

Miami-Dade County Public Schools

Alonzo & Tracy Mourning Senior High School



2022-23 Schoolwide Improvement Plan

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Alonzo & Tracy Mourning Senior High School

2601 NE 151ST ST, Miami, FL 33160

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

Demographics

Principal: Christopher Shinn J

Start Date for this Principal: 8/1/2016

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: B (61%) 2017-18: B (60%)
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>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>69%</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>75%</p>

School Grades History

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

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SIP Authority

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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 mission of Alonzo and Tracy Mourning Senior High is to support student learning through the cooperation, devotion, and determination of all stakeholders, including parents, students, teachers, administrators, support personnel, and the communities in which our students live. We intend to provide our students with the best academic choices and diverse educational opportunities. We will strive to establish an environment that fosters high standards and expectations, challenges all students to reach their fullest potential, and empowers them to become productive, successful, and socially conscious members of our ever changing world.

Provide the school's vision statement.

The vision of Alonzo and Tracy Mourning Senior High is to provide the highest quality of education through small learning communities and challenge our students to achieve and demonstrate academic excellence by acquiring the knowledge and skills needed to succeed in a competitive, ever changing global society.

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
Shinn, Christopher	Principal	<ul style="list-style-type: none"> - Managing the physical, financial, and human resources of the school. - Building an effective school-community partnership. - Understanding the interpretation and application of data to drive school improvement. - Providing instructional leadership to increase the quality of teaching and learning at the school site. - Providing vision and leadership to foster a culture of high expectations for all students. - Ensuring the safety of students and staff.
Medina, Eddie	Assistant Principal	Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment.
Homma, Adalys	Assistant Principal	Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment.
Sakowicz, Gussie	Assistant Principal	Oversee the daily functions of the school and ensure that students are receiving a quality education in a safe environment.
Baldizon, Steven	Other	<ul style="list-style-type: none"> - Activities/ Clubs - PD Liaison
Berkson, Lisa	Other	<ul style="list-style-type: none"> - Testing Schedule - Test Security - Testing Material - Bell Schedule - Graduation Tracker - School Data - MINT Coordinator
Diallo, Molly	Teacher, K-12	<ul style="list-style-type: none"> - MINT Coordinator - Advanced Placement teacher - Social Studies Chair - President of the Social Emotional Learning Committee
Lambert, Victor	Teacher, K-12	<ul style="list-style-type: none"> - Digital Innovator - Math Chair - Advanced Placement Teacher

Demographic Information

Principal start date

Monday 8/1/2016, Christopher Shinn J

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.*

7

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.*

58

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

1,551

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

17

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

10

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	417	374	357	6	1154
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	78	105	125	3	311
One or more suspensions	0	0	0	0	0	0	0	0	0	0	74	42	36	0	152
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	35	32	52	1	120
Course failure in Math	0	0	0	0	0	0	0	0	0	0	128	72	53	1	254
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	108	104	0	0	212
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	152	119	4	0	275
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	101	106	104	2	313

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	162	136	72	5	375

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	5	7	8	5	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	2	2	6

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	425	377	362	388	1552
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	63	77	79	312
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	26	18	26	63	133
Course failure in Math	0	0	0	0	0	0	0	0	0	27	58	66	49	200
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	45	49	68	81	243
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	46	60	54	87	247
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	163	48	0	0	211

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	62	77	78	110	327

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	3	3	5	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	2	5	9

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	425	377	362	388	1552
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	93	63	77	79	312
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	26	18	26	63	133
Course failure in Math	0	0	0	0	0	0	0	0	0	0	27	58	66	49	200
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	45	49	68	81	243
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	46	60	54	87	247
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	163	48	0	0	211

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	62	77	78	110	327

The number of students identified as retainees:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	3	3	3	5	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	2	5	9

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%				63%	59%	56%
ELA Learning Gains	56%						57%	54%	51%
ELA Lowest 25th Percentile	48%						45%	48%	42%
Math Achievement	40%	42%	38%				55%	54%	51%
Math Learning Gains	50%						51%	52%	48%
Math Lowest 25th Percentile	47%						40%	51%	45%
Science Achievement	47%	41%	40%				66%	68%	68%
Social Studies Achievement	67%	56%	48%				74%	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	62%	68%	-6%	67%	-5%

