Everglades Preparatory Academy

2020-21 Schoolwide Improvement Plan

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Everglades Preparatory Academy

2251 E MOWRY DR, Homestead, FL 33033

http://www.evergladesacademy.com/

Demographics

Principal: Aida Marrero

Start Date for this Principal: 9/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: C (49%) 2017-18: C (44%) 2016-17: D (38%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

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 Everglades Preparatory Academy is to provide students with a well rounded Middle School education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement

The vision of Everglades Preparatory Academy is to provide students with challenging and rigorous curricula enabling students to be well prepared for high school and life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Marrero, Aida	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. Work often includes attending school functions after hours, such as basketball games, concerts, plays, parent conferences, and school board meetings. Having a visible presence shows interest and dedication to students. Often problems arise which need immediate attention, such as a student disciplinary issue or a call from a worried parent whose child is struggling in the classroom.
Whittle, Steven	Assistant Principal	The Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
Baquero, Miguel	Dean	-Assist the principal in interviewing and evaluating instructional and non-instructional staff. -Supervise instructional and non-instructional staff. -Help create school-wide goals including those related to student learning and student behavior. -Manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers. -Supervise or arrange for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions. -Share responsibility for setting and meeting the school's budget. -Set up the academic schedule for teachers and students. -Keep track of all activities on the school calendar. -Conduct staff meetings.
Martinez, Yessenia	Instructional Coach	An instructional coach supports teachers and professors by providing ongoing professional development, building their

Name	Title	Job Duties and Responsibilities
		teaching skills, and assisting them in applying new knowledge. Essential Duties and Responsibilities of an Instructional Coach •Supports the philosophy and vision of the school system in which he or she is employed. •Facilitates the professional and intellectual development of teachers and aides. •Helps to build positive relationships between teachers and administrators. •Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general. •Communicates information between students, teachers, administrators and the community in general. •Reacts to changes within the school system or facility professionally. •Supports the value of education within society as a whole. •Works with teachers to find effective ways to deal with behavioral issues in the classroom. •Puts various tutoring programs into place and recruits teachers to host them.
De Cerbo, Tia	Guidance Counselor	Special education counselors work with special needs students in middle schools, and high schools, to ensure they have the support services they need in order to achieve their highest potential in the areas of academics, personal and social growth, and career development. This is accomplished by working with students with social, emotional, behavioral, and physical disabilities in a variety of settings, including in one-on-one counseling, group counseling, in special education classrooms, as well as in regular education classrooms. Another essential duty of special education counselors is to work with special education and general education teachers and staff members to ensure that the needs of each special needs student are being met. Special education counselors do this by advocating on the child's behalf, collaborating with teachers to develop more effective support services for the child, or working with teachers and staff members to develop a better understanding of the interventions in place to help the child succeed. Much collaboration and consultation is also undertaken with other special services workers, such as school psychologists, occupational and physical therapists, speech-language pathologists, and the like. Special education counselors work extensively with families as well. In this context, they might serve as a go-between, helping families understand school policies and procedures, or helping

Name	Title	Job Duties and Responsibilities
		inform families about their rights concerning special education services. Special education counselors also often work with families to improve their ability to meet their child's needs at home. This might involve offering parents and guardians insight into effective strategies for improving their child's functioning. It may also involve referring families to outside resources, such as child and family counselors, vocational training, or non-profit organizations that specialize in working with families of special needs children.
Padilla, Jose	Teacher, K-12	Contributes to student learning, growth, and advancement. Demonstrates academic competence in subject area(s), and displays an inclination for developing integrated and interdisciplinary work across the curriculum. Maintains a growth mindset toward student learning, teaching practice, and personal/collective professional development. Demonstrates a high degree of self-efficacy (agency); holds themselves accountable for learner outcomes and advocates for their students; works efficiently; and believes in their ability, the capability of their students, and themselves to succeed and excel. Facilitates problem-solving, with a curious mind and critical thinking skills, showing a high degree of creative application in the implementation of data-driven curriculum and practice. Serves as a role model and an innovative and creative learner with an insatiable thirst for knowledge, personal growth, and being on the cutting edge of instructional practice and pedagogy. Collaborates effectively with a variety of stakeholder groups within the organization and with external partners to increase student performance and contribute to advancing the teaching and learning craft. Looks beyond the walls of the classroom and demonstrates global competence and how their work will expand the impact of students' work to their families and local and global communities. Invests in the learners' well-being, health, and safety, physically, socially, and emotionally. Recognizes the relationship between social-emotional learning and academic performance, and aspires toward developing and teaching the whole child. Designs and facilitates differentiated and personalized learning goals and activities that follow a coherent sequence, are aligned to instructional goals, and engage students in high-level cognitive activity

