

Miami-Dade County Public Schools

South Dade Senior High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

South Dade Senior High School

28401 SW 167TH AVE, Homestead, FL 33030

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

Demographics

Principal: Jay De Armas C

Start Date for this Principal: 7/15/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: B (57%) 2017-18: C (53%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

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

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>100%</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>96%</p>

School Grades History

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

The administration, faculty, staff, parents, and community of South Dade Senior High School are responsible for providing our diverse student body with a clean and safe environment and the discipline, integrity, knowledge, and skills necessary to succeed and become productive members of an increasingly complex society.

Provide the school's vision statement.

The vision of South Dade High School is to provide a safe, nurturing, and meaningful educational environment, which challenges students to achieve success, academic excellence, and autonomy in our ever-changing technology-driven world. We strive to create productive members of a multicultural society who demonstrate good citizenship, social responsibility, and a lifelong love of learning, guaranteeing that no child is left behind.

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
De Armas, Jay	Principal	Provide leadership in developing, implementing and supporting school wide efforts; encouraging positive school culture and addressing students' academic and social-emotional needs.
Garcia, Melissa	Assistant Principal	Under the direction of the principal, serves as an educational leader and assist the principal in the planning, coordination, and directing of activities and programs related to school operations.
Vergara, Michael	Assistant Principal	Under the direction of the principal, serves as an educational leader and assist the principal in the planning, coordination, and directing of activities and programs related to facility management
Granada, Daniel	Math Coach	Support teachers in planning, delivering, and assessing quality Math instruction. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Smith, Gina	Reading Coach	Support teachers in planning, delivering, and assessing quality Reading instruction. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Rivera, Veronica	School Counselor	Responsible for leading the student services team and supporting the mental health and wellness of the student body.

Demographic Information

Principal start date

Friday 7/15/2016, Jay De Armas C

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.*

45

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.*

70

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

3,110

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

16

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

16

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	818	826	806	741	3191
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	266	274	312	259	1111
One or more suspensions	0	0	0	0	0	0	0	0	0	0	272	22	42	22	358
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	67	101	220	64	452
Course failure in Math	0	0	0	0	0	0	0	0	0	0	64	138	164	99	465
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	406	303	340	0	1049
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	332	325	338	25	1020
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	387	337	413	230	1367

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	420	351	428	115	1314

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	12	4	1	9	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	31	18	30	17	96

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	675	837	756	661	2929
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	237	379	296	248	1160
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	1	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	77	299	275	160	811
Course failure in Math	0	0	0	0	0	0	0	0	0	73	283	263	155	774
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	182	254	203	195	834
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	180	235	166	162	743
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	380	256	0	0	636

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	234	423	352	281	1290

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	3	1	0	7	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	30	15	10	67

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	675	837	756	661	2929
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	237	379	296	248	1160
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	1	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	77	299	275	160	811
Course failure in Math	0	0	0	0	0	0	0	0	0	73	283	263	155	774
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	182	254	203	195	834
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	180	235	166	162	743
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	380	256	0	0	636

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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	3	1	0	7	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	30	15	10	67

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	33%	54%	51%				37%	59%	56%
ELA Learning Gains	43%						44%	54%	51%
ELA Lowest 25th Percentile	33%						37%	48%	42%
Math Achievement	30%	42%	38%				45%	54%	51%
Math Learning Gains	51%						53%	52%	48%
Math Lowest 25th Percentile	59%						47%	51%	45%
Science Achievement	67%	41%	40%				57%	68%	68%
Social Studies Achievement	60%	56%	48%				67%	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	54%	68%	-14%	67%	-13%
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	65%	71%	-6%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	63%	-15%	61%	-13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	54%	-14%	57%	-17%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	20	35	30	18	38	42	53	43		90	16
ELL	10	35	33	21	49	60	58	32		85	60
BLK	28	44	30	28	46	60	57	62		92	27
HSP	33	43	32	30	52	59	69	59		93	42
MUL	59	50		33	33						
WHT	42	49		32	50	60	69	68		95	48
FRL	31	43	33	29	50	59	66	59		93	39
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	16	25	16	13	18	17	37	40		95	18
ELL	12	33	30	21	30	29	61	25		89	53
BLK	32	37	21	14	20	24	65	45		94	29

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
HSP	33	39	31	25	27	28	72	48		92	51
MUL	58	50									
WHT	37	40	33	26	18		67	56		95	48
FRL	31	37	28	23	25	26	71	47		92	46

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	22	40	38	29	45	35	42	41		90	74
ELL	17	37	38	37	52	51	39	46		72	92
BLK	32	40	33	37	47	37	54	60		88	91
HSP	37	45	38	47	55	50	56	68		88	93
WHT	53	49	40	52	57		77	71		93	94
FRL	35	43	38	44	53	47	57	65		89	92

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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
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	47
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	51
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	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	57
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	50
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?

