

Miami-Dade County Public Schools

Miami Springs Senior High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Miami Springs Senior High School

751 DOVE AVE, Miami Springs, FL 33166

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

Demographics

Principal: Nelson Gonzalez L

Start Date for this Principal: 6/14/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
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: B (57%) 2020-21: (42%) 2018-19: B (55%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Springs Senior High School is to encourage students to become lifelong learners and to build successful lives in a rapidly changing global community by providing excellence in academics. It is the goal of Miami Springs Senior High School to promote high academic achievements and assist students in developing a post graduation plan. We afford students with the opportunity to take on new challenges, be risk-takers, explore career paths and promote autonomy.

Provide the school's vision statement.

The vision of Miami Springs Senior High School is to empower our students to lead lives of purpose and merit by encouraging social awareness and global responsibility.

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
Gonzalez, Nelson	Principal	Provides guidance and support for the administrative team, instructional team and staff in all aspects of school curriculum, safety, security and maintenance.
Robinson, Felicia	Assistant Principal	Assists the Principal in providing guidance and support for the administrative team, instructional team and staff in all aspects of school curriculum. Oversees the implementation of academic programs and school-wide activities.
Ceballos, Isel	Administrative Support	English Language Arts Department Chairperson and English Language Arts Instructional Leader - provides guidance, support and training for English Language Arts Reading teachers and assists in the development of the School Improvement Plan Ms. Ceballos oversees the ELA/Reading Department. She also is a member of the PLST team.
Develasco, Carolina	Administrative Support	Provides ESE support/assist in planning, implementing program policies, researching and gathering resources, and communicating with various stakeholders. Ms. Develasco oversees the ESE Department and assists in the development of the School Improvement Plan.
Iribar, Lazaro	Administrative Support	Mr. Iribar serves as the Chairperson for English Language Learners Department - provides guidance, support and training for English Language Learner teachers and assists in the development of the School Improvement Plan.
Leal, Irma	Administrative Support	Ms. Leal oversees the Foreign Language Department
Mills, Corina	Administrative Support	Develops and carries out the Student Services Plan to address the academics/grad requirements, social-emotional needs of students, works with agencies to provide mental health services and assists/supports parents and students with mental health services needs. Ms. Mills oversees the Student Services Department and provides assistance in the development of the School Improvement Plan.
Perez, Wifredo	Administrative Support	Mr. Perez oversees the Physical Education Department. He also is the business manager and gradebook manager.

Name	Position Title	Job Duties and Responsibilities
Perez, Silvia	Other	Professional Development Liaison Provides Professional Development opportunities based on the needs assessment survey to enrich Professional/Personal career goals.
Villanueva , Miguelina	Administrative Support	Social Science Department Chairperson and Social Science teacher - provides guidance, support and training for Social Science teachers and assists in the development of the School Improvement Plan. Ms. Villanueva oversees the Social Studies Department.
Garcia, Tamara	Administrative Support	Administrative Support - provides guidance and support to students, assists in the development of the school discipline plan with staff and students to ensure compliance with the Code of Student Conduct. Assists with the development of the School Improvement Plan and serves as the School Assessment Coordinator for FSA/EOC
Suarez, Liliana	Assistant Principal	Assists the Principal in providing guidance and support for the administrative team, instructional team and staff in all aspects of school curriculum and operational functions of the institution.

Demographic Information

Principal start date

Tuesday 6/14/2022, Nelson Gonzalez L

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.*

27

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.*

32

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

1,008

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

12

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

11

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	231	258	245	19	753
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	15	29	1	53
Course failure in Math	0	0	0	0	0	0	0	0	0	32	44	39	1	116
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	82	101	0	0	183
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	75	74	4	0	153
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	88	104	90	1	283

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	90	67	71	23	251

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	0	10	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	4	0	8	16

Date this data was collected or last updated

Friday 8/19/2022

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	218	268	282	311	1079
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	71	90	78	11	250
One or more suspensions	0	0	0	0	0	0	0	0	0	12	12	11	1	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	31	56	3	119
Course failure in Math	0	0	0	0	0	0	0	0	0	61	76	53	4	194
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	59	82	80	105	326
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	63	94	82	95	334
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	117	0	0	0	117

