John A. Ferguson Senior High

2022-23 Schoolwide Improvement Plan

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John A. Ferguson Senior High

15900 SW 56TH ST, Miami, FL 33185

http://ferguson.dadeschools.net/

Demographics

Principal: Wendy Barnett A

Start Date for this Principal: 8/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (66%) 2017-18: A (64%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	74%

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

School Grades History

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

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of John A. Ferguson Senior High School is to develop within its community the actualization of the essential core values:

Integrity
Visionary Leadership
Lifetime Learning
Pursuit of Excellence
Respect
Responsibility for Self and Community

Provide the school's vision statement.

The community of John A. Ferguson Senior High School is engaged in an educational journey with high standards for social, academic, and physical instruction. All students will emerge with integrity and become life-long learners so that they can succeed in a competitive, ever-changing global economy.

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
Barnett, Wendy	Principal	The principal's job duties and responsibilities are detailed below. Enables faculty and staff to work as a system focused on student learning. Maintains a school climate that supports student engagement in learning. Generates high expectations for learning growth by all students. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction. Engages in data analysis for instructional planning and improvement. Communicates the relationships among academic standards, effective instruction, and student performance. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction. Employs a faculty with the instructional proficiencies needed for the school population served. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Promotes school and classroom practices that validate and value similarities and differences among students. Provides recurring monitoring and feedback on the quality of the learning environment. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency. Uses critical thinking and problem solving techniques to define problems and identify solutions. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed. Empowers others and distributes leadership when appropriate. Uses effective technology integration to enhance decision making and efficiency throughout the school. Identifies and cultivates potential and emerging leaders. Provides evidence of delegation and trust in subordinate leaders. Plans for succession management in key positions. Promotes teacher-leadership

Name	Position Title	Job Duties and Responsibilities
		functions focused on instructional proficiency and student learning. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders. Organizes time, tasks and projects effectively with clear objectives and coherent plans. Establishes appropriate deadlines for him/herself and the entire organization. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities. Actively listens to and learns from students, staff, parents, and community stakeholders. Recognizes individuals for effective performance. Communicates student expectations and performance information to students, parents, and community. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. Utilizes appropriate technologies for communication and collaboration. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community. Engages in professional learning that improves professional practice in alignment with the needs of the school system. Demonstrates willingness to admit error and learn from it; Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
McFarley, Larry	Assistant Principal	DASH & Information Technology Departments: Science, Foreign Language, Physical Education IPEGS Instructional Walkthroughs & Support Daily Attendance Attendance Appeals Drop-Out Prevention CTE Bootcamps/Tutoring (Science) SCSI Nurses Technology Network & Support Student Discipline

Name	Position Title	Job Duties and Responsibilities
		Lunch Supervision Arrival & Dismissal Supervision Student Success Center Contact SCSI/ID/Uniform Compliance Clinic Services- Health Screenings Black History Month Accident/Injuries ASPEN Lunch Program (F/R) Transportation Dade Partners/Volunteers Raptor- Visitors Data Management Facility Management Fire/Emergency Drills Hurricane Support/Assistance Student & Faculty Parking Technology/ Tablet Inventory Athletic/Activities Supervision ALL Varsity Football Games Biology, Lowest 25 Math, Acceleration (ICE)
Del Valle, Dulce	Assistant Principal	Biomedical Departments: ELL, Language Arts, Reading, ESE IPEGS Instructional Walkthroughs & Support Athletics Professional Development ESE/ELL – Compliance CTE Bootcamps/Tutoring (ELA) Cafeteria Staff Of the Year Committee Faculty Meetings Student Discipline Lunch Supervision Arrival & Dismissal Supervision Threat Assessment Team Mental Health Coordinator Student of the Month PTSA

