

Miami-Dade County Public Schools

# Secondary Student Success Center 802



2022-23 Ungraded Schoolwide  
Improvement Plan

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## Secondary Student Success Center 802

750 NW 20TH ST, Miami, FL 33127

outreach.dadeschools.net

### Demographics

Principal: Alberto Iber

Start Date for this Principal: 7/1/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

To foster relationships with community partners in order to provide wrap-around services to successfully meet the diverse needs of Educational Alternative Outreach Program (EAOP) students.

#### **Provide the school's vision statement.**

We strive to foster relationships with community partners through innovation, opportunity and access to assist with eradicating the school to jail house pipeline, which is prevalent in our communities

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

The Lindsey Hopkins Technical College Student Success Center (S3C) program provides a blended learning model of small group instruction in Reading, Mathematics, Social Studies, and Science coupled with individualized computer-based credit recovery instruction for at-risk middle school students. The program services between fifty to seventy students each year, with a strong focus on middle school promotion and College and Career Readiness skills. Each student works on an individualized performance-based program to complete his/her middle school courses. Student subgroup information is representative of 69% Black, 31% Hispanic, 13% ESE, and 13% ESOL.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Iber, Alberto	Principal	Provide instructional leadership to faculty and staff to promote academic excellence, foster collaboration to support a positive school climate, and coordinate all school resources to ensure all stakeholders are equipped with the means to deliver quality educational programs to our students.
Alonso, Nadeshka		Provide guidance and support in the administration of statewide test.
Townslly, Marshonda	School Counselor	The Guidance counselor assists school personnel, parents, and students with relevant educational and personal/social goals and develop and implement effective programs for all students while functioning as a member of a school's multidisciplinary team. The school counselor provides leadership in the school through the implementation of a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development.
Bencosme, Aura	Psychologist	The Educational Alternative Outreach Program school psychologist functions as a member of the total educational team. The psychologist brings to the team specialized knowledge and skills related to learning processes, techniques of assessment of learning and social adjustment, research design, and modification of behaviors.
Perez de Ayllon, Nidia	ELL Compliance Specialist	The ELL Compliance Specialist provides comprehensive support to students by ensuring compliance with ELL guidelines and that appropriate instruction is provided to ELL Learners.
Cabell, Ben	Attendance/Social Work	Provide comprehensive school social work services to parents, students and school staff, addressing barriers that limit a student from receiving full benefit from their educational experience. The school social worker will also address attendance concerns and respond to referrals from school administration, teachers, and others by providing direct services and by assisting families in accessing appropriate community resources.
Lopez-Perez, Vivienne	Staffing Specialist	Serves as the Local Education Agency (LEA) representative for the school.
Waters, Sabrina	SAC Member	Assist the school in the development and implementation of the School Improvement Plan.

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Alejandro	Instructional Technology	The school's information technology specialist coordinates, organizes, and facilitates the effective utilization of administrative and instructional technology and administrative applications within the total school environment to enhance student achievement.
Hope, Tarvaneisha	Assistant Principal	Assist the Principal in providing instructional leadership to faculty and staff to promote academic excellence, foster collaboration, support a positive school climate, and coordinate all school resources to ensure all stakeholders are equipped with the means to deliver quality educational programs to our students.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

**Demographic Information**

**Principal start date**

Friday 7/1/2022, Alberto Iber

**Total number of students enrolled at the school.**

16

**Total number of teacher positions allocated to the school.**

2

**Number of teachers with professional teaching certificates?**

2

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

0

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

0

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

0

**Demographic Data**

**Early Warning Systems**

**2022-23**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0

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

**Date this data was collected or last updated**

Tuesday 3/14/2023

**2021-22 - Updated**

**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	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	

Students with two or more indicators 0 0 0 0 0 0 0 0 0 0 0 0 0

**The number of students identified as retainees:**

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 0 0 0 0 0 0 0 0 0 0 0 0 0

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

**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%	51%					59%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								48%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								51%	45%
Science Achievement		41%	40%					68%	68%
Social Studies Achievement		56%	48%					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
06	2022					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	17%	40%	-23%	46%	-29%
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	0%	73%	-73%	71%	-71%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