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	72%	71%	1%	70%	2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	63%	-12%	61%	-10%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	54%	1%	57%	-2%

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	32	48	50	30	44	50	22	42		92	13
ELL	29	48	44	34	45	39	37	41		94	38
ASN	64	82									
BLK	42	52	49	33	54	54	37	74		100	37
HSP	52	54	46	39	49	43	46	62		96	51
WHT	70	63	50	48	45	50	56	75		91	60
FRL	49	53	47	37	50	46	42	63		96	47
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	32	39	32	40	46	43	50	46		84	27
ELL	19	40	42	29	36	35	32	52		92	61
ASN	45	40									
BLK	39	37	39	29	32	30	55	64		100	42
HSP	48	46	41	35	35	34	53	60		93	65
WHT	66	56	57	50	31		56	81		95	62
FRL	47	45	41	32	32	34	53	62		95	58
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	35	43	36	29	33	17	67	55		93	46
ELL	37	50	42	43	50	47	46	56		86	54
ASN	67	70									
BLK	51	54	40	42	39	40	55	68		97	64
HSP	61	55	48	54	51	42	66	73		92	72
WHT	74	61	37	71	56	27	74	83		90	77
FRL	56	54	41	49	48	39	62	71		91	68

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	55
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	45
Total Points Earned for the Federal Index	601

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	45
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	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
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	52
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?

Results from the FSA 2022 demonstrated gains in both ELA and mathematics. Both ELA and mathematics increased 2 percentage points in proficiency with ELA from 52% to 54% and mathematics from 38% to 40%. Additionally, US History increased 1% from 66% to 67% and Geometry exemplified the greatest increase at 8 percent from 32% to 40% proficiency for the 2022 EOC results.

Learning Gains for both mathematics and ELA showed an increase of growth with mathematics at a 16 point increase from 34% to 50%. Lastly, students in the bottom quartile showed growth compared to the previous year's state assessments in ELA and mathematics.

Approximately 33% of the 21-22 cohort exhibited two or more early warning indicators, a decrease of 2 percentage points from 35% in the 17-18 cohort. Twenty-seven percent of cohort 21-22 demonstrated a reading deficiency and mathematics exhibited more course failures over ELA with 9th Grade being the highest at 120 math course failures.

While most subgroups witnessed an increase in performance data across accountable areas, SWD witnessed a decrease in achievement across three core areas: mathematics, US History, and science; while, ELA remained stagnant, respectively.

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

The 2022 state assessment scores illustrate a drop in proficiency across accountable areas. Two core areas regressed in proficiency for the EOC: Biology and Algebra 1. According to the 2022 EOC results, Biology decreased 7 percentage points from 54% to 47% proficient and Algebra 1 went down 10 percentage points from 48% to 38%. Lastly, acceleration has continued to decrease with the three-year data trend from 60% to 52%, a decrease of 8 percentage points; and, Biology declined in all subgroups for achievement.

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 the need for improvement, instructional personnel changes were made to both Algebra 1 and Biology departments. This was due to personnel leaving school. Several personal and professional factors weighed on teacher performance and decision making. New hires attended professional development for subject area in the summer. Although the Algebra 1 and Geometry teams meet regularly to analyze emergent data and plan for remediation/enrichment, the teams do not have common planning time during the school day; as is the same for the Biology team. To overcome this obstacle, the Algebra 1 and Geometry team meet every Wednesday during lunch for an informal collaborative planning. Additionally, funds will be provided for after-school collaborative planning amongst each department.

The SWD subgroup experienced a drop in achievement in three core areas: mathematics, science, and history; ELA remaining stagnant, respectively. This is due to issues related to support facilitation personnel. Unable to fill open positions and the low level of collaboration between general education and ESE teachers. To correct this issue, the ESE department will seek to hire content experts in Algebra 1 and Biology to serve as Support Facilitators. This strategy was proven to be effective for increasing SWD ELA proficiency and learning gains for the 2021-2022 FSA results.

