

Miami-Dade County Public Schools

Miami Sunset Senior High School



2022-23 Schoolwide Improvement Plan

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Miami Sunset Senior High School

13125 SW 72ND ST, Miami, FL 33183

<http://sunsethigh.dade.k12.fl.us/>

Demographics

Principal: John Crary

Start Date for this Principal: 2/14/2014

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)	78%
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: C (52%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Miami Sunset Senior High School

13125 SW 72ND ST, Miami, FL 33183

<http://sunsethigh.dade.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Sunset Senior High School is to provide the students with a personalized learning environment, academic rigor, innovative skills and knowledge to prepare them for challenging and rewarding careers in a global economy.

Provide the school's vision statement.

Students will acquire the knowledge to function effectively in today's technology driven world by becoming self-directed, lifelong learners that are able provide positive contributions to 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
Lux, John	Principal	Oversees the daily activities and operations within a school. Their main duties include disciplining or advising students, approving Teachers' curriculum and ensuring the school environment is safe for all students and staff members.
Gomez, Selene	Assistant Principal	Deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. Coordinate with principal and to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Munoz, Raydelin	Assistant Principal	Deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. Coordinate with principal and to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Castaing, Eric	Science Coach	Ensure that the support staff service the instructional and administrative needs of the Science Department. When necessary, chairs serve as liaison between faculty and support staff to make certain that the goals of the department are met in conjunction with the vision and mission of the school.
Martinez, Michelle	Instructional Coach	Ensure that the support staff service the instructional and administrative needs of the Social Studies Department. When necessary, chairs serve as liaison between faculty and support staff to make certain that the goals of the department are met.
Tapanes, Alina	Reading Coach	Ensure that the support staff service the instructional and administrative needs of the English/Language Arts/ Reading Department. When necessary, chairs serve as liaison between faculty and support staff to make certain that the goals of the department are met.

Demographic Information

Principal start date

Friday 2/14/2014, John Crary

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.*

34

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.*

23

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

1,063

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

4

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

2

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	258	325	275	248	1106	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	44	81	62	46	233	
One or more suspensions	0	0	0	0	0	0	0	0	0	44	64	24	10	142	
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	91	65	25	187	
Course failure in Math	0	0	0	0	0	0	0	0	0	13	52	32	16	113	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	81	117	93	0	291	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	83	122	134	2	341	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	111	145	112	67	435	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	86	149	120	20	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	14	1	0	3	18	
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	2	0	3	11	

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	353	251	254	295	1153
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	76	45	37	52	210
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	22	73	65	28	188
Course failure in Math	0	0	0	0	0	0	0	0	0	31	73	44	34	182
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	65	62	49	91	267
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	56	61	33	90	240
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	175	0	0	0	175

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	75	99	71	94	339

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	0	0	7	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	2	5	10

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	353	251	254	295	1153
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	76	45	37	52	210
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	22	73	65	28	188
Course failure in Math	0	0	0	0	0	0	0	0	0	31	73	44	34	182
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	65	62	49	91	267
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	56	61	33	90	240
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	175	0	0	0	175

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	75	99	71	94	339

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	0	0	7	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	2	5	10

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	45%	54%	51%				42%	59%	56%
ELA Learning Gains	54%						49%	54%	51%
ELA Lowest 25th Percentile	39%						48%	48%	42%
Math Achievement	34%	42%	38%				42%	54%	51%
Math Learning Gains	39%						40%	52%	48%
Math Lowest 25th Percentile	43%						32%	51%	45%
Science Achievement	44%	41%	40%				57%	68%	68%
Social Studies Achievement	80%	56%	48%				72%	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	53%	68%	-15%	67%	-14%
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	67%	71%	-4%	70%	-3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	63%	-21%	61%	-19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	39%	54%	-15%	57%	-18%

