

Miami-Dade County Public Schools

Southwest Miami Senior High



2022-23 Schoolwide Improvement Plan

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Southwest Miami Senior High

8855 SW 50TH TER, Miami, FL 33165

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

Demographics

Principal: Jorge Bulnes

Start Date for this Principal: 7/15/2022

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)	87%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: B (55%) 2017-18: B (58%)
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

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>87%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>97%</p>

School Grades History

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

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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.

We serve all stakeholders by building the intellect and ethics of our students so they may be productive members of society.

Provide the school's vision statement.:

We challenge, empower, and prepare all for success.

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
Bulnes, Jorge	Principal	Mr. Bulnes participates as an active member of the Professional Learning Support Team, reviews SIP with all stakeholders, and oversees and assists with the implementation of the action steps.
Gonzalez, Jose	Assistant Principal	Mr. Gonzalez is the administrator who oversees school curriculum and advanced academic programs, including dual enrollment and advanced placement. He also oversees and assists with the implementation of the action steps.
Lowd, Tracy	Teacher, K-12	Ms. Lowd participates as an active member of the Professional Learning Support Team and assists with the implementation of the action steps. She is also an Advanced Placement Social Studies and Dual Enrollment teacher. Ms. Lowd serves as our Social Studies Department Chairperson.
Casanas, Kimberly	Teacher, K-12	Ms. Casanas participates as an active member of the Professional Learning Support Team and assists with the implementation of the action steps. She is also an Exceptional Students Education and Math teacher.
Blanco, Sally	Teacher, K-12	Ms. Blanco is a Language Arts teacher. She teaches accountability ELA. She also participates as an active member of the Professional Learning Support Team and assists with the implementation of the action steps.

Demographic Information

Principal start date

Friday 7/15/2022, Jorge Bulnes

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.*

1

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.*

20

Total number of teacher positions allocated to the school

117

Total number of students enrolled at the school

2,336

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

7

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	595	621	585	570	2371
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	102	73	79	81	335
One or more suspensions	0	0	0	0	0	0	0	0	0	56	30	14	14	114
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	36	23	12	74
Course failure in Math	0	0	0	0	0	0	0	0	0	13	81	76	81	251
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	147	140	158	0	445
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	130	173	154	2	459
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	237	167	173	116	693

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	86	130	129	13	358

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	2	4	1	9	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	0	3	10	18

Date this data was collected or last updated

Sunday 8/21/2022

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	571	586	597	541	2295
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	90	112	122	96	420
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	13	101	80	39	233
Course failure in Math	0	0	0	0	0	0	0	0	0	30	168	85	96	379
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	102	125	96	137	460
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	116	121	121	142	500
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	260	0	0	0	260

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	99	177	149	166	591

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	1	1	24	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	2	5	13	23

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	571	586	597	541	2295
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	90	112	122	96	420
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	13	101	80	39	233
Course failure in Math	0	0	0	0	0	0	0	0	0	30	168	85	96	379
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	102	125	96	137	460
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	116	121	121	142	500
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	260	0	0	0	260

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	99	177	149	166	591

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	1	1	24	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	2	5	13	23

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	54%	54%	51%				49%	59%	56%
ELA Learning Gains	58%						46%	54%	51%
ELA Lowest 25th Percentile	48%						36%	48%	42%
Math Achievement	46%	42%	38%				41%	54%	51%
Math Learning Gains	63%						42%	52%	48%
Math Lowest 25th Percentile	64%						41%	51%	45%
Science Achievement	72%	41%	40%				60%	68%	68%
Social Studies Achievement	68%	56%	48%				68%	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	57%	68%	-11%	67%	-10%

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	66%	71%	-5%	70%	-4%

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

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	54%	-11%	57%	-14%

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	31	49	51	33	48	53	68	54		96	26
ELL	29	52	42	39	63	67	69	52		96	70
HSP	54	58	47	46	64	64	73	67		97	67
WHT	37	50		40	53		64	94		92	64
FRL	52	56	46	45	63	63	70	64		96	66
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	21	14	22	25	22	30	39		97	28
ELL	19	26	21	14	20	23	33	45		98	74
HSP	40	31	20	20	17	22	43	61		97	69
WHT	60	41		33	17		40	79		100	61
FRL	38	31	20	20	17	21	40	58		97	69
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	27	34	20	24	42	36	43	46		87	41
ELL	29	44	40	36	43	39	47	48		92	87
BLK	38	44		31	46						
HSP	49	45	35	40	42	41	59	69		93	77
WHT	63	51		55	47		84	64		93	76
FRL	47	45	36	39	41	39	57	65		93	77

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	63
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	56
Total Points Earned for the Federal Index	692
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	51
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	58
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	62
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	62
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?