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

Geometry exemplified the greatest increase at 8 percent from 32% to 40% proficiency for the 2022 EOC results. Additionally, ELA and mathematics combined, exhibited achievement among most subgroups except SWD. Learning Gains were also evident in both content areas with the BLK subgroup increasing 24 percentage points from 30% to 54% for the bottom quartile students and ELA rising 15 points from 37% to 52% for learning gains.

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

The factors contributing to this improvement consist of the school receiving an allocated literacy coach position to support the implementation of the Read 180 program in Intensive Reading classrooms and to facilitate progress monitoring initiatives across literacy classrooms. Additionally, mathematics and reading had interventionists to support learning for pull-out small group instruction.

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

To accelerate learning, the school will engage in standards-aligned instruction, monitor student progress via progress monitoring tools, provide tiered interventions both during and beyond the classroom, participate in collaborative planning, and continue to incorporate technology for remediation, engagement, and enrichment.

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

To accelerate learning, the Professional Learning Support Team, in conjunction with Miami Learns will work to facilitate professional development opportunities on knowledge of learners, data-driven decision making, tiered interventions, and technology use for remediation, engagement, and enrichment.

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

In addition to tiered interventions in the classroom, the school will seek to provide push-in interventions as well as beyond the bell tutoring opportunities. The school's Professional Learning Support Team will also provide strategic professional development opportunities, on-site, after-school, and on weekends.

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 Ongoing Progress Monitoring**Area of Focus**

Description and Rationale: Results from the FSA 2022 demonstrated increases in both ELA and mathematics. Both ELA and mathematics increased 2 percentage points in proficiency with ELA from 52% to 54% and mathematics from 38% to 40%. Additionally, US History increased one percentage point from 66% to 67% and Geometry exemplified the greatest increase at 8 percent from 32% to 40% proficiency for the 2022 EOC results. However, two core areas regressed in proficiency for the EOC: Biology and Algebra 1. According to the 2022 EOC results, Biology decreased 7 percentage points from 54% to 47% proficient and Algebra 1 went down 10 percentage points from 48% to 38%. Based on the data, on-going progress monitoring has proven to be effective in the literacy and Geometry classes; therefore, we will focus on school-wide Ongoing Progress Monitoring (OPM) to address this critical need.

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.**

With the implementation of ongoing progress monitoring, we anticipate Algebra 1 will increase from 38% to 48% and Biology from 47% to 54% by 2022-2023 state EOC assessments.

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

The leadership team will monitor ongoing progress monitoring through walkthroughs and data analysis through Performance Matters, PowerBI, and the FAST Florida Reporting System. Each administrator will be assigned a content area and will check-in with the department chairperson to ensure the District's mini-assessments are completed with fidelity within each respective area. Additionally, data chats will be conducted in a timely manner following the assessments. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on assessments. Teachers are encouraged to perform data chats with individual students. Extended learning opportunities will be provided to those students who are not showing growth on OPMs through after-school and Saturday Academy. Lastly, interventionists will be employed to support and target students not showing growth.

Person responsible for monitoring outcome:

Christopher Shinn (cshinn@dadeschools.net)

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

Based upon the data, the school will focus on the evidenced-based strategy of Ongoing Progress Monitoring (OPM). Research has shown Ongoing Progress Monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

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

Ongoing Progress Monitoring is when teachers assess students' academic performance on a regular basis (weekly or monthly) for two purposes. The first is to determine whether students are profiting appropriately from the typical instructional program and to build more effective programs for students who benefit inadequately from typical instruction. This information will be vital for teachers for next steps in classroom 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.

August 17-September 13: The school's assessment coordinator will present to the English Language Arts and Reading department how to implement and analyze student data on the new FAST progress monitoring platform. Additionally, departments will utilize student data to revise instructional delivery timeline in order to prepare for the district's topic area tests.

Person Responsible Lisa Berkson (lberkson@dadeschools.net)

August 22- October 14: Administration will conduct walkthroughs and monitor the effectiveness of ongoing progress monitoring taking place in the classrooms. As a result, we will be able to monitor classroom instruction to ensure students are making adequate progress.

Person Responsible Eddie Medina (emedina@dadeschools.net)

August 22- October 14: Teachers will be provided with specific, targeted, and timely feedback to ensure ongoing progress monitoring is effective in the classroom. As a result, teachers will be able to reflect on their practice and make the necessary instructional adjustments to ensure student success.