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	22	52	41	28	45	45	28	57		93	18
ELL	26	42	31	29	38	37	25	64		91	69
BLK										100	27
HSP	44	53	39	34	39	44	43	80		92	45
WHT	60	74		41	40			91		96	30
FRL	43	50	37	33	38	41	41	74		93	41
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	20	27	14	25	29	24	36	41		94	19
ELL	25	38	33	22	26	25	44	49		93	69
HSP	43	42	27	30	30	26	54	50		92	57
WHT	60	52		33	20					100	33
FRL	42	40	26	28	29	24	50	47		93	56
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	20	33	39	26	35	22	28	53		85	33
ELL	22	40	48	37	43	39	46	53		82	69
BLK	25	42		12	8	8	27			86	32
HSP	42	49	49	43	42	34	59	72		84	56
WHT	47	45		48	41		45	71		88	43
FRL	39	48	47	40	38	31	53	68		87	54

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	51
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	47
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	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	
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	64
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
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?

Several End of Course examinations have maintained at a consistent level, only varying one or two percentage points from year to year. The 2022 data for these courses include the English/Language Arts Florida State Assessment (45% proficient) and Mathematics End of Course tests (34% proficient), both for Algebra 1 and Geometry. The Biology End of Course exam (44% proficient) exhibited a steep decline. The Social Studies End of Course Exam (80% proficient) exhibited a steep increase. In regards to attendance, the ninth and tenth grade students were the subgroup with the greatest number of referrals. Those having more than two referrals were the ninth grade students. Ninth grade scores from the previous year were predicted to negatively impact not only the tenth grade scores for English Language Arts, but other subjects as well. Learning gains for English Language Arts demonstrated 54% proficient, while the lowest 25 accounted for 39% proficient. Learning gains for Mathematics demonstrated 39% proficient, while the lowest 25 accounted for 43% proficient. Attendance statistics indicate that the high rate of absences may have impacted test scores.

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

Most subject areas were below 50% in proficiency. The mathematics data for both Algebra 1 and Geometry, as well as Biology appeared to be the lowest. The United States History End of Course test demonstrated a significant increase from previous year, jumping to 80% proficient. In regards to Discipline, COVID related disruptions to in-person instruction has impacted students in Grades 9 and 10.

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

We are still facing residual effects from the global COVID-19 pandemic. Due to the pandemic, students struggled on the FSA in 2021, causing the severe drop. Actions that were implemented during the 2021-2022 school year included smaller intensive reading class sizes with the successful implementation of the READ180 program. We saw a slight increase in scores, however excessive testing for the tenth grade cohort of students may be a contributing factor.

Students may not have been self-motivated to work more independently. Consistency in learning is

important for retaining knowledge, therefore additional tutoring, such as infusion of peer to peer counseling and restructuring of scheduling will be completed.

Students who are not attending school may be lacking basic skills. As such, greater monitoring of attendance will be needed. Particularly with the upper grades, one can see that there was a lack of parental involvement. The school recently updated the school website to keep parents better informed on both school and district mandates and protocols.

In terms of discipline, there should be a focus on enforcement of school rules and regulations, such as adherence to dress code and the wearing of IDs. The school's actions to address these needs for improvement include to update the student dress code to increase adherence.

Administration will encourage teachers to attend professional development on student engagement activities. The school will increase student related activities to encourage increased participation, such as spirit weeks and attending sporting events.

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

The English/Language Arts Florida State Assessment scores have demonstrated a consistent increase from the previous two years, both for Grade 9, as well as Grade 10. The United States History End of Course test demonstrated a significant increase from previous years, garnering 80% proficiency, scoring above the district and state average.