Name	Position Title	Job Duties and Responsibilities
		Website School Messenger & Social Media Data Management Climate Surveys Handbooks: Student/Parent & Staff Hurricane Support/Assistance Internal Funds Keys Athletic/Activities Supervision ALL Varsity Football Games 9th Grade ELA, 10th Grade ELA, Acceleration (ICE)
Rodriguez, Rosalyn	Assistant Principal	International Baccalaureate Departments: Math, Student Services IPEGS Instructional Walkthroughs & Support School Improvement Plan (SIP) STEAM Assessments (School-wide) Dual Enrollment Honor Roll Bootcamps/Tutoring (Math, AP/IB) Clerical Staff Substitute Coverage Curriculum Council Student Discipline Lunch Supervision Arrival & Dismissal Supervision Graduation Cohort Registrations/Transfers/WD Master Schedule/Articulation FLVS Interventions EESAC School Messenger & Social Media Data Management Handbooks: Clerical & Substitutes Hurricane Support/Assistance Payroll/Staff Attendance Textbook Inventory FTE Surveys/Compliance Athletic/Activities Supervision

Name	Position Title	Job Duties and Responsibilities
		ALL Varsity Football Games Algebra 1, Geometry, Graduation, Acceleration (AP,DE, IB)
	Assistant Principal	Business & Finance Departments: Social Studies IPEGS Instructional Walkthroughs & Support Magnet Programs & Recruitment Activities CTE Bootcamps/Tutoring (Social Studies) Gifted Custodial Staff Security Staff Zone Mechanic Student Discipline *Lunch Supervision *Arrival & Dismissal Supervision SCSI/ID/Uniform Compliance Student Orientations Hispanic Heritage Month Boosters (Athletics/Activities) Data Management Facility Management Handbooks: Custodial & Security Hurricane Support/Assistance Safety Committee Voting United Way Athletic/Activities Supervision ALL Varsity Football Games US History, Lowest 25 ELA, Acceleration (ICE)

Demographic Information

Principal start date

Thursday 8/12/2021, Wendy Barnett A

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.*

0

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.*

7

Total number of teacher positions allocated to the school

186

Total number of students enrolled at the school

4,362

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

12

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

10

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	0	

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

Date this data was collected or last updated

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	1124	1175	998	988	4285
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	88	82	87	55	312
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	45	96	103	92	336
Course failure in Math	0	0	0	0	0	0	0	0	0	51	135	156	98	440
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	103	124	73	127	427
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	79	130	101	146	456
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	319	0	0	0	319

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	95	161	137	150	543

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	42	24	11	10	87
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	7	2	2	16

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	1124	1175	998	988	4285
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	88	82	87	55	312
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	45	96	103	92	336
Course failure in Math	0	0	0	0	0	0	0	0	0	51	135	156	98	440
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	103	124	73	127	427
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	79	130	101	146	456
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	319	0	0	0	319

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	95	161	137	150	543

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	42	24	11	10	87
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	7	2	2	16

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	69%	54%	51%				69%	59%	56%
ELA Learning Gains	65%						55%	54%	51%
ELA Lowest 25th Percentile	58%						40%	48%	42%
Math Achievement	52%	42%	38%				63%	54%	51%
Math Learning Gains	63%						56%	52%	48%
Math Lowest 25th Percentile	57%						52%	51%	45%
Science Achievement	68%	41%	40%				76%	68%	68%
Social Studies Achievement	78%	56%	48%				84%	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	75%	68%	7%	67%	8%
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	84%	71%	13%	70%	14%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	63%	-10%	61%	-8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	54%	12%	57%	9%

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	35	56	52	27	43	43	51	47		96	37
ELL	41	59	55	43	59	51	49	60		98	80
ASN	77	70	55	72	63		68	85		100	90
BLK	67	80		53	57		67	83		100	75
HSP	69	64	57	52	63	57	68	77		99	74
WHT	67	71	70	49	61	79	66	74		100	76
FRL	66	64	59	51	63	58	64	75		99	73
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	31	35	25	23	21	22	46	39		99	44
ELL	39	48	38	29	24	27	54	47		99	69
ASN	79	55		57	35		86	59		100	88
BLK	57	52		35	18		75	55		100	83
HSP	64	50	35	37	24	23	68	67		99	74
WHT	66	48	35	35	17	18	68	84		100	69
FRL	61	48	33	34	23	25	65	65		99	71
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	29	33	26	34	42	39	46	67		99	42
ELL	41	44	37	52	57	53	66	70		94	60
ASN	85	66		69	77		88	100		100	82
BLK	58	41	38	30	37		43	81		100	77
HSP	68	55	41	62	56	52	76	84		97	65
WHT	78	61	26	71	57	36	78	88		93	67
FRL	65	53	39	60	56	53	75	81		97	64

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	67
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	55
Total Points Earned for the Federal Index	739

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	59
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	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	73
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	67
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

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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

White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
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?