Demographic Information

Principal start date
Tuesday 9/1/2020, Aida Marrero

Number of teachers with a 2019 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.*

Number of teachers with a 2019 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.*

Total number of teacher positions allocated to the school
53

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
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Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	163	147	149	0	0	0	0	459
Attendance below 90 percent	0	0	0	0	0	0	4	2	9	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	27	29	50	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	11	0	0	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	18	8	11	0	0	0	0	37
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	24	30	21	0	0	0	0	75
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	40	35	0	0	0	0	123

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	55	52	62	0	0	0	0	169

The number of students identified as retainees:

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

Date this data was collected or last updated
Thursday 9/10/2020

Prior Year - As Reported

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	134	146	185	0	0	0	0	465
Attendance below 90 percent	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		
Course failure in ELA or Math	0	0	0	0	0	0	15	101	113	0	0	0	0	229
Level 1 on statewide assessment	0	0	0	0	0	0	63	67	73	0	0	0	0	203

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	50	60	72	0	0	0	0	182

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	134	146	185	0	0	0	0	465
Attendance below 90 percent	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		
Course failure in ELA or Math	0	0	0	0	0	0	15	101	113	0	0	0	0	229
Level 1 on statewide assessment	0	0	0	0	0	0	63	67	73	0	0	0	0	203

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	50	60	72	0	0	0	0	182

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	1	0	0	0	0	1
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
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	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	47%	58%	54%	44%	56%	53%
ELA Learning Gains	48%	58%	54%	44%	56%	54%
ELA Lowest 25th Percentile	40%	52%	47%	38%	52%	47%
Math Achievement	47%	58%	58%	35%	56%	58%
Math Learning Gains	48%	56%	57%	43%	56%	57%
Math Lowest 25th Percentile	41%	54%	51%	46%	55%	51%
Science Achievement	37%	52%	51%	34%	52%	52%
Social Studies Achievement	55%	74%	72%	59%	73%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(0)	(0)	(0)	0 (0)

Grade Level Data
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	2019	50%	58%	-8%	54%	-4%
	2018	37%	53%	-16%	52%	-15%
Same Grade Comparison		13%				
Cohort Comparison						
07	2019	46%	56%	-10%	52%	-6%
	2018	45%	54%	-9%	51%	-6%
Same Grade Comparison		1%				
Cohort Comparison		9%				
08	2019	44%	60%	-16%	56%	-12%
	2018	46%	59%	-13%	58%	-12%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	40%	58%	-18%	55%	-15%
	2018	30%	56%	-26%	52%	-22%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	49%	53%	-4%	54%	-5%
	2018	46%	52%	-6%	54%	-8%
Same Grade Comparison		3%				
Cohort Comparison		19%				
08	2019	33%	40%	-7%	46%	-13%
	2018	20%	38%	-18%	45%	-25%
Same Grade Comparison		13%				
Cohort Comparison		-13%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	27%	43%	-16%	48%	-21%
	2018	25%	44%	-19%	50%	-25%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	75%	68%	7%	67%	8%
2018	76%	65%	11%	65%	11%
Compare		-1%			
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	55%	73%	-18%	71%	-16%
2018	56%	72%	-16%	71%	-15%
Compare		-1%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	63%	12%	61%	14%
2018	46%	59%	-13%	62%	-16%
Compare		29%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	54%	-54%	56%	-56%

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	23	61	60	26	29	20		40			
ELL	29	40	38	39	39	33	20	35			
BLK	40	48	50	46	54	47	41	25			
HSP	45	46	40	45	46	38	34	60	71		
WHT	82	70		68	61		60	67	100		
FRL	44	45	38	45	46	39	34	53	75		

2018 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 2015-16	C & C Accel 2015-16
SWD	21	39	33	21	36	33					
ELL	25	50	43	27	45	50	17	23			
BLK	32	45	38	18	41	39	22	80			
HSP	43	44	40	35	41	45	33	52	50		
WHT	59	45		56	57		50	87			
FRL	42	43	37	33	42	45	32	53	54		