**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
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
FRL	10			40							
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

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

**Subgroup Data**

**Part III: Planning for Improvement**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

According to the 2022 FSA data student Learning Gains increased in ELA from 64 to 92 percentage points which represents an increase of 28 percentage points from the the previous year. FSA Math increased 73 to 100 percentage points representing a 27 percentage points. Progress monitoring tools in place in both areas were i-Ready Diagnostic Test AP1 in Fall, AP2 in winter, i-Ready weekly data reports, district writing assessment, course work assessments, coaching model, differentiated instruction, and small group instruction contributed to this improved score.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The most improvement was ELA gains. An improvement of 28 points was achieved in this area from 64 to 92 percentage points during the 2022 ELA FSA assessment. During the year new actions were implemented to assist teachers with data disaggregation, and data chats were held with teachers, students, and administration to help plan for effective instruction.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

The greatest need of improvement is increasing the percentage of student participation during the 2023 FAST PM3 assessment. This area is problematic because during 2022 FSA Assessments the percentage of student participation decreased 14 percentage points from 97 to 83 percent. Although 83 percentage exceeds the states 80 percentage participation requirement it remains a concern. Administrators and teachers monitor daily testing participation during testing window to monitor student performance and respond systematically and provide intervention.

**What trends emerge across grade levels, subgroups and core content areas?**

Trends that emerge based on FSA and i-Ready monitoring data, are students have difficulty in answering multiple part questions and they struggle with comprehension and the integration of ideas.

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

Students experience substantial academic difficulties, as most students are 2 to 3 years behind their academic peers. To improve learning outcomes, small group/individualized instruction, checks for understanding; data-driven instruction (i-Ready) and ongoing progress monitoring will be used to accelerate learning. Additionally, providing students with one-on-one tutoring (as some students require even more intensive, individualized instruction) implemented with fidelity.

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

Professional development opportunities for teachers and leaders will include i-Ready, the new state testing platform Florida Assessment of Student (FAST), trainings to help address historic academic gaps, and effective utilization of Progress Monitoring Data Review (PMDR).

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

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

Based on the FSA Spring 2022 data, we will increase the percentage of students making learning gains in ELA from 92 percentage points to 100 percentage points to demonstrate mastery for all students on the FAST PM3 assessment.

**Measurable Outcome:**

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

To improve the percentage of students making ELA learning gains from 92% in 2022 to 100% during the FAST ELA 2023 assessment.

**Monitoring:**

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

On-going progress monitoring will occur by school administrators and instructional Reading Coach. Including data disaggregation and data chats with teachers to drive instructional decisions, walkthroughs, teacher feedback, collaborative conversations, data chats, and examining student work folder to ensure sustainable results.

**Person responsible for monitoring outcome:**

Alberto Iber (albertoiber@dadeschools.net)

**Evidence-based Strategy:**

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

The Reaching Coach will share best practice strategies with ELA teachers to implement with students to increase student achievement.

**Rationale for Evidence-based Strategy:**

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

Support will be provided to teachers to aid with infusing standards-based 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.

Teachers will conduct data chats an ongoing progress monitoring after administration of FAST PM1, PM2, iReady AP1, AP2, and district-based assessments to empower students to track their academic performance and growth.

**Person Responsible**

Alberto Iber (albertoiber@dadeschools.net)

Instructional coaches will conduct professional development iReady best practices, data disaggregation, and progress monitoring techniques.

**Person Responsible**

Alberto Iber (albertoiber@dadeschools.net)

The administrative team will review the professional development presentation developed by the instructional coaches as well as observe the delivery of the professional development. Evidence collected will be the sign-In sheet and professional development materials (agenda, participant handouts).