The following trends emerge across tested grade levels when comparing 2022 to 2021 data: The ELA Subgroup Achievement Levels for SWD, ELL, ED, Hispanic, Black, and White increased by 5, 5, 5, 4, 8, and 8 percentage points, respectively and the Asian population decreased by two percentage points. All Subgroups except SWD showed increases in Mathematics Achievement levels. SWD decreased by four percentage points. Science Subgroups Asian and Black Achievement Levels decreased by 17 and 4 percentage points, respectively. SWD, ELL, ED, Hispanics, and Whites all increased by 3, 14, 4, 4, and 2 percentage points, respectively. Lastly, all Social Studies Subgroups showed increases on Achievement Levels except Whites that decreased by eleven percentage points.

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

Of the subgroups identified in part a, the SWD subgroup, one of our most fragile, showed decreases in Math. This indicates that special attention and initiatives are needed to provide added assistance.

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

SWD is a fragile group of students requiring tailored instruction and specialized initiatives to meet their needs. Our school will engage in Collaborative Data Chats among SWD teachers, administrators, and

support personnel to review each student's data and tailor each IEP to ensure adequate placement. Students requiring specialized instruction in Language Arts will also receive specialized instruction in Reading. This placement will provide for a smaller class setting and personalized one-to-one assistance. The ESE team will conduct Interim IEP meetings as needed.

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

Student performance on the Social Studies EOC was the data component that showed the most increases.

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

The Social Studies department would administer district issued mini assessments with fidelity to monitor student progress. This led to data-driven decisions and instructional practices. They offered regular after-hours tutoring sessions and EOC boot camps preceding both the Mid-Year Assessment and the EOC.

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

We will be implementing Data-Driven Instruction, Differentiated Instruction, and Extended Learning Opportunities. The teachers will use student performance data to inform instructional planning and delivery. They will use assessment, analysis, and actions to meet student needs. Teacher lessons will include differentiated instruction providing students various avenues of learning to acquire content, processing, constructing, or making sense of ideas. And lastly tutoring opportunities in the morning, afternoon, and weekends will be available to students as needed.

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

The PLST will develop department professional development sessions called Collective, Collaborative, Connections or CCC's on using data to drive instruction (September 2022), aligning resources to small group instruction (October 2022), tackling data (November 2022), adjusting groups as data becomes available (February, March, and April 2023) and continuous data chats with individualized feedback and next steps (ongoing).

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

Extended Learning Opportunities will be provided before and after school through tutoring and interventions as well as Saturday Boot Camps.

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

:

#1. Positive Culture and Environment specifically relating to Staff Morale.

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 School Climate Survey results, 41% of the staff Agreed or Strongly Agreed that staff morale is high at our school compared to 76% in 2020-2021. This indicates a decrease of thirty-five percentage points. In addition, the 2021-2022 School Climate Survey also indicated that 57% of the staff Agree or Strongly Agree they like working at our school. This is a decrease of thirty-eight percentage points. This data indicates a critical need to address staff morale.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Empowering Teachers and Staff, our staff morale will increase 10 percentage points in the 2022-2023 Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A social committee will plan activities that build rapport for all staff to participate. Every staff meeting will begin with an opportunity to connect, and teachers will have designated speaking time. The leadership team will survey teachers to garner ideas on initiatives/strategies/systems they would like to have implemented at our school. Based on survey responses, teachers will volunteer to lead different initiatives and highlight their leadership skills.
Person responsible for monitoring outcome:	Nicole Slater (nicoleslater@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, we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice and can participate in the decision-making process.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We want to empower teachers in our school by involving them in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on which initiatives to implement. As a result, the percent of staff members that feel staff morale is high at our school will increase by ten percentage points on the 2022-2023 Climate Survey.