In 2022, 9th and 10th grade ELA data demonstrates a 15 percent increase in ELA achievement over the 2021 score (from 39% to 54%).

In 2022, 9th (Algebra) and 10th (Geometry) grade Mathematics data demonstrates a 29 percent increase in Math achievement over the 2021 score (from 17% to 46%).

In 2022, 9th and 10th grade ELA data demonstrates a 26 percent increase in ELA learning gains over the 2021 score (from 32% to 58%).

In 2022, 9th (Algebra) and 10th (Geometry) grade Mathematics data demonstrates a 37 percent increase in Mathematics over the 2021 score (from 26% to 63%).

In 2022, the Biology data demonstrates a 31% increase in science achievement over the 2021 score (from 41% to 72%).

In 2022, the US History data demonstrates a 7 percent increase in social studies achievement over the 2021 score (from 61% to 68%).

The overarching trend evident throughout the 2022 data is an overall increase in every subgroup leading to a school grade of an A. The lowest percentile score was in L25 ELA Learning Gains (48%). The increase in L25 ELA Learning Gains was substantial but was the only score under 50 percent.

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

According to the 2022 data, students' scores increased in ELA proficiency for the L25 percentile from 20% in 2021 to 48% in 2022. However, ELA learning gains for the L25 was significantly less of an increase compared to mathematics L25, which increased from 27% in 2021 to 64% in 2022.

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

To address student ELA achievement, the Reading Coach worked with teachers to implement class pull-outs and intervention, in the second half of 2021, including support for students in the L25. Due to schedule conflicts and testing requirements, some students did not have sufficient opportunity to participate in the intervention.

Students that are in the L25 must be active participants in ELA interventions. Improved communication between the school staff/personnel would allow coordination around scheduling issues, including testing, that may impede participation in the interventions. Weekly school leadership meetings will allow better scheduling of ELA L25 student intervention.

Faculty attendance, department and subject shifting, students shifting from in person attendance due to quarantine requirements, and compliance with School Board COVID 19 Protocols were contributing factors to the need for improvement. The periodic disruption impeded maximizing learning opportunities and school communication.

Actions for improvement should include an increase in communication with all stakeholders.

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

According to the 2022 data, our most improved data is reflected in the learning gains of our math students. There was a 37 percent increase in both the overall math learning gains and the learning gains of our L25.

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

A contributing factor to the improvement was the implementation of Algebra I A/B and Geometry A/B courses inclusive of consistent planning sessions throughout the school year. An additional factor included a comprehensive tutoring schedule.

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

Strategies that will be implemented in order to accelerate learning include standards-based collaborative planning, schoolwide literacy initiatives, and cross-curricular planning.

The primary goal of implementing standards-based collaborative planning is to ensure teachers can share best practices, to build relationships and unity between teachers (inter- and intra-departmentally), and to reinforce a whole-child approach to student learning.

School-wide literacy initiatives should include Common Lit passages shared between departments, for example, Social Studies and ELA, which will reinforce content, skills and cross-curricular planning.

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.

Throughout the school year, teachers will have the opportunity to participate in a school-wide PDs. The professional developments will focus on research-based strategies on student engagement, mental health/well-being, Schoology and cross-curricular planning.

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

Constant evaluation and reflection of standards-based collaborative planning, cross-curricular planning, and school-wide literacy initiatives will ensure sustainability.

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 Collaborative Planning

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

According to the 2022 FSA proficiency data, 54% of the 9th and 10th grade students are proficient in ELA, compared to 40% in 2021. According to 2022 FSA proficiency data, 46% of the Algebra and Geometry students are proficient in mathematics, compared to 28% in 2021. According to the 2022 FSA proficiency data, 72% of the 10th grade students are proficient in science, compared to 38% in 2021. According to the 2022 FSA proficiency data, 68% of the 11th and 12th grade students are proficient in social studies, compared to 59% in 2021. Based on the data, teachers will share best practices to address student achievement deficiencies during collaborative planning sessions.

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

With the implementation of collaborative planning, an additional 5% of the high school population will achieve a proficiency score at grade level or above in the areas of ELA, mathematics, science, and social studies by the 2022-2023 state assessment.