Person Responsible Eddie Medina (emedina@dadeschools.net)

August 22- October 14: The administrative team will conduct department data chats with teachers in the assessed areas. Results will be analyzed from the baseline, topic tests, and FAST's Progressing Monitoring 1 to make necessary recommendations and adjustments.

Person Responsible Christopher Shinn (cshinn@dadeschools.net)

October 31- December 16: The Instructional Coach from the school's PLST will provide a schoolwide professional development on the Non-OP November 8th on using data to monitor student progress geared towards non-tested areas.

Person Responsible Lisa Berkson (lberkson@dadeschools.net)

October 31- December 16: In continuation from Phase II, the administrative team will proceed to conduct department data chats with the available data on Performance Matters. This will enable teachers and administration which students to target for after-school tutoring.

Person Responsible Christopher Shinn (cshinn@dadeschools.net)

#2. Instructional Practice specifically relating to Technology Integration**Area of Focus**

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

According to the 2021-2022 School Climate Professional Development Survey, 58% of the faculty indicated they currently do not use a Learning Management System (LMS). Additionally, survey results indicated faculty are comfortable with "Integrating Technology Integration into the classroom" as it ranked towards the bottom quartile of professional development instructional strategies. However, faculty ranked "Virtual Learning" as number 1 for attending professional development on instructional strategies. With this data, it is evident the faculty at ATM wish to gain knowledge towards implementing virtual learning instructional strategies within a learning management system.

Measurable**Outcome:**

State the

specific

measurable

outcome the

school plans

to achieve.

This should

be a data

based,

objective

outcome.

If we successfully implement Technology Integration, our faculty's integration of technology will increase to 60% of faculty scoring in Modification and/or Redefinition as illustrated in the SAMR Model in the 2022-2023 PD Past and Current PD Services Survey by June 2022.

Monitoring:

Describe how

this Area of

Focus will be

monitored for

the desired

outcome.

Technology Integration will be monitored through various facets. Administration will conduct walkthroughs and the professional learning support team (PLST) will provide ongoing sessions to ensure faculty members are supported. This will be done through weekly virtual office hours so faculty can have the tools and resources to effectively implement the LMS in the classroom. Additionally, a monthly technology survey will be sent out to faculty who may have questions or concerns they may have encountered while using the LMS. The results from the survey will be addressed at each faculty meeting.

Person

responsible

for monitoring

outcome:

Eddie Medina (emedina@dadeschools.net)

Evidence-

based

Strategy:

Describe the

evidence-

based

strategy being

implemented

for this Area

of Focus.

Within the targeted element of Technology Integration, our school will focus on the evidence-based strategy of effectively utilizing an LMS in a classroom. Research has shown how an LMS can be used to manage and deliver instructional materials and resources online, increase course engagement and interactions, as well as tracking and assessing student academic performance.

Rationale for

Evidence-

based

Technology Integration through an LMS will support the school's other academic goal of ongoing progress monitoring (OPM). Using an LMS will provide teachers a plethora of

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

reports such as an early identification of students in need of assistance and tracking data from student activity.

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.

August 2022: the school's Professional Learning Support Team (PLST) will provide professional development on technology integration through an LMS to faculty to ensure a successful transition for the new school year.

Person Responsible Victor Lambert (vlambert@dadeschools.net)

August 17- August 26: Core area departments will receive laptop carts to ensure students and teachers are utilizing technology integration within their lessons.

Person Responsible Adalys Homma (homma1@dadeschools.net)

August 29- October 14: Every Monday (holidays and planning days excluded) from 6:30 a.m. - 7:00 a.m., faculty can receive one-to-one support with questions related to Digital Innovation (i.e., LMS, gradebook, apps, technology integration in the classroom, etc.). Additionally, a monthly technology survey will be sent out to faculty to who may have questions or concerns they may have encountered while using the LMS. The results from the survey will be addressed at each faculty meeting.

Person Responsible Victor Lambert (vlambert@dadeschools.net)

August 17- October 14: Administration will conduct walkthroughs making sure faculty is implementing the LMS. Additionally, the PLST will continue to offer ongoing professional learning opportunities for effectively using LMS platforms in the classroom.