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

Teachers instilled the expectation to perform, as the Florida State Assessment in English Language Arts is a requirement for high school graduation. Teachers followed the pacing guide, set up consistent reinforcement strategies, such as, journal writing, engaging students in collaborative spaces like breakout rooms, and monitored progress consistently. More support was given to at-risk students. For example, those who were failing, had their parents contacted, and were provided opportunities to make up assignments and attend after school tutoring, to help reinforce learning. Technology programs helped, as well. Particularly with the upper grades, one can see that there was a lack of parental involvement. New actions that the school has undertaken this year is the inclusion of a full time Literacy Coach, who will provide additional instruction and support to the English Language Arts teachers in all grade levels. The school will also initiate after school tutoring sessions. Students who have yet to meet a passing score on the FSA - ELA Grade 10 will have the opportunity to earn a concordant score with the ACT and SAT School Day administration, as well as participate in the ACT Mastery Prep Bootcamp.

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

Strategies that the school will look to implement include, but are not limited to the use of interventionist with small group or differentiated instruction. The school will also extend learning opportunities, such as tutoring and ways of involving parents in order to address attendance issues. Additionally, the school will look at providing alternative assessments for students who need to retake a test, as well as provide incentives to those students to demonstrate mastery of skills. The implementation of online assessment platforms, such as Edgenuity and Common Lit, can provide reinforcement of curricular content. Teaching students to self-monitor (metacognition) will help them feel accountable, especially using Performance Matters for progress monitoring, as well as, data chats to keep them involved. Journal writing, explaining a math equation or a concept or theory, in other subjects, will incorporate cross curricular planning.

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

The professional development opportunities that will be provided at the school to support teachers and leaders will include but not limited to classroom management strategies and using Performance Matters to maximize progress monitoring. Other professional development will focus on ways to increase parental involvement

The school will provide opportunities for collaboration among teachers and administrators regularly to help maintain consistent results and growth. Teachers can engage in Sharing Best Practices to increase student engagement and participation.

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

Faculty and staff need additional time for school based committees to address what types of incentives can be used with all stakeholders. Additionally, cross-curriculum collaboration will support student engagement and motivation in order to generate "buy-in" for students and parents as well. Extended learning opportunities should be provided, such as offering subject area tutoring and end of course boot-camps for review.

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 Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The last couple of years, we have implemented Data Driven Instruction across the English Language Arts courses, with the support of our Instructional Coach engaging in push-in and pull-out support. This strategy has yielded positive results in our ELA FSA scores. We believe that implementing Data Driven Instruction will translate to similar results across our science classes, specifically Biology.</p> <p>Based on the data review of the 2022 Biology EOC, 44% of students demonstrated proficiency, therefore, our school will implement the Targeted Element of Data Driven Instruction. We selected the overarching area of Biology, based on our findings that demonstrated a sustained decrease when compared to previous administrations of the Biology End of Course exam. As we are not meeting the needs of all learners, we must improve our ability to support, through differentiation and standards based collaborative planning, in order to provide scaffolding to move these students toward proficiency.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement Data Driven Instruction, comparing results from 2022 Biology Mid-Year Assessments to 2023 Mid-Year Assessments, there will be an improvement of two percentage points in student scores. By the end of the first quarter, teachers will be able to use the data from Baseline Assessments to identify the Lowest 25 percentile subgroup in order to implement Differentiated Instruction. If we successfully implement Data Driven Instruction, then our learning gains will increase by a minimum of 10 percentage points as evidenced by the 2023 State Assessments in the areas of science.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Leadership Team will facilitate the use of collaborative planning within departments on a monthly basis among teachers of the same subject area. Cross-curricular collaborative planning will be strongly encouraged among teachers of the same grade level. Administrators will review bi-weekly lesson planning to ensure that teachers are following the district pacing guides.</p>
Person responsible for monitoring outcome:	<p>John Lux (johnclux@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Within the Targeted Element of Standards Aligned Instruction, our school will focus on the evidence-based strategy of Data Driven Instruction. Data driven instruction will assist in accelerating the learning gains of our Lowest 25% students as it is a systematic approach of instruction to meet the students' needs. Data driven instruction will be monitored through the use of data trackers, such as Topic Assessments to drive instructional practice.</p>

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.**

Five years ago, we began homogenously grouping our level 1 and 2 students in Mathematics, Algebra 1. Using our Master schedule, we created Algebra A/B sessions, to provide students with additional contact hours in mathematics. In doing so, we saw positive results in our Algebra scores. We then began homogenously grouping our English Language Arts students. Again, using the master schedule, we ensured that our Level 1 and 2 students were enrolled in Intensive Reading and English Language Arts, to increase contact hours in English Language Arts skills and strategies. Seeing that our biology scores have become stagnant, we have decided to implement this strategy with science, to increase the rigor in our biology classes.