ELL students demonstrated decreases in both ELA and Math proficiency between 2020-2021 data. The black student population increased achievement in all state measured categories except ELA Learning Gains.

All students experienced regression in ELA proficiency, learning gains and learning gains in the Lowest 25% on the 2022 Data findings. ELL students demonstrated an increase in Math and US History proficiency.

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

2021 data findings- All students experienced serious regression in Math proficiency, learning gains, and learning gains in the lowest 25%. Learning gains amongst this subgroup was negatively impacted.

2022 data findings- Most students demonstrated significant decreases in Math and ELA proficiency, learning gains, and learning gains in the lowest 25%.

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

2021 data finding:

In order to address deficiency in Math, there is a concerted effort to increase Differentiated Instruction in order to address a variety of learning gaps for our students. In addition, we are planning on hiring additional interventionists in Math and Reading in order to provide supplemental instruction and remediation.

2022 data findings: Student and faculty absences contributed to the decrease in Math and ELA proficiency, learning gains and learning gains in the lowest 25%. In order to improve attendance, there will be a student and faculty attendance plan and incentives in place.

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

2022 data findings: US History increased by 12 percentage points from 48% to 60%

2021 data findings: Biology proficiency increased by 14 % from 57% to 71%.

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

2022 data findings: 11th grade English 3 teachers support US History teachers through planning and teaching the American Literature curriculum, so that students have success on the US History EOC.

2021 data findings: We have implemented a pre-biology for those students entering 10th grade reading significantly below grade level in order to provide them with a research type class that will lay a strong foundation when the students take biology the following year.

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

Establish a common vision among all stakeholders to focus on students' achievement. In addition, increase opportunities for all students by restructuring interventions and after school tutoring across all content areas to ensure increased effectiveness.

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 school will provide a variety of options for common planning and professional learning opportunities, differentiated instruction, TDO's, best standards , and desegregation and analysis.

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

Additional services will be implemented to ensure sustained improvement include increased administrative oversight, impactful department meetings that focus on data, data chats, and Journal Article Study.

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 ELA**Area of Focus****Description and Rationale:**

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

Using observed qualitative data, our students, particularly the Lowest 25%, experienced a slight increase in their learning during the 2021-2022 school year. The contributing factors to this improvement includes robust targeted interventions and common planning. However, given the modest level of improvement in a year that generated robust learning gains for most schools, there is a concern that teachers may have developed certain habits during this time and decreased their focus on the Lowest 25%.

Measurable**Outcome:**

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

Since the Lowest 25% population is directly correlated with student achievement, there should be an increase across all performance monitoring data. The 2022-23 school year resulted in the lowest 25% population, and thus the performance monitoring data should be viewed as the absolute floor. If we are successful, our data should out pace the performance monitoring data from 2021. Using progress monitoring during the first grading and beyond, we should perform at or above the district average in each content area.

Monitoring:

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

Instructional coaches and the administrative team will ensure that collaborative planning and instructional strategies are integrated into all faculty and departmental meetings. In addition, the leadership team should observe teachers employing engagement strategies from the Framework for Effective Instruction during classroom walk throughs and formal observations.

Person

responsible for monitoring outcome:

Jay De Armas (dearmasj@dadeschools.net)

Evidence-based Strategy:

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

We will utilize the evidence-based Instructional Support, using departmental and school-wide collaboration to provide instructional support that highlights specific instructional strategies. During departmental and faculty meetings, select teachers will present strategies that work in their classroom, allowing professionals to share best practices and celebrate successes. In addition, collaborative planning will regularly include a focus on the specific instructional strategies and checks for understanding that will be employed.

Rationale for Evidence-based Strategy:

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

Instructional Support will provide the specific steps necessary for the implementation of instructional strategies. Collaborative planning will allow a venue for teachers to reflect on their own practices and celebrate the best practices of others in their content area. Checks for understanding will be a continuous "look fors" during classroom walkthroughs, as it is both an instructional strategy and a tool for data collection.