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

The administrator who oversees each department will attend the common planning meetings. Evidence of common planning will be visible in lesson plans and through sign-in sheets and meeting minutes. Constant evaluation and reflection of collaborative planning and school wide literacy initiatives will also be used to monitor the desired outcome.

Person responsible for monitoring outcome:

Jose Gonzalez (jmgonzalez@dadeschools.net)

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

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day and after school hours for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur

implemented for this Area of Focus.

during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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

Collaborative planning meets the needs of the individual learners at our school. As a result, using collaborative planning will increase student scores by helping teachers to work together to share best practices, monitor student progress, and provide differentiated instruction.

Action Steps to Implement

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

8/15 - 8/16 - Administration will meet with all department chairs before the opening of schools to discuss common planning. As a result, resources will be provided to support progress monitoring for the upcoming 2022-2023 academic school year.

Person Responsible Jose Gonzalez (jmgonzalez@dadeschools.net)

8/15 - 10/14 - The School Leadership Team (comprised of administration, curriculum leaders, interventionists and school leaders) will meet to create a calendar for common planning. According to the calendar, grade level/subject area common planning meetings will transpire during the fourth Tuesday of each month through October 14th. As a result, participants will be able to coordinate their schedule to attend the meetings with greater fidelity.

Person Responsible Jose Gonzalez (jmgonzalez@dadeschools.net)

8/22 - 10/14 - Common planning will take place during the designated days/times for each grade level/subject area. As a result of the common planning sessions, grade level/subject area teachers will share best practices, plan together utilizing the pacing guides, work to align all activities and assessments to the Florida Standards.

Person Responsible Jose Gonzalez (jmgonzalez@dadeschools.net)

8/22 - 10/14 - Within the common planning meetings, staff personnel will share, review and analyze data via team data chats. As a result, staff will be able to determine if adequate progress towards goals is being made.

Person Responsible Jose Gonzalez (jmgonzalez@dadeschools.net)

10/31 - 12/16 - A list of the most impactful best practices will be created by the Language Arts department. As a result, the Reading Coach will assist with the scheduling of the observations of the best practices in-action.

Person Responsible Janelle Bravo-San Pedro (jbravosanpedro@dadeschools.net)

10/31 - 12/16 - Teachers will participate in peer observations. As a result, the Language Arts department will be able to demonstrate how the best practices are implemented in a live-classroom atmosphere and teachers will gain a better understanding how the lessons are properly executed.

Person Responsible Janelle Bravo-San Pedro (jbravosanpedro@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

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

According to the 2022 FSA proficiency data, 54% of the 9th and 10th-grade students are proficient in ELA, compared to 40% in 2021. This mild increase demonstrates an opportunity for improvement that can be targeted by pull-out intervention. Based on the student data, the Reading Coach will pull kids from classes to participate in tutoring and support activities.

Measurable Outcome:

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

With the implementation of progress monitoring and pull-out intervention, high school ELA proficiency scores are expected to increase by an average of 5% on the 2022-2023 ELA state assessment.

Monitoring:

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

The language arts/reading coach will assist teachers in analyzing formative performance data and guide teachers in data-driven decision-making. The administration will monitor student pull-out interventions.

Person responsible for monitoring outcome:

Janelle Bravo-San Pedro (jbravosanpedro@dadeschools.net)

Evidence-based

Strategy:

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

With the targeted element of ongoing progress monitoring, teachers, instructional coaches and administration will analyze student performance data to determine assimilation of curricular knowledge and to identify areas of student improvement.

Rationale for Evidence-based Strategy:

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

Ongoing progress monitoring will ensure that instructional decisions are determined by student data. As a result, this will allow teachers to evaluate the effectiveness of instruction and determine areas of student curricular need.

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.

8/12 - 8/24 - Administration and instructional coaches will analyze student ELA performance data. As a result, administration and instructional coaches will have a list of students to monitor going forward.

Person Responsible

Jose Gonzalez (jmgonzalez@dadeschools.net)

8/22 - 9/30 - The F.A.S.T. Progress Monitoring 1 assessment tool will be administered. As a result, teachers will be supplied with baseline data highlighting student strengths and areas for improvement.

Person Responsible

Carmen Angel (carmenangel@dadeschools.net)

9/30 - 10/14 - Instructional coaches will meet with teachers to review F.A.S.T. Progress Monitoring 1 assessment data. As a result, ELA students will be specifically targeted and analyzed for academic progress.