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.

From August 22 through October 14th, the School Leadership Team will use the data point of FSA English Language Arts scores from 21-22 school year to identify all 10th grade students who scored a Level 1 and 2 on the FSA ELA exam. Working with the master schedule, the students will be homogenously grouped in science courses, as it has been done in years past with English Language Arts and Algebra 1 courses.

Person Responsible Raydelin Munoz (raymunoz@dadeschools.net)

From August 22 through October 14th, Administration will provide departmental data to teachers through the preliminary data chat, looking at past data, such as the 2022 state assessments results, teachers will review the data in order to identify their subgroups to begin Data Driven Instruction, on a quarterly basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, Administration will meet with Science Department Chairperson and the Literacy Coach to ensure additional tiers of support will be provided, in conjunction with the push-in and pull-out tutoring with the Reading Coach, assisting in cross-curricular infusion on a bi-weekly basis.

Person Responsible Eric Castaing (273521@dadeschools.net)

From August 22 through October 14th, Teachers will be encouraged to attend professional development, specifically targeting content and pacing, as well as the inclusion of a variety of technology-based assessment platforms, including but not limited to Gizmos, EdPuzzle, and Edgenuity, on a bi-weekly basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From October 31- December 16, 2022, teachers will be encouraged to infuse writing across the curriculum, especially among grades 9 and 10. The Literacy Coach will continue to work in tandem with the Science Department Chair to facilitate lesson modeling in the classrooms.

Person Responsible Raydelin Munoz (raymunoz@dadeschools.net)

From October 31- December 16, 2022, Administration will seek out interested teachers to begin after school tutoring in Biology, ahead of the Mid Year Assessment. Teachers will identify students, based on Topic Test performance, and encourage those students to attend tutoring.

Person Responsible Raydelin Munoz (raymunoz@dadeschools.net)

#2. Instructional Practice specifically relating to Math**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 Targeted Element of Standards Aligned Instruction. We selected the overarching area of Math, which demonstrated only 34% proficient on the 2022 EOCs. Based on our findings Math scores, while making a slight recovery from the 20-21 assessment data, the proficiency scores are still less than scores from 2019 EOC data. There was a significant decrease in Math, specifically in Geometry. As we are not meeting the needs of all learners, we must improve our ability to enhance student engagement, through differentiation and standards based collaborative planning, to provide scaffolding to move these students toward proficiency.

Measurable**Outcome:**

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

If we successfully implement Standards Aligned Instruction, comparing results from 2022 Fall Topic Assessments to 2021 Fall Topic Assessments, there will be an improvement of two percentage points in student scores. By the end of the first quarter, teachers will be able to use the data from the Topic Tests in Performance Matters to identify the Lowest 25% subgroup in order to implement Differentiated Instruction. If we successfully implement Standards Aligned Instruction, then our Lowest 25% students will increase by a minimum of 10 percentage points as evidenced by the 2023 State Assessments.

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

The Leadership Team will conduct regular walkthroughs to ensure quality instruction is taking place. Data chats at the semester, to adjust groups based on current data in real time, and follow-up with data analysis of formative assessments of lowest 25% students will be reviewed monthly to observe progress. Teachers will share best practices at bi-monthly department meetings. Extended learning opportunities will be offered to these students.

