotional Safety of the students by swiftly addressing allegations of bullying, harassment, and intolerance. Consequences for engaging in such behavior are clear through the school's Discipline Plan, and students are aware of reporting procedures should they or someone they know experience negative thoughts or feelings. In the way of Clearly Defined Expectations, our school's Discipline Committee meets weekly to review and revise policies and procedures relating to social emotional learning, discipline, and positive reinforcement strategies.

Our school addresses building positive school culture and environment by implementing intentional team building activities for faculty and staff, in order to improve connections amongst all staff members. Team building activities are embedded throughout the sessions at our opening of schools professional development meeting, as well as during the school year at the faculty, department, and collaborative planning meetings. This will build a culture of teamwork, support and unity amongst all faculty and staff. At the end of the session, faculty and staff members debrief to make connections so that they are able to turn key strategies and lessons school-wide by building as a team. Establishing a positive school culture and the environment with teachers will transfer over to students.

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

The stakeholders identified will continue promoting a positive culture and environment at the school. The administrators, Community Involvement Specialist, all teachers and support staff will encourage the continuous involvement of our parents. The administrators will continue to empower our teachers to contribute to the school-wide leadership, and all stakeholders will be continuously engaged and inspired to

assist in decision making for positive change. The administrative and leadership team will ensure to cultivate all stakeholders in the school in a positive manner by ensuring all efforts are recognized and praised. The team will also ensure that students are welcomed in a positive and nurturing manner every day.

Teachers will be encouraged to join grade-level teams with grade-level sponsors to implement incentives and culture-building activities for each grade level. The administration will encourage faculty and staff to greet students at their doors during arrival of students in the morning and during the changing of classes, and teachers will utilize homeroom to check in on student's overall well-being. Additionally, throughout the school year, opportunities are being provided to faculty and staff to connect with students through school-wide activities. Lastly, the adults in the building will publicize information geared towards students' social-emotional well-being through various modes of communication and advertisement.