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	77	129	117	138	461

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	2	0	0	8	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	7	7	17

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	218	268	282	311	1079
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	71	90	78	11	250
One or more suspensions	0	0	0	0	0	0	0	0	0	12	12	11	1	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	31	56	3	119
Course failure in Math	0	0	0	0	0	0	0	0	0	61	76	53	4	194
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	59	82	80	105	326
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	63	94	82	95	334
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	117	0	0	0	117

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	77	129	117	138	461

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	2	0	0	8	10	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	7	7	17	

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	37%			39%			47%	59%	56%
ELA Learning Gains	59%			38%			49%	54%	51%
ELA Lowest 25th Percentile	53%			17%			35%	48%	42%
Math Achievement	39%			17%			37%	54%	51%
Math Learning Gains	63%			27%			49%	52%	48%
Math Lowest 25th Percentile	70%			41%			50%	51%	45%
Science Achievement	38%			36%			58%	68%	68%
Social Studies Achievement	58%			54%			83%	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	56%	68%	-12%	67%	-11%
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	87%	71%	16%	70%	17%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	63%	-19%	61%	-17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	54%	-24%	57%	-27%

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	16	48	52	22	54	44	19	36		97	39
ELL	18	50	47	33	59	73	33	23		83	58
BLK	23	62	59	31	57	50	29	48		97	31
HSP	40	60	53	41	65	78	40	60		89	60
WHT	42	36		27						89	69
FRL	35	59	53	38	63	68	39	56		90	55
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	18	23	11	16	35	52	22	47		73	26
ELL	20	30	10	17	37	49	23	26		83	58
BLK	22	23	21	13	18	31	26	39		88	33
HSP	42	42	17	18	31	47	38	55		91	62

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
WHT	50	31								100	85
FRL	35	35	15	17	28	39	35	53		93	59
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	25	31	21	17	40	45	28	31		89	28
ELL	20	43	43	28	46	47	43	68		78	72
BLK	39	41	17	33	48	45	59	64		76	35
HSP	47	50	39	38	50	52	58	84		85	57
WHT	71	58		29	37					88	67
FRL	45	47	35	36	48	47	57	81		84	55

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	56
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	48
Total Points Earned for the Federal Index	613
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	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	49
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	58
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
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
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	53
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	55
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?

A review of the 2022 FSA data indicates the following findings:

1. There was a decrease in performance data in English Language Arts achievement of 2 percentage points from 39% in 2021 to 37% in 2022.
2. There was an increase in performance data in English Language Arts learning gains of 21 percentage points from 38% in 2021 to 59% in 2022.
3. There was an increase in performance data in English Language Arts lowest quartile of 36 percentage points from 17% in 2021 to 53% in 2022.
4. There was an increase in performance data in Mathematics achievement of 22 percentage points from 17% in 2021 to 39% in 2022.
5. There was an increase in performance data in Mathematics learning gains of 36 percentage points from 27% in 2021 to 63% in 2022.
6. There was an increase in performance data in Mathematics lowest quartile of 21 percentage points from 41% in 2021 to 70% in 2022.
7. There was an increase in performance data in Science achievement of 2 percentage points from 36% in 2021 to 38% in 2022.

Upon further analyzing the data, the greatest need for improvement is in ELA Achievement, although they made learning gains, the overall achievement still remains fragile. Additionally, the white subgroup decreased in ELA Achievement by 21 percentage points.

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

The 2022 data results are consistent with the 2021 data results. Although there was an overall increase in learning gains and gains made by the lowest quartile in the 2022 FSA ELA assessment results, schoolwide ELA proficiency results indicate a difference of 24 percentage points below the district average. In addition, there was a 2 percentage point decrease for grades 9-12 in ELA achievement as compared to the 2021 data findings.

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

2022 Data Findings:

For the past six years, we have been focused on an ever growing student population and the establishment of Cambridge programs. With this growth in our student population has come a shift in our student demographics to include more ELL students and recently exited level 5 ELL students. Initiatives to meet the needs of these students have been created and implemented over the last several years with varying levels of success. Strategies such as targeted instruction and language support have proven successful with this subgroup however we will continue to find new strategies that will benefit this growing population.