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 During the Opening of School Mandatory Professional Learning Day, the APC and coaches will lead a PD session exploring best practices and how to incorporate these practices to meet the instructional needs of students. This interactive session will highlight the need to implement various practices to increase the data of the Lowest 25%.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

8/31-10/14 Each Departmental Meeting will highlight a specific teacher to demonstrate an instructional strategy for their particular content area. These presentations will provide departments the opportunity to learn best practices and develop a culture of collaboration and celebration.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

08/31-10/14 Create a calendar of faculty meetings for departments to present specific instructional strategies that they have discussed during their departmental meetings. As a result of these presentations, teachers will reflect on their own practices and explore new ways to incorporate learning.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

08/31 Create an online repository for teachers to contribute activities and strategies that have proven to increase student independence and learning. Highlight specific strategies from the resource to teachers in a bi-weekly

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

11/8 - ELA teachers attending the SDSHS professional development opportunity will participate in a session revolving around real-life, school-based scenarios. These scenarios will include topics such as student engagement, classroom management, and differentiation among others. Teachers will have an opportunity to collaborate and share best practices. As a result, teachers will be better equipped to meet the needs of their students, resulting in overall achievement gains.

Person Responsible John Crary (johnbcrary@dadeschools.net)

10/31 - 12/16 - New teachers in the ELA department will participate in targeted classroom walkthroughs of veteran teachers in their department in order to glean best practices from their colleagues. Walkthroughs will be organized and overseen by the Reading Coach who will also debrief and plan with the new teachers. As a result, new teachers will gain exposure to different instructional strategies to help them improve ELA instruction.

Person Responsible Gina Smith (grsmith@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

Over 80% of our Students With Disabilities scored below proficiency on both the ELA FSA and Mathematics EOC. Using observed qualitative data, our students experienced a high level of disengagements in their learning during the 2021-2022 school year. There is a concern that teachers may have developed certain habits during this time, that have resulted in decreased investments in student engagement.

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

Since student engagement is directly correlated with student achievement, there should be an increase across all performance monitoring data. The 2021-22 school year resulted in the lowest observable student engagement, and thus the performance monitoring data should be viewed as the absolute floor. If we are successful, our data should outpace the performance monitoring data from 2020. Using progress monitoring assessments, topic tests, and mini-assessments during the first grading period and beyond, we should perform at or above the district average in each content area, as well as above the 41% ESSA threshold for ESE students.

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

Instructional Coaches, the ESE Program Specialist, and the administrative team will ensure that student engagement strategies are integrated into all departmental meetings, as well as collaborative planning. In addition, the leadership team should observe teachers with ESE students employing engagement strategies from the Framework for Effective Instruction during classroom walkthroughs and formal observations.

**Person
responsible for
monitoring
outcome:**

Jay De Armas (dearmasj@dadeschools.net)

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

We will utilize the evidence-based strategy of Student Engagement, using departmental and school-wide collaboration to provide instructional support that highlights specific student engagement strategies. During departmental and meetings, select teachers will present strategies that work in their classroom, allowing professionals to share best practices and celebrate successes. In addition, collaborative planning will regularly include a focus on the specific engagement strategies and checks for understanding that will be employed.

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for**

Instructional support will provide the specific steps necessary for the implementation of Student Engagement strategies. Collaborative planning will allow a venue for teachers to reflect on their own practices and celebrate the student engagement strategies of others in their content area. Checks for understanding will be a continuous "look for" during classroom walkthroughs, as it is both an engagement strategy and a tool for data collection.

selecting this specific strategy. 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.

8/15 During the Opening of School Mandatory Professional Development Day, the APC and coaches will lead a PD session exploring high-impact student engagement strategies and how to adapt them to meet the safety needs of students. During this session, there will be a specific breakout for ESE teachers.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

8/31-10/14 Each ESE Departmental Meeting will highlight a specific teacher to demonstrate a student engagement strategy for their particular content area. These presentations will provide departments the opportunity to learn best practices and develop a culture of collaboration and celebration.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

8/31-10/14 Continue to implement showcases of specific student engagement strategies in both Departmental and Faculty Meetings. As a result of these presentations, teachers will reflect on their own practices and explore new ways to engage students.