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.

8/17 - 10/14 - Faculty members have established a Social Committee that will work on creating opportunities to team-build. As a result, staff members will tailor, and lead activities established by colleagues.

Person Responsible	Nicole Slater (nicoleslater@dadeschools.net)

8/19 - Social Committee hosted a staff reunion at a nearby location to celebrate the end of the first week of school. As a result, faculty and staff can join outside of the school to celebrate successes.

Person Responsible	Nicole Slater (nicoleslater@dadeschools.net)

8/22 - 10/14 - To promote school spirit and show our fellow peers how much we appreciate all that they do, we have created a "Staff Shoutout" Bulletin Board. Instructions below were emailed to the teachers.
1. Head to the production room, look for the black and white bulletin board.
2. Grab a sticky note and pen from the basket
3. Write a shout out for any staff (no one is exempt – clerical, custodians, counselors, teachers, etc.) It can be written in English and/or Spanish.
4. Stick your sticky note onto the bulletin board to show your appreciation.

Don't forget to participate and show love and admiration to some of your fellow Falcons!

As a result, teachers will have the opportunity to highlight a fellow colleague in turn helping boost faculty morale.

Person Responsible	Tanya Rae (stingrae@dadeschools.net)

8/24/2022 - All teachers were invited to join the safety committee and attend the first meeting. As a result, the safety committee will address any safety concerns and generate solutions to implement.

Person Responsible	Wendy Barnett (pr7121@dadeschools.net)

11/10 - We will host a luncheon for all faculty members that veterans. As a result, these faculty members will be honored for their service to our country.

Person Responsible	Tanya Rae (stingrae@dadeschools.net)

12/19-12/22 Our school will sponsor several holiday activities. For example, Christmas cookie bakeoff, door decorating and a trivia game, hot cocoa with donuts and raffle, and ugly sweater/scavenger hunt day. All of which have prizes for our faculty. As a result, our faculty will have an opportunity to engage in fun activities help build interdepartental relationships.

Person Responsible	Nicole Slater (nicoleslater@dadeschools.net)

#2. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement Accountable Talks. Through our data review, we noticed early warning indicators show that 143 seniors have not met the FSA ELA graduation requirement and 105 have not meet the Math. Other data shows, 698 seniors have not met the community service requirement. Lastly, 396 seniors have not met the online graduation requirement. By implementing Accountable Talks, the result should improve or maintain our graduation rate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Accountable Talks, we expect our graduation rate in 2023 to be at least 99%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats with counselors and adjust initiatives based on current data. The Leadership Team and counselors will track all seniors regularly to provide extra services as needed.
Person responsible for monitoring outcome:	Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Counselors will meet with all seniors at the beginning of the school year and engage in Accountable Talk. Accountable Talk stimulates higher-order and critical thinking—helping students to learn, reflect on their learning, and communicate their knowledge and understanding.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on Accountable Talks, counselors will engage in meaningful, respectful, and beneficial conversations to help students develop a mindset of reflection. Counselors will collaborate one-to-one with seniors to adjust student schedules, register for national testing, and address social or emotional conflicts with the goal of ensuring a timely graduation. As a result, the school will increase or maintain a 99% graduation rate.

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 and 8/23 - Seniors will participate in face-to-face orientation. During orientation, administration will review all graduation requirements and disseminate pertinent testing dates and information. As a result, seniors will gage their own progress and register for courses or exams needed to meet timely graduation.

Person Responsible Tanya Rae (stingrae@dadeschools.net)

9/12 - 10/14 - Counselors will meet with all seniors at the beginning of the school year and adjust student schedules as needed. Counselors will approve Florida Virtual School to meet the virtual class needed to graduate. This process will begin in September 2022 and will continue until all seniors have met with their counselor. As a result, all seniors can sit with their counselor and create a plan towards completing all graduation requirements in a timely manner.

Person Responsible Alice Veloso (aveloso@dadeschools.net)

9/20 - John A. Ferguson will work closely with Miami Sunset Adult Education to provide all seniors the opportunity for credit recovery through night school in the Fall. As a result, students will have the opportunity to recover missing credits in preparation for graduation.