2022 Data Findings:

Due to the implementation of instructional action steps in 2021, we have noted significant growth/ learning gains across the board in English Language Arts and Math. This finding will result in the

continued implementation of differentiated instruction, language support, and standard aligned instructional practices.

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

The data component that showed the most improvement between 2021 and 2022 was mathematics learning gains with an improvement of 36 percentage points. Although there were multiple areas of improvement, when comparing the 2021 Geometry EOC results to the 2022 Geometry EOC findings, the number of students demonstrating proficiency increased by 21.78 percentage points.

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

With proficiency scores significantly higher than the District average, it is important to find innovative ways to increase student performance. During the 2022 school year, we focused on increasing hands-on lab activities to improve student retention of science facts and increase student engagement. Additionally, focusing on differentiated instruction, language support and standards aligned instruction contributed to overall increases in student achievement.

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

The following strategies will be implemented to accelerate learning: Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities.

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.

Professional development opportunities focusing on the utilization of the Performance Matters platform will be offered. The format of the professional development will be small group by discipline and grade level to target specific teacher needs.

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

Based on the 2021-2022 Early Warning System, there are 139 students with substantial deficiencies in reading with the bulk of the students in grades 9 (56) and 11 (80). Understanding the impact of literacy across the curriculum, there will be a focus on analyzing ELA data to identify students who would benefit from more specific instruction. Teachers will be part of the process by assisting with the identification of students, helping establish protocols for providing differentiated instruction, and maintaining an active role in monitoring students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to building staff morale.**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 Staff Climate Survey, 50% of the staff disagreed with the statement "Staff morale is high at my school". Additionally, 73% of the staff agreed with the statement "I frequently feel overloaded and overwhelmed at my job". This data further supports the amount of staff absences in the school. According to the Three Year Staff Attendance Data Report, 13% of the staff missed 10.5+ days in the 2021 school year, as compared to 39% in the 2021-2022 school year. This is a 26 percentage point increase in staff absences. As a result, we will focus on building staff morale to ensure staff members to feel supported thus increasing staff attendance during the 2022 - 2023 school year.

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

With the implementation of team building initiatives, at least 10% of the staff will agree with the statement "Staff morale is high at my school" on the 2022-2023 Climate Survey Administration.

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

The leadership team will monitor the effectiveness of the implemented team building activities during faculty meetings and department meetings. As a result, we expect to see an increase in the participation of team building activities established by the end of every quarter.

Person**responsible****for****monitoring****outcome:**

Liliana Suarez (lilisuarz@dadeschools.net)

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

When staff is given the opportunity to participate in activities that promote a collaborative environment, then staff morale will be boosted, by taking ownership of their professional/ personal goals.

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

We decided to focus on team building as a way to build staff morale and increase attendance. The data indicates that 50% of the staff does not believe that staff morale is high. Therefore, focusing on team building will ensure a collaborative environment is promoted schoolwide.

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.

Step 1: August 22 - October 14 - If we successfully implement Team Building activities, then staff morale will increase by 5 percentage points in the 2022 - 2023 Climate Survey.

Person Responsible Nelson Gonzalez (ngonzalez@dadeschools.net)

Step 2: August 22 - October 14 - If we successfully implement strategies that will Empower Teachers and Staff, there will be an increase in the involvement and performance of team members in schoolwide activities.

Person Responsible Nelson Gonzalez (ngonzalez@dadeschools.net)

Step 3: August 22 - October 14 - if we implement incentives in the form of highlighting successes via announcements, faculty meetings, spot highlight picture on bulletin board, and gift card incentives, then we will have a positive impact on staff morale and increase attendance.

Person Responsible Nelson Gonzalez (ngonzalez@dadeschools.net)

Step 4: August 22 - October 14 - If we successfully implement an inclusive environment where all stakeholders formulate the school's vision, mission, goals, and improvement strategies, then we will have a direct impact on improving school culture and environment.

Person Responsible Nelson Gonzalez (ngonzalez@dadeschools.net)

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA

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

Based on the Early Warning System, there are 139 students in grades 9 and 11 with substantial deficiencies in English Language Arts. The 2021- 2022 data findings demonstrate a 2 percentage point decrease in ELA achievement as compared to the 2021 data findings. In addition, our ELA L25 achievement increased by 36 percentage points and our overall learning gains increased by 21 percentage points compared to the 2021 data results. Understanding the impact of literacy across the curriculum, and the the need for foundational college level skills necessary, mitigating these deficiencies is critical to the students' overall academic success.