Person Responsible Christopher Shinn (cshinn@dadeschools.net)

October 31- December 16: In continuation from Phase II, the PLST's Digital Innovation Leader will survey faculty to ascertain a level of implementation of LMS in the class. The results from the survey will be addressed at faculty meetings.

Person Responsible Victor Lambert (vlambert@dadeschools.net)

October 31- December 16: The AP Coordinator and PLST's Digital Innovation Leader will pull a report on Schoology and AP Classroom to view teacher usage. This will determine which teachers need additional support.

Person Responsible Victor Lambert (vlambert@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Attendance Initiatives

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

Student attendance initiatives was identified as a critical need because during the 2021-2021 school year, we observed an increase of student absences which had an impact on student achievement outcomes. Our school's Student Attendance - Three Year Trend had nearly doubled from 7% to 14% of students absent with 31 or more days. Additionally, the percent of students that were absent 11 or more times increased from 34% in 2020-2021 to 64% in 2021-2022.

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

If we successfully implement student attendance initiatives best practices, the number of students absent 11 or more times will decrease to 40% by June 2023.

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

Student attendance initiatives will be monitored by the school's attendance committee. The attendance committee will continue to review attendance daily and monthly. The committee will look at individual students who are chronically absent and ensure their needs are met by utilizing on site resources in conjunction with community agencies. The committee will also monitor to ensure the school's attendance action plan is followed through with fidelity. The school will increase communication with parents to ensure collaboration through school and home.

Person responsible for monitoring outcome:

Christopher Shinn (cshinn@dadeschools.net)

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

Our school will approach Strategic Attendance Initiatives through close monitoring and reporting of student absences by identifying students who are chronically absent by tiering students within their appropriate intervention. Also, the school will incorporate attendance incentives by providing recognition to individual students with perfect attendance or improved attendance within the captured time frame by using non-monetary rewards.

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

In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school. In addition, there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school.

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.

August 22 - October 14: Increase attendance committee stakeholders by establishing revised roles and responsibilities for staff members responsible for following established attendance procedures as well as providing intervention and outreach support to address attendance barriers.

Person Responsible Adalys Homma (homma1@dadeschools.net)

August 22 - October 14: The school will inform families and students of information concerning the importance of attendance in relation to academic success at various points of the year.

Person Responsible Adalys Homma (homma1@dadeschools.net)

August 22 - October 14: The attendance committee will review and revise the school's tiered attendance plan to develop criteria for an attendance incentives program.

Person Responsible Adalys Homma (homma1@dadeschools.net)

August 22 - October 14: The attendance committee will provide recognition for students who exhibited perfect attendance and most improved attendance in quarter 1.

Person Responsible Adalys Homma (homma1@dadeschools.net)

October 31- December 16: Administration will recognize students with perfect attendance at the Principal's Attendance Ceremony and be provided snacks for their commitment to learning.

Person Responsible Adalys Homma (homma1@dadeschools.net)

October 31- December 16: Administration will test trial a two-minute warning bell to eliminate student tardiness.

Person Responsible Eddie Medina (emedina@dadeschools.net)

#4. Transformational Leadership specifically relating to Promoting the Morale and Performance of the Team

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

According to the 2021-2022 qualitative data from School Climate Survey, 51% of teachers disagreed that staff morale is high at our school, in comparison to 8% during the previous year's School Climate Survey, which indicates a decrease of 43 percentage points. Additionally, results from the 2021-2022 School Climate Attendance Survey, staff attendance increased 16 percentage points from 27% during the 2020-2021 to 43% for 10.5 or more absences. This data indicates that there is a critical need to increase staff morale.

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

If we successfully implement Promoting the Morale and Performance of the Team, 8% of our teachers would disagree that our staff morale is high as measured in the 2022-2023 School Climate Survey.

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

Monitoring will take place through many facets. Administration will conduct informal temperature checks as the year progresses by faculty completing a survey. The results will allow administration to garner ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills. In addition, a social committee will be created and will plan activities around the school calendar so that teachers can meet with one another and with administrators to build rapport. Lastly, every staff meeting will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered.