Person Responsible Dulce Del Valle (ddelvalle@dadeschools.net)

10/12 - Seniors missing the Algebra I EOC graduation requirement will be scheduled to take the PSAT. The exam provides seniors with an opportunity to meet the testing graduation requirement. As a result, the number of seniors missing the Algebra I EOC graduation requirement will decrease.

Person Responsible Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

11/1-11/10 All seniors and juniors will take the non-reportable ACT. Triple time will be offered in all areas needed to meet testing graduation requirements. As a result, the percent of seniors ready for graduation will increase.

Person Responsible Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

11/1 - 12/22 Administration will meet with seniors that have failed any core classes in the first quarter, have a low GPA, and are missing testing requirements. As a result, we will provide the student extra support to ensure a timely graduation.

Person Responsible Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

#3. 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.	Based on the data review, our school will implement Collaborative Data Chats. Our data indicates that that Students with Disabilities (SWD) are the lowest performing subgroup compared to other subgroups. Summative Algebra I Data for 2022 shows that 22% of the SWD students scored at a level 3 or higher compared to 2021 which was 31%. This decrease of nine percentage points indicates that special attention needs to be provided to SWD especially transitioning to B.E.S.T. Standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Collaborative Data Chats, then the percent of SWD students scoring proficient on the new 2023 B.E.S.T. aligned Algebra EOC will increase by approximately four percentage points to 26%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administrative Team will work closely with the ESE Program Specialist to ensure all schedules for SWD students are aligned to the goals set forth by their IEP. Administration will also oversee the Data Chat process to ensure they are conducted with fidelity.
Person responsible for monitoring outcome:	Dulce Del Valle (ddelvalle@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our ESE department in conjunction with administration, general education teachers, and support personnel will engage in Collaborative Data Chats to review the Math placement of all SWD students to ensure correct scheduling. Administration will conduct Data Chats with teachers to analyze topic test data and discuss additional resources and assistance. Teachers will also conduct Data Chats with students, so they are aware of strengths and areas of growth needed.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. As a result, the percent of SWD students scoring proficient on the new 2023 B.E.S.T. aligned Algebra EOC will increase by approximately four percentage points to 26%.

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.

8/17-10/14 – The ESE Department will conduct on-going Interim IEP meetings if incoming students have an IEP with scheduling that does not reflect adequate placement based on state assessment scores. The program specialist, ESE chair, teachers, and families will engage in data chats to help guide the decision of placement. As a result, the process will ensure SWD have schedules tailored to meet their needs and provide adequate instruction to help students attain learning gains.

Person Responsible   Dulce Del Valle (ddelvalle@dadeschools.net)

9/6 - 10/14 - All teachers will receive a list of their SWD students along with a copy of their IEP so that they can provide accommodations accordingly to ensure their success. This process is on-going throughout the school year as IEP's renew yearly. As a result, teachers of SWD will provide accommodations to meet educational needs and demonstrate learning gains on state-mandated assessments.

Person Responsible   Dulce Del Valle (ddelvalle@dadeschools.net)

9/27 – Administration will provide SWD teachers with the 2022 FSA Math and current Topic Test data during the first CCC scheduled for September 27th, 2022, to help tailor curriculum and address weaknesses. As a result, teachers will be able to tailor instruction to meet student deficiencies so that student may demonstrate learning gains on state-mandated assessments.

Person Responsible   Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

9/26 – Teachers will offer specialized tutoring to all SWD students after school. Administrations will send the tutoring schedule to all SWD students and their parents on or around September 26, 2022. As result, SWD students will have another opportunity to master concepts needed for state-mandated exams.

Person Responsible   Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

11/1-11/10 Teachers that provide instruction to SWD students will be provided with the student's data compared to the same population at the region and district level. The lowest performing strands will be identified, and data chats will be held with teachers and students. As a result, teachers of SWD students will have the opportunity to provide remediation which will help students be successful when they complete state-mandated exams in the spring.

Person Responsible   Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

11/14 - Granulized data by demographics will be provided to all teachers on all district assessments. As a result, teachers will be able to differentiate instruction and provide specific remediation by content to SWD students.