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

If we successfully meet our goals, the school will reduce by 10 percentage points the number of students identified as being deficient in reading in grades 9-12 as measured by performance on the 2023 state assessment.

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

Student performance will be monitored at the beginning, middle, and end of the year using Progress Monitoring/F.A.S.T. Data chats between the leadership team and affected teachers will take place quarterly. Teachers will receive professional development on Florida Assessment Student Thinking (F.A.S.T.) and data will be broken down and discussed by subgroup and students. Classroom walkthroughs will be conducted to ensure implementation of literacy goals and to identify additional areas where changes would be beneficial

Person responsible for monitoring outcome:

Nelson Gonzalez (ngonzalez@dadeschools.net)

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

Within the target element of ELA our school will focus on the evidence based strategy of data driven instruction.

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

Data driven instruction will assist us in improving the performance of our identified students as it is a systemic approach to providing instruction. Data driven instruction will ensure that teachers are tailoring their lessons using relevant and recent student achievement data.

**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.

Step 1: By August 31, 2022, Power Bi data will be used to provide each teacher with a disaggregated list of student's ELA data including additional relevant information about the students. This data will drive the proper grouping of students for targeted instruction.

Person Responsible Felicia Robinson (flee823@dadeschools.net)

Step 2: The week of August 22 - September 30, high schools will administer the Florida Assessment of Student Thinking in ELA (F.A.S.T.) Results from this assessment will provide additional information to assist in the grouping of students for targeted instruction.

Person Responsible Felicia Robinson (flee823@dadeschools.net)

Step 3: Beginning September 30, 2022, the leadership team will conduct data chats with affected teachers to discuss student performance on the Florida Assessment of Student Thinking in ELA (F.A.S.T.) exam and develop strategies for improving student literacy to ultimately increase student achievement.

Person Responsible Felicia Robinson (flee823@dadeschools.net)

Step 4: Beginning September 30 - October 30, 2022, walkthroughs will be conducted on an ongoing basis throughout the school year to ensure fidelity in the implementation of data driven instruction.

Person Responsible Nelson Gonzalez (ngonzalez@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team**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 2021 - 2022 qualitative data from the School Climate Survey and review of the Core Leadership Competencies, we will use the Targeted Element of Instructional Leadership Team. Teachers in the building felt that school personnel needed to work cohesively as a team, therefore we want to develop teacher leaders by conducting regular scheduled Senior Staff meetings, provide more opportunities for teachers to be involved in schoolwide initiatives, engage team on how to provide leadership opportunities within their department. By providing these opportunities, empowering teachers, and affording opportunities to be active participants in school initiatives, faculty and staff will have a positive impact on school culture and climate thus positively impacting student success and achievement.

Measurable Outcome:

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

If we successfully implement the Targeted Element of Instructional leadership Team, our teachers will be provided the opportunity to become teacher leaders and active participants of school initiatives. This will be realized by conducting regular scheduled Senior Staff meetings, providing more opportunities for teachers to be involved in schoolwide initiatives, engaging team on how to provide leadership opportunities within their department and participating in team building professional development. 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 work together with team leaders to identify staff members that are experts in areas that will serve as leads with new initiative developments. By empowering teachers, we hope to create a better sense of belonging and an environment of shared leadership. The effectiveness of the initiative will be evident by teacher leaders providing support to their team members/colleagues in various areas. To ensure we are meeting the needs of our teachers, those that receive the support will share out their success during department meetings

Person responsible for monitoring outcome:

Nelson Gonzalez (ngonzalez@dadeschools.net)

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

Within the Targeted Element of Instructional Leadership Team, we will focus on evidence based strategy of: Shared Leadership. By empowering teachers, we hope to create a better sense of belonging and an environment of shared leadership. The initiative will be evident by teacher leaders providing support to their team members/colleagues in various areas. To ensure we are meeting the needs of our teachers, those that receive the support will share out their success during department meetings.