**Person Responsible**

Alberto Iber (albertoiber@dadeschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**#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 FSA Spring 2022 data, this area was identified in order to sustain 100% learning gains in math during the 2023 FAST PM3 math assessment. Also, math showed an increase of 27 percentage points from the previous year from 73 -100%.

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

To sustain 100% math learning gains from the FSA Spring 2022 math assessment and the 2023 FAST PM3 assessment.

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

On-going progress monitoring will occur by school administrators and math coach. Including data disaggregation and data chats with teachers to drive instructional decisions, consistent instructional walkthroughs, teacher feedback, and the implementation of school-wide initiatives and classroom activities that ensure focus on sustainable results.

**Person responsible for monitoring outcome:**

Alberto Iber (albertoiber@dadeschools.net)

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

Evidence based strategies utilized to increase student achievement and support classroom teachers and math interventionist include using B.E.S.T standards for mathematics, the coaching cycle, and best practices in mathematics instruction.

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

The selected strategies and resources align with state standards and have proven to be effective.

**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.

Teachers will conduct data chats an ongoing progress monitoring after administration of FAST PM1, PM2, iReady AP1, AP2, and district-based assessments to empower students to track their academic performance and growth.

**Person Responsible** Alberto Iber (albertoiber@dadeschools.net)

Administration will meet with teachers and instructional coaches to analyze assessment data, discuss classroom observations and review coaching support logs to ensure a clear alignment with instructional support to the implementation of data chats and progress being made toward the improvement of student achievement.

**Person Responsible** Alberto Iber (albertoiber@dadeschools.net)

Teachers will conduct data chats with students after classroom and district-based assessments to empower students to track their academic performance and growth.

**Person Responsible** Alberto Iber (albertoiber@dadeschools.net)

Administration will meet with teachers and instructional coaches to analyze assessment data, discuss classroom observations and review coaching support logs to ensure a clear alignment with instructional support to the implementation of data chats and progress being made toward the improvement of student achievement.

**Person Responsible**

Alberto Iber (albertoiber@dadeschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**RAISE**

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

**Area of Focus Description and Rationale**

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

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

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

N/A

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

N/A

**Measurable Outcomes:**

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

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

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

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

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

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

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

N/A



**Rationale for Evidence-based Practices/Programs:**

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

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

N/A

**Action Steps to Implement:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step**

**Person Responsible for Monitoring**

N/A

**Positive Culture & Environment**

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Other

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Data will be collected and analyzed in throughout the school year as evidenced by sign in sheets, verbal feedback, survey, data reports...etc. to gauge the effectiveness of Positive Culture and Environment initiatives. Some meetings and activities to involve all stakeholders are as follows:

- Conduct parent/student interviews during registration
- Facilitate Title I Annual Meeting/Open House
- Collaborate the development of School Compacts and PFEP plans with parents' input
- Host EESAC meetings
- Provide Parent Resource Center
- Communicate with parents regularly
- Provide student monthly progress report

Provide parents with option of receiving weekly progress report by email  
 Invite parents/stakeholders to Parent Academy workshops  
 School Climate Survey  
 Discipline Data  
 Truancy Meetings  
 Counseling Logs  
 Career and Education Planning

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Information will be communicated at the Opening of School Meeting, EESAC meetings, student orientations, faculty meetings, Annual Title I Meeting, Connect-Ed, truancy meetings, public notices, letters, and flyers.

**Describe how implementation will be progress monitored.**

Quarterly

**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.

Action Step	Person Responsible for Monitoring
Conduct meetings and activities with stakeholders (students, parents, staff, community members) throughout school year. Items will be reviewed quarterly by key individuals.  Mr. Alberto Iber, Principal Tarvaneisha Hope, Assistant Principal Ms. Angela Toombs, Teacher Mr. Esther Wilson, Teacher Mrs. Marshonda Townsley, Guidance Counselor Ben Cabell, Social Worker	Iber, Alberto, albertoiber@dadeschools.net