Person Responsible Gina Smith (grsmith@dadeschools.net)

8/31-10/14 The ESE Program Specialist will select a "Master Engagement" teacher for the month from within the department. This teacher will be highlighted in the monthly Faculty Meeting, present their strategy, and receive a small incentive from the SLT. As a result, teachers will feel recognition for their efforts to engage students in meaningful learning experience

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

11/8 - ESE teachers attending the SDSHS professional development opportunity will participate in a session revolving around real-life, school-based scenarios. These scenarios will include topics such as student engagement, classroom management, and differentiation among others. Teachers will have an opportunity to collaborate and share best practices. As a result, teachers will be better equipped to meet the needs of their ESE students, resulting in overall achievement gains.

Person Responsible John Crary (johnbcrary@dadeschools.net)

10/31-12/16 - South Dade Senior High will prepare to host a Winter Academy, specifically targeting ESE students that are performing near, but below proficiency. Administration will target specific students to remediate and clarify misunderstandings. As a result of the Winter Academy, ESE students will trend towards proficiency in their core classes.

Person Responsible Michael Vergara (mvergara@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Teacher Attendance

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 the a variety of strategies to address issues with Teacher Attendance. Through our data review, we noticed that 50% of teachers were absent for more than five days during the 2021-22 school year. We recognize the need to tailor our attendance initiatives and improve in making connections with staff to ensure attendance is consistently high.

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

If we successfully implement Teacher Attendance strategies, through consistent monthly teacher incentives, the percentage of teachers missing more than five days will decrease by 5 percentage points by June 2023. This will ensure our students will receive quality instruction that will contribute to improved student outcomes. Monitoring of these data will take place every grading period, and 90% of teachers should have 1 or less absence per each nine weeks.

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

The Leadership Team will review the monthly attendance reports and conduct follow up conversations with staff members exhibiting poor attendance. Administrators will include teacher attendance data when conducting departmental data chats. Administrators will also be monitoring in order to celebrate those teachers that have perfect attendance.

Person responsible for monitoring outcome:

Jay De Armas (dearmasj@dadeschools.net)

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

Within the our pursuit of increased Teacher Attendance, our school will focus on the evidenced based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our teachers. Teachers absences will be monitored on a monthly basis to prevent a pattern of excessive absences.

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

Attendance Initiatives will assist in decreasing the number of teacher absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, root causes, and rewards.

Action Steps to Implement

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

8/31-10/14 The Principal's secretary will provide monthly reports on teacher attendance. The Assistant Principal over each content area will have honest conversations with any teacher demonstrating attendance issues in order to understand how to support the teacher and improve his/her attendance.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

8/15 The Department Chairs will work with their respective departments to establish a staff appreciation event (Random Acts of Staff Appreciation). Each department will be assigned a particular month, and they will internally design and execute a staff appreciation event. Curriculum Council will be used to discuss upcoming events and opportunities for support if needed. As a result of these events, staff will feel valued and celebrated for their efforts.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

8/31- 10/14 Teachers with perfect attendance for the month will be highlighted by the Principal during monthly faculty meetings. Small incentives will be provided to these teachers when they are announced at each meeting. As a result of these events, staff will feel valued and celebrated for their efforts.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

8/31 - 10/14 Student services will provide SEL opportunities for teachers and students in order to address potential mental health issues that could be adversely impacting teachers' attendance. As a result, teachers will receive services that contribute to their overall well-being.

Person Responsible Veronica Rivera (veronicarivera@dadeschools.net)

10/31 - 12/16 In order to promote well-being of teachers, the PLST team will present the principles from Healthy Teacher, Healthy Classroom at each faculty meeting. As a result of these presentations, teachers will become equipped with strategies to improve physical and mental well-being, resulting in better attendance and job-satisfaction.

Person Responsible John Crary (johnbcrary@dadeschools.net)

11/8 - School will provide a professional development session with an external motivational speaker that will focus on goal-setting and purpose. As a result, teachers will renew their focus on students' success and their commitment to South Dade Senior High School.

Person Responsible Veronica Rivera (veronicarivera@dadeschools.net)

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

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

After comparing school climate survey data from 2021 and 2022, we selected Specific Teacher Feedback/Walkthroughs, particularly in the area of taking ownership for students' learning, as our area of focus. In the 2021-22 climate survey, 74% of teachers agreed with the statement "I feel students are deficient in basic academic skills". This was an 11% increase from the 2020-21 climate survey. With these basic deficiencies, it is imperative that faculty invest in improving student outcomes and take ownership for students' learning.