Person Responsible Janelle Bravo-San Pedro (jbravosanpedro@dadeschools.net)

9/30 - 10/14 - Teachers will conduct data chats with students to review their performance and areas of improvement on the F.A.S.T. Progress Monitoring 1 assessment. As a result, ELA students will be monitored by teachers to ensure that academic goals are being met.

Person Responsible Cynthia Saavedra (cmsaavedra@dadeschools.net)

12/1 - 12/16 - The F.A.S.T. Progress Monitoring 2 assessment tool will be administered. As a result, teachers will be supplied with growth data highlighting student progress and areas for improvement.

Person Responsible Carmen Angel (carmenangel@dadeschools.net)

12/1 - 12/16 - Teachers will conduct data chats with students to review their performance and areas of improvement on the F.A.S.T. Progress Monitoring 2 assessment. As a result, ELA students will be monitored by teachers to ensure that academic progress goals are being met.

Person Responsible Cynthia Saavedra (cmsaavedra@dadeschools.net)

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

Area of Focus

Description and Rationale:

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

We decided to focus on Specific Teacher Feedback/Walkthroughs to address the critical needs within our school. According to the 2022 climate survey, only 16% of staff felt the principal is supportive of teachers, compared to 53% of the staff that felt the principal was supportive of teachers in the 2021 climate survey.

Measurable Outcome:

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

With the implementation of Leadership Development, an additional 20% of the staff will agree with the statement that the principal is supportive of teachers as evident on the 2022-2023 School Climate Survey by June 2023.

Monitoring:

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

Desired outcome will be monitored through frequent curriculum leader meetings, bi-annual surveys distributed by the administration, and frequent administration classroom walk-throughs to provide opportunities for communication and to ensure needs are being met.

Person responsible for monitoring outcome:

Jose Gonzalez (jmgonzalez@dadeschools.net)

Evidence-based Strategy:

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

Within the area of Transformational Leadership, we will focus on the Targeted Element of Promoting the Morale and Performance of the Team. Classroom walkthroughs will provide the administrative team first hand knowledge of how well teachers are implementing a particular program. In addition, this practice communicates an open-door culture in which teachers can receive constructive feedback.

Rationale for Evidence-based Strategy:

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

Promoting the Morale and Performance of the Team will ensure that teachers are receiving feedback from the principal on their performance. As a result, teacher morale will be built and will help teachers be active members in achieving the new principal's vision and mission.

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.

8/12 - During the Opening of School faculty meeting, the principal will share his mission and vision for the school. As a result, stakeholders will be informed and collaborate to ensure the mission and vision are achieved.

Person Responsible

Jorge Bulnes (pr7741@dadeschools.net)

8/16 - The leadership team (administration and curriculum leaders) will meet to brainstorm various methods to support instructional staff. As a result, teachers will feel valued and supported.

Person Responsible

Jose Gonzalez (jmgonzalez@dadeschools.net)

8/22 -9/9 - Curriculum leaders will meet with their respective team to share the outcomes and solutions. As a result, teachers will have more of a voice and feel more included in the decision-making process as it relates to our school.

Person Responsible Jorge Bulnes (pr7741@dadeschools.net)

8/22 - 10/14 - Administration will conduct informal classroom walkthroughs. As a result, teachers will be provided with detailed feedback.

Person Responsible Jorge Bulnes (pr7741@dadeschools.net)

10/31 - 12/16 - Teachers will be recognized and showcased during faculty, leadership and department meetings. As a result, teachers will feel more motivated as their achievements are celebrated amongst peers.

Person Responsible Jorge Bulnes (pr7741@dadeschools.net)

10/31 - 12/16 - Teachers will participate in a mid-year school-created climate survey on MS Forms. As a result, teachers will fulfill their leadership capacity by providing administration with feedback concerning school operations.

Person Responsible Jose Gonzalez (jmgonzalez@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale: According to the 2022 School Climate Survey taken by our students, there is a positive trend in how students feel about their school climate. A significant number of students (82 percent) feel safe and secure in school. Additionally, 83 percent of students feel that teachers require them to work hard for their grades. Sixty-five percent of students feel safe coming to school. In comparison to the 2021 data, there has been an 8% increase of students that feel safe at school. Even though the data illustrates a positive correlation, administrators and staff will continue to implement and foster social-emotional learning.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 If we successfully implement Social and Emotional Learning (SEL), students' feelings of safety and security will increase 5 percentage points on the 2022-2023 School Climate Survey by June 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 The administrative team will coordinate with the Activities Director, club sponsors, and instructional staff to ensure a variety of activities are available to students that promote socio-emotional growth.