Person responsible for monitoring outcome:

John Lux (johnclux@dadeschools.net)

Evidence-based

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

Within the Targeted Element of Standards Aligned Instruction, our school will focus on the evidence-based strategy of Differentiated Instruction, which will assist in accelerating the learning gains of our Lowest 25% students as it is a systematic approach of instruction to meet the students' needs. Differentiated instruction will be monitored through the use of data trackers, such as Topic Assessments to drive instructional practice.

Rationale for Evidence-based

Differentiated instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually

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

make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

From August 22 through October 14th, Administration will provide departmental data to teachers through the preliminary data chat, looking at past data, such as the 2022 state assessments, in order to identify which students will benefit from additional supports, both during class time and after school on a quarterly basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, Administration will meet with Math Department Chairperson and the Geometry Teachers to encourage the teachers' participation in completing the Topic Tests as part of their regular classroom instruction on a monthly basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, the Math Department Chair will meet with the School Assessment Coordinator to schedule adequate times in the computer labs, or using student devices, in order to administer the district Topic Tests for Geometry on a monthly basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, Geometry teachers will review the data from the Topic Tests in order to identify their subgroups to begin Differentiated Instruction on a bi-weekly basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From October 31- December 16, 2022, teachers will be encouraged to infuse writing across the curriculum, especially among grades 9 and 10. The Literacy Coach will continue to work in tandem with the Math Department Chair to facilitate lesson modeling in the classrooms.

Person Responsible Raydelin Munoz (raymunoz@dadeschools.net)

From October 31- December 16, 2022, Administration will seek out interested teachers to begin after school tutoring in Algebra 1 and Geometry ahead of the Mid Year Assessments. Teachers will identify students, based on Topic Test performance, and encourage those students to attend tutoring.

Person Responsible Raydelin Munoz (raymunoz@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Discipline**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 PD Needs Assessment Survey, Continuous Improvement Reflection, and the School Climate Survey, the School Leadership Team has decided to focus on sustainable discipline practices, using a tiered approach and based on the Code of Student Conduct to improve overall school climate through a focus on discipline, setting high expectations for rigor and relevance.

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

Because the data from the School Climate Survey demonstrated a need for disciplinary support, the school leadership team will be implementing a more concise discipline plan. In turn, we will see a decrease in the volume of referrals, across all grade levels, but especially among the underclassmen by 5 percentage points. If practices are implemented with fidelity, we will see an overall improvement in school wide culture.

Monitoring:

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

The area of focus of Positive Culture and Environment, specifically relating to Discipline will be monitored through the use of SCSI Reports and Detention Logs to reach our desired outcome.

Person responsible for monitoring outcome:

John Lux (johnclux@dadeschools.net)

Evidence-based**Strategy:**

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

The school leadership team will implement the evidence-based strategy of data chats for this area of focus. The school administration will meet regularly with stakeholders to review implementation of strategies are being completed with fidelity.

Rationale for Evidence-based Strategy:

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

Open conversations with faculty and staff have led to the desire to revamp the discipline approach in the building, and set rigorous and relevant expectations of student behavior.

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.

From August 22 through October 14th, the School Leadership Team will review the code of student conduct and create a tiered system of progressive discipline to be shared with faculty and staff on a quarterly basis.

Person Responsible

John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, with coordination of the Security Monitors and the SCSI teacher, hall sweeps will be conducted to address concerns such as tardies and uniform violations, on a daily basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, with coordination of the Security Monitors and the SCSI teacher, institute the use of lunch time detentions to deter discipline issues that are classroom based problems, such as tardies and uniform violations, on a weekly basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, with coordination with the Activities and Athletic Departments, the School Leadership Team will implement a system of positive reinforcement to reward students on a quarterly basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From October 31- December 16, 2022, Administration will adjust the Student Progressive Discipline Plan to increase the number of warnings from three to five, in terms of Dress Code and Tardy violations. Administration will also increase the use of Hall Sweeps as an enforcement of the school's and district's policies.

Person Responsible John Lux (johnclux@dadeschools.net)

From October 31- December 16, 2022, Administration will seek faculty support in the implementation of Alternative to Suspension model, in the way of Saturday detentions, as lunch time detentions have not begun, as there was no clear implementation system established.