**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.**

By providing shared leadership opportunities, empowering teachers, and affording opportunities to be active participants in school initiatives, faculty and staff will have a positive impact on school culture and climate thus positively impacting student success and achievement.

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.

Step 1: Beginning August 22 - October 14, 2022, Develop teacher leaders by conducting regular scheduled Senior Staff meetings, provide more opportunities for teachers to be involved in schoolwide initiatives and guide the team on how to provide leadership opportunities within their departments.

Person Responsible Nelson Gonzalez (ngonzalez@dadeschools.net)

Step 2: Beginning August 22 - October 14, 2022 - Provide Professional Development led by Teacher Leaders on effective implementation of Differentiated Instruction that is aligned to B.E.S.T Standards and school goals based on data. As a result, teachers will develop classroom systems that promote small group instruction such as the infusion of technology for students to work on individualized assignments.

Person Responsible Silvia Perez (smperez@dadeschools.net)

Step 3: Beginning August 22 - October 14, 2022 - Administrators and Team leaders will work to identify staff members that are experts in areas that will serve as leads with new initiative developments. These teacher leaders will take the lead modeling lessons, demonstrating how to use data as a work in progress tool, and providing support to colleagues on effective implementation or delivery of standards.

Person Responsible Nelson Gonzalez (ngonzalez@dadeschools.net)

Step 4: Beginning August 22 - October 14, 2022 - Leadership Team will recognize teacher accomplishments, during faculty meetings and award incentives for those recognized.

Person Responsible Nelson Gonzalez (ngonzalez@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

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

When comparing the 2021 to 2022, data results that within the ELA overall achievement, 13% of the ELL subgroup did not meet proficiency. The 2021 data results are consistent with the 2022 data results, which indicated there was a 2 percentage point decrease for grades 9-12 in ELA achievement as compared to the 2022 data findings. Upon further analyzing the data, the greatest need for improvement is in English Language Arts Achievement. Our school will implement the targeted element of differentiation to identify and address specific learning gaps within this subgroup.

Measurable Outcome:

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

If we are successful using the targeted strategy of differentiation, we will increase the percentage of ELL students showing proficiency in ELA by 2 percentage points as evidenced by the June 2023 state assessment.

Monitoring:

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

Student performance will be monitored at the beginning, middle, and end of the year using The Florida Assessment of Student Thinking. (F.A.S.T.) and Performance Matters. Data chats between the leadership team and affected teachers will take place quarterly. Teachers will receive professional development on monitoring tools and data will be disaggregated and discussed by student. Data collected from these sources will be used to differentiate instruction in the classroom in order to meet the individual student needs

Person responsible for monitoring outcome:

Felicia Robinson (flee823@dadeschools.net)

Evidence-based Strategy:

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

Within the target element of differentiation, our school will focus on the evidence based strategy of grouping students for instruction based on academic needs.

Rationale for Evidence-based Strategy:

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

Differentiation will allow teachers to target areas of weakness for specific students and groups of students, improving overall student performance. This will be particularly effective at improving the performance of marginal students.

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.

Step 1: By September 30, 2022, Power Bi data will be used to provide each ELA teacher with ELL students a disaggregated list of student ELA data including additional relevant information about the students. Teachers will use this data to create class groupings based on instructional targets and needs.

Person Responsible

Felicia Robinson (flee823@dadeschools.net)

Step 2: The week of August 22 - September 30, 2022, ELA teachers will conduct the Florida Assessment of Student Thinking (F.A.S.T.). Results from this assessment will provide additional information as it relates to our ELL subgroup needs.

Person Responsible Felicia Robinson (flee823@dadeschools.net)

Step 3: Beginning September 30, 2022, the leadership team will conduct data chats with affected teachers to discuss performance by standard and to develop strategies for grouping students and providing remediation for student groups based on areas of weakness.

Person Responsible Felicia Robinson (flee823@dadeschools.net)

Step 4: Beginning September 30 -October 14, 2022, walkthroughs will be conducted on an ongoing basis throughout the school year to ensure fidelity in implementation of identified strategies in groupings and remediation strategies.

Person Responsible Nelson Gonzalez (ngonzalez@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

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

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

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?

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?

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****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.

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