Person responsible for monitoring outcome:

Christopher Shinn (cshinn@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy

Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. Motivational efforts are employed regularly to ensure the morale remains high. Leaders also incorporate opportunities to elevate the team's morale during struggle or opportunities for improvement.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

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

High teacher morale is important for the overall well-being of a school. Due to this importance, maintaining teaching-staff morale should be a key focus of administrators and teachers. The professional culture of a school is one area that can be addressed when looking to improve morale. Improved morale equates to improved instruction. As well, administrators can focus on concerns related to accountability and visibly support teachers in order to improve morale.

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.

August 22-September 19: Administration will nominate four faculty members to receive the inaugural “Shark Faculty Recognition Award”

Person Responsible Christopher Shinn (cshinn@dadeschools.net)

August 22- September 20: Administration will present at the monthly faculty meeting the inaugural “Shark Faculty Recognition Awards” to selected members. Four awards will be given monthly, three passed along from teacher to teacher, and one determined by student votes.

Person Responsible Christopher Shinn (cshinn@dadeschools.net)

August 22-October 14: Weekly shout outs will take place highlighting teachers. Shout outs will be in the form of "Did you Know...?, or achievements.

Person Responsible Steven Baldizon (baldizon@dadeschools.net)

August 22-October 14: Revamp the ATM Sunshine Club to recognize special dates for faculty and staff. The ATM Sunshine Club will assist in organizing monthly bar-b-ques during lunch time as a way for faculty to connect with other departments and staff.

Person Responsible Steven Baldizon (baldizon@dadeschools.net)

October 31-December 16: Administration will host a monthly faculty luncheon for November and December to foster a positive work culture and address teacher turnover.

Person Responsible Christopher Shinn (cshinn@dadeschools.net)

November 8: The school's Professional Development Liaison and Mint Coordinator from the school's PLST will provide a schoolwide professional development called "Healthy Teachers, Happy Classrooms" to address teacher burnout by promoting teacher wellness.

Person Responsible Molly Diallo (mdiallo@dadeschools.net)

Positive Culture & Environment

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

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

In addition to upholding a supportive and inclusive environment in the classroom, the school currently boasts the SEL Committee, whose primary focus is to increase social-emotional development as well as to promote diversity and equity. The SEL Committee meets monthly with administration and the Activities Director to discuss, plan, and implement weekly and monthly schoolwide activities that promote a positive school culture and environment.

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

Although the administrative team, instructional staff, Students Services team, support personnel, and student leaders all work together to promote a positive school culture and environment, the school relies greatly on additional stakeholder groups to engender the optimal learning environment.

The school continues to foster relationships with school stakeholders such as its PTSA, EESAC members, and community partners, which include Florida International University, to secure student incentives, volunteers, and even acceleration opportunities for its students.

It additionally receives support from its Region Superintendent and North Region Administrative Staff as well as its School Board Member, Lucia Baez-Geller. It boasts a mentorship program sponsored by HoneyShine.org and Ms. Tracy Wilson Mourning and often works in tandem with The City of North Miami Police Department to monitor school safety initiatives. Recently, the school has begun to call on its alumni for mentorship and sponsorships.

More specifically, the following stakeholders lead their respective departments towards promoting a positive culture and environment at Alonzo and Tracy Mourning Sr High consist of the following:

Christopher J. Shinn, Principal,
 Eddie Medina, Assistant Principal
 Adalys Homma, Assistant Principal
 Gussie Sakowicz, Assistant Principal
 Jessica Allen, Student Services Department Chairperson
 Steven Baldizon, Student Activities Director
 Lisa Berkson, Student Assessment Coordinator
 Ellen Clark, Reading Department Chairperson
 Emily Deacon, Fine Arts Department Chairperson

Molly Diallo, Social Science Department Chairperson
Trevor Harris, Athletic Director
Victor Lambert, Mathematics Department Chairperson
Monica McKenzie, PTSA President
George Oxar, Science Department Chairperson
Joe Perez, Physical Education Department Chairperson
Michael Portnoy, ELA Department Chairperson
Juan Reyneri, ESOL Department Chairperson
Todd Rubinstein, ESE Department Chairperson
Officer Shouman, SRO