Person Responsible John Lux (johnclux@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development**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 2022 qualitative data from the School Climate Survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building didn't feel that they had any voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

Measurable**Outcome:**

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

By the end of the first quarter, teachers will have chosen which school committee they will belong to. These school committees will meet and present to the faculty what projects they are working towards in our school-wide initiatives. If we successfully implement the Instructional Leadership Team, our teachers will be provided the opportunity to constitute to school-wide decisions through monthly meetings. This will be realized through teachers participation in the logistical elements of meetings, presenting ideas to solve issues that arise. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.

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

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person responsible for monitoring outcome:

John Lux (johnclux@dadeschools.net)

Evidence-based

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision-making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the Leadership Team on a quarterly basis to ensure we are the right track to meeting the above outcome.

Rationale for Evidence-based Strategy: Explain the rationale for

Involving staff will assist in integrating the talents of teachers within the building to carry out the vision, mission and problem solve. Through this process, the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

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.

From August 22 through October 14th, the Leadership Team will identify eight committee topics which pertain to school-wide initiatives, including but not limited to Discipline, Attendance, Testing, and Professional Development. These committees will meet bi-monthly throughout the school year.

Person Responsible John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, teachers choose from among the eight committees, which one they would like to actively participate in. Among the committees, a spokesperson/leader will be selected to meet with the Leadership Team, which will take place on a quarterly basis.

Person Responsible John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, committees will meet bi-monthly to plan action steps and share best practices that will be needed to address their committee's specific topic.

Person Responsible John Lux (johnclux@dadeschools.net)

From August 22 through October 14th, committees will share at the monthly General Faculty Meetings their progress and Action Plan.

Person Responsible John Lux (johnclux@dadeschools.net)

From October 31- December 16, 2022, Administration will adjust the number of committees for teachers to engage in from eight to four. Teachers may be assigned to a committee, to ensure inclusivity of these committees. There will be a Team Building activity for these committees to complete through our school-based Professional Development on November 8th.

Person Responsible [no one identified]

From October 31- December 16, 2022, Administration will increase communication, with a focus on transparency, by way of an updated school website, and inclusion of communication via Schoology.

Person Responsible [no one identified]

Positive Culture & Environment

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

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

Our strengths within School Culture are in Maintaining a Healthy and Safe School Environment. According to the School Climate Survey, faculty and staff, as well as the students responded positively regarding school cleanliness and safety, rating highly that principal does a good job at running the school. This is impactful as teachers and students who feel they have a supportive and effective administration has a direct correlation to promoting a positive school culture.

Although our strength is our school culture, we have found an area of weakness within our staff morale. While faculty and staff members responded positively towards working at our school site, there is a consensus among the staff that does not find the morale in the building to be high. This is impactful as teachers who do not portray a climate of positivity has a direct correlation to student morale and school spirit, impacting our school culture.

The School Leadership Team is planning on infusing School Culture in all aspects for the coming school year. Staff will be provided opportunities to take part in team building activities and networking seminars. We will also ensure information is disseminated to all stakeholder using a Monthly Calendar and our School Website.

While students responded positively towards feeling their teachers are friendly and easy to talk to, they do not find them to care about them as individuals. This is impactful as teachers who do not portray a caring nature has a direct correlation to student social emotional learning, impacting both school culture and academic programs.

Teachers will work on cultivating classrooms that are highly captivating and foster the highest level of engagement and learning. The school will work closely with the PTSA to create experiences throughout the year to connect with parents and families and confirm they have necessary information to support their children.

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

The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building and morale boosting activities with the support of the Activities Director.

The Assistant Principals will monitor the academic programs and assist in ensuring all information is shared with stakeholders in a timely manner.

Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders.

Using a Community Involvement Specialist, the counselors, and other support staff, the school will facilitate the parent contact for those students with excessive absences.

All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.