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 Specific Teacher Feedback/Walkthroughs, the Leadership Team will provide explicit examples of when teachers take ownership of their students' learning, resulting in a 10% decrease of those staff members that agree with the statement "I feel students are deficient in basic academic skills" on the 2022-23 school climate survey.

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

Weekly Leadership Team meetings and Coaches meetings will debrief the walkthroughs for the previous week, identifying specific teachers and strategies that appeared to increase student investment in their own achievement. Monthly Curriculum Council meetings will discuss trends within departments and the support needed to further invest teachers in their students' success.

Person responsible for monitoring outcome:

Jay De Armas (dearmasj@dadeschools.net)

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

Within the Targeted Element of Specific Teacher Feedback/Walkthroughs, we will focus on the evidence-based strategy of: Taking Ownership for Students' Learning. By leveraging teachers' input on "look-fors" for student investment and engagement, we will simultaneously increase the feeling of shared leadership while creating a valuable tool to improve teacher and student performance.

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

Given the majority of the staff's belief that our students enter our building deficient in basic skills, it needs to be a schoolwide effort to improve their skills and ultimately life outcomes. This requires shared leadership throughout the staff, and a commitment to ownership for students' academic progress.

Action Steps to Implement

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

8/31-10/14 During monthly departmental meetings, teachers will be asked to reflect on an "a-ha" experience in their classroom and be provided an opportunity to complete a quick-write on the subject. Teachers will then volunteer to read their experiences aloud. As a result, teachers will reflect on the impact they are having in the classroom and increase their investment in their students.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

9/23 - Conduct data chats with ELA and Reading teachers to identify specific reading deficiencies in 9th and 10th grade students as demonstrated by the results from PM1. Engage teachers in a roundtable on the strategies they intend to implement to address common need areas. Create a shared document outlining the specific strategies that should be visible during walkthroughs. As a result, teachers will implement these high-leverage strategies to address the student needs that they encounter.

Person Responsible Gina Smith (grsmith@dadeschools.net)

9/23-10/14 - The Leadership Team will conduct walkthroughs of all content area classrooms, using the document from the previous action step in order to ensure that ELA is taking ownership of these strategies while also identifying when these same strategies could be used in other content areas. As a result, teachers will expand their toolbox of potential strategies to address the various needs of their students.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

8/31-10/14 - Each member of the leadership team will highlight a staff member for their commitment to South Dade and its students at the beginning of each faculty meeting. Highlighted staff members will also receive a small incentive from the administration. As a result, teachers will feel empowered to continue to make a difference in the lives of their students and for the overall South Dade community.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

11/8 - During the Mandatory Professional Development Day, South Dade will offer a session on developing classroom goals for certain periods of time. The impact of this training will be for teachers to take ownership of how their students are learning. As a result, teachers will invest more time in their planning in order to ensure instruction meets their students' needs.

Person Responsible John Crary (johnbcrary@dadeschools.net)

10/31 - 12/16 - Each member of the leadership team will highlight a staff member for their commitment to South Dade and its students at the beginning of each faculty meeting. Highlighted staff members will also receive a small incentive from the administration. As a result, teachers will feel empowered to continue to make a difference in the lives of their students and for the overall South Dade community.

Person Responsible Jay De Armas (dearmasj@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

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

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Cortijo, Camille, ccortijo@dadeschools.net

Evidence-based Practices/Programs:

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

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

N/A

Rationale for Evidence-based Practices/Programs:

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

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

N/A

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

Positive Culture & Environment

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

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

Based on the data review, our school will implement the Targeted Element of Teacher Attendance and the Tracking of Student Attendance. There will be an incentive program to decrease the absentee rate of both staff and students. Additionally, we will maintain our "Fun Fridays" program, which highlights the different programs and departments of our school with students taking the lead on promoting their activities. We will continue with the Departmental Random Acts of Staff Appreciation, which acknowledges our staff every month throughout the school year. We will continue with the weekly Mindfulness Wednesday, where staff participate in meditation and mental health activities, which also promote staff collegiality.

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

Stakeholders include the Administrators, who will be responsible for the data. The Department Heads will help coordinate the Random Acts of Staff Appreciation. Social Media Manager will highlight teachers and students with perfect monthly attendance.