Person responsible for monitoring outcome:
 Jorge Bulnes (pr7741@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 Social and Emotional Learning (SEL) to ensure students have the opportunity to develop and build on healthy, acceptable interactions with oneself and others. This includes understanding and managing emotions, setting realistic goals and responsible decisions, developing empathy, establishing positive relationships.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
 We want to incorporate Social and Emotional Learning (SEL) into our school to increase the feeling of safety and security amongst our students and staff. The Activities Director, club sponsors, and community stakeholders can collaborate to offer monthly activities such as yoga, Zumba, coloring, dance therapy, and informational sessions. All of the activities would build a sense of positive culture and respect for one's school and self.

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.

8/12 - Propose and schedule a professional development on My Learning Plan after meeting with PLST members, administration and presenters to review the professional development activities that will be presented on August 15, 2022. As a result, presenters will ensure that the professional development will focus, specifically, on Social and Emotional Learning (SEL).

Person Responsible Tracy Lowd (tlowd@dadeschools.net)

8/15 - The PLST members will facilitate the professional development presenters during the activities on August 15, 2022. As a result of this professional development, participants will understand the Social and Emotional Learning (SEL) framework and how it can be implemented in classroom environments and support school-wide engagement.

Person Responsible Kimberly Casanas (331604@dadeschools.net)

8/22 - 10/14 - The administration, PLST members and teachers, will implement Social and Emotional (SEL) framework activities that will include color stations and mindfulness stations at the green (courtyard). As a result, "the Green" will become known as a safe space where our students, faculty, and staff will foster practices that support individual growth mindset.

Person Responsible Jorge Bulnes (pr7741@dadeschools.net)

8/22 - 10/14 - The administration, PLST members and teachers, will facilitate and invite community stakeholders that will host activities such as Dance Therapy, Art Therapy, and Yoga. As a result, relationships with community stakeholders will be built in addition to students having a selection of activities that promote wellbeing.

Person Responsible Jorge Bulnes (pr7741@dadeschools.net)

10/31 - 12/16 - The PLST members will attend professional development meetings and PLST Cafe sessions that will provide additional strategies targeting SEL. As a result, new ideas and SEL strategies will be available for future implementation.

Person Responsible Tracy Lowd (tlowd@dadeschools.net)

10/31 - 11/8 - Activities including Homecoming Week and Eagles Fling will be held throughout the month of November. As a result, activities will facilitate the bolstering student relationships and promote student emotional health.

Person Responsible Jorge Bulnes (pr7741@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

NA

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

NA

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

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

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

NA

Rationale for Evidence-based Practices/Programs:

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

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

NA

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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NA

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.

We maintain a pattern of supportive interactions which foster positive staff-student relationships through the establishing a positive tone of interactions, establishing and maintaining high expectations, creating an inclusive environment, and opening lines of communication with all stakeholders.

We also create positive social support for students through supportive peer relationships and encourage mutual respect for individual differences and promote tolerance and inclusivity through our PIT Crew (Peers as Partners in Learning) and our inclusive school community.

We enforce protocols which ensure safe and hazard free physical surrounding by strategically placing security throughout the building and practicing security measures such as keeping classroom doors locked and having teachers stand at their doors to welcome students and monitor hall traffic.

We connect student's life goals to educational opportunities by offering a diverse selection of extracurricular activities and academic programs such as the STEM Education Program, .NET Academy and Academy of Banking and Finance.

We maintain clean, orderly and appealing physical surrounding through regular maintenance and daily cleaning of school building and grounds.

We also encourage family and community participation and engagement with the school by through activities such as social media, senior night, Advance Academics parent meetings, PTA, EESAC, and booster clubs.

We have established protocols that encourage a welcoming classroom environment by sharing ideas on how to create a positive classroom space.

We also enforce school policies in an equitable manner through our progressive discipline plan and hold all students accountable.

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

The principal sets a positive, supportive tone for all members of the school community. The administrative team works hand-in-hand with curriculum leaders to disseminate goals and expectations to the faculty and staff. This allows for an open line of communication and clear expectations throughout the school. All stakeholders work to assure a safe and secure school environment.