Person Responsible   Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional leadership teams will create leadership roles for teachers to conduct teacher/peer observations and collaboration to improve the teacher's collective efficacy. Over 24% of the teachers that participated on the 2021-2022 Climate Survey indicated they would benefit most from Professional Learning Communities (PLC's). This is a decrease from the previous year which was 33%. With the introduction of the B.E.S.T. standards and F.A.S.T. testing, the entire faculty will need opportunities to gain experience and implement updated content to ensure the success of all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Instructional Leadership Team, our Language Arts, Reading, Algebra and Geometry teachers will work together to unpack the new standards and prepare students for the new state exams. By collaborating on Schoology, during department meetings, and CCC's each of these teachers will have the opportunity to gain experience from each other and build capacity as each of these teachers will lead in their areas of expertise. As a result, the percent of teachers that feel would benefit from PLC's will decrease by one percentage point on the 2023 Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will identify specific staff members that are experts in areas that will serve as leaders in the assessed B.E.S.T. Standards. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during CCC meetings.
Person responsible for monitoring outcome:	Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision-making process, we hope to increase the feeling of shared leadership. As a result, experts in the building will provide a summary of support to the LT monthly to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	We decided to focus on Shared Leadership to address important needs within our school. The introduction of B.E.S.T. Standards and the new platform/format of state testing, sets a new precedence to learn and adjust. Involving staff will assist in integrating the talents of teachers within the building to highlight the needs and problem solve. As a result, the Leadership team will create buy in and bring creative and innovative solutions to the forefront.

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 – The Math Department Chair created same-subject groups on Schoology. The platform will be used to share information, ideas, and best practices. As a result, teachers will have an electronic platform to collaborate and share resources.

Person Responsible	Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

9/12 - The Language Arts Department will establish a calendar where teachers can sign up to observe other teachers; they can visit each other during planning periods to get ideas for classroom management, engagement, best practices, etc. As a result, teachers will have an opportunity to observe their colleagues demonstrate effective content delivery.

Person Responsible	Dulce Del Valle (ddelvalle@dadeschools.net)

9/27 - Creative, Collaborative, Connections or CCC's will provide an avenue for course-alike teachers to present creative lessons. As a result, teachers will meet by subject area and collaborate on the new B.E.S.T. standards.

Person Responsible	Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

10/3 – Administration will conduct Data Chats with Language Arts teachers to review the data from PM1. As a result, teachers may request additional resources needed for the department help students be successful.

Person Responsible	Rosalyn Rodriguez (rosalyn_rodriguez@dadeschools.net)

11/1 - 12/22 Language Arts and Mathematics teachers will be given temporary duty to work on understanding the new standards. Teachers will work in same-level groups to unpack the new standards, identify the differences between the old and the new, and develop creative and engaging lessons to address. As a result, teachers will have a better understanding of tested items and are equipped to prepare students to test proficient.

Person Responsible	Wendy Barnett (pr7121@dadeschools.net)

11/1 - 12/22 Mathematics teachers will collaborate to create practice and review material for each topic test using the new curriculum in Algebra I and Geometry. As a result, student scores on the district topic tests should increase.

Person Responsible	Jeannette Alvarez (jeannettealvarez@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 strength in School Culture stems from relationships, physical & emotional safety and support, care, and connections. Our school creates experiences throughout the year to engage students and families and deliver all necessary information to support their children. The school offers a variety of interest clubs and organizations such as the Psychology Honor Society which hosts Start with Hello which is a school-wide initiative that prevents violence and other harmful acts towards students. We also have the "Freshen-up" club which helps incoming freshman acclimate to the high school environment. For our teachers, we have monthly meetings where teachers share best practices as well as celebrate any personal successes. We facilitate opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through all social media outlets and our webpage. We continue to build our skill set in ensuring our classrooms are highly engaged and foster the highest level of learning.

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

The stakeholders involved in building a positive school culture and environment are the principal, assistant principals, teacher leaders and counselors. The principal's role is to monitor and oversee all school initiatives and respond to concerns of morale by planning team building and morale boosting activities. The assistant principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.