ESSA Data

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)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	503

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	44
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	49
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

Native American Students	
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	73
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

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Data for the lowest 25% in both ELA and Math was below 50%. The data for ELA for our lowest 25% showed improvement by 2%, but the lowest 25% data in Math dropped by 5% from the previous year with 41% of the lowest 25% showing learning gains. Contributing factors to this data include interventions that took place too late inthe school year. core teachers were not consistent with effective DI practices

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Math data for the lowest 25% showed the greatest decline with a 5% drop from the previous year. Contributing factors to this decline include insufficient use of formative assessments to monitor student progress and achievement gaps

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Data for the lowest 25% in Sci had the largest gap compared to the state average. Interventions did not take place in science and effective progress monitoring practices were not implemented

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

Even thought Sci showed the greatest gap compared to the state average, their scores improved by 3% from the previous year. Highly qualified new teachers were hired and placed in those classes along with after school tutoring helped improve the scores.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One area of concern would be Reading across the curriculum. This would assist in all areas of curriculum.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Pre-Planning professional development of school data.
2. Professional Development on giving targeted feedback.
3. Professional Development on note taking
4. Professional Development of Content Vocabulary
5. On-going Walkthroughs
*All Improvements are to increase our numbers with the lowest 25% in ELA, Math

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Lowest 25% in ELA

Area of Focus Description and Rationale:	ELA Lowest 25%. Bases on school data that area has dropped from the previous years. A focus on these students will directly impact the total population. Additionally, this focus will positively affect all of our students as school-wide and classroom strategies are implemented.
Measureable Outcome:	As a result of the 2020 ELA FSA results, it is our goal to increase our bottom 25% from 40% to 47%
Person responsible for monitoring outcome:	Yessenia Martinez (ymartinez@evergladesprep.com)
Evidence-based Strategy:	* Use close reading strategies, use content specific complex text to develop text dependent questions and embedding annotation skills * Teach strategies for participating in rigorous discussion and responding to text dependent questions * Build endurance in students' ability to read multiple complex test during intervention time.
Rationale for Evidence-based Strategy:	* Principal, Assistant Principal and Reading Coach will monitor effectiveness of core instruction and interventions focusing on: Complex rigorous tasks, grade level appropriate complex tasks, and aligned and rigorous standards based reading centers. * Provide teachers with necessary resources and materials to implement and execute interventions and differentiated instruction. * Lesson plans will reflect rigor and focus of the standards

Action Steps to Implement

1. Reading Coach will mentor new teachers
2. Reading Coach will observe teachers, model what an effective reading block should look like
3. Principal, Assistant Principal, and Math coach will monitor ELA instruction and intervention during weekly walk-throughs
4. Provide PD on close reading, and using data to form reading centers and groups

Person Responsible Steven Whittle (957553@dadeschools.net)

#2. Other specifically relating to Lowest 25% in Math

Area of Focus Description and Rationale:	Math Lowest 25%. Bases on school data that area has dropped from the previous years. A focus on these students will directly impact the total population. Additionally, this focus will positively affect all of our students as school-wide and classroom strategies are implemented.
Measureable Outcome:	As a result of the 2019 Math FSA results, it is our goal to increase our bottom 25% from 38% to 47%
Person responsible for monitoring outcome:	Steven Whittle (957553@dadeschools.net)
Evidence-based Strategy:	* Principal, Assistant Principal and Math coach will monitor effectiveness of core instruction and interventions focusing on: Complex rigorous tasks, grade level appropriate complex tasks, and aligned and rigorous standards based math centers. * Strategies will be implemented to increase basic math facts outside core instructional time * Lesson plans will reflect rigor and focus of the standards
Rationale for Evidence-based Strategy:	Provide teachers with necessary resources and materials to implement and execute interventions and differentiated instruction. * Lesson plans will reflect rigor and focus of the standards

Action Steps to Implement

1. Math coach will mentor new teachers
2. Math coach will observe teachers, model what an effective math block should look like
3. Principal, Assistant Principal, and Math coach will monitor math instruction and intervention
4. Provide PD on using data to drive instruction and create intervention groups

Person Responsible	Steven Whittle (957553@dadeschools.net)

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measureable Outcome:

Person responsible for monitoring outcome:	[no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**1- High Impact Instruction- Ensure that all students receive rigorous, standards-based
instruction and supports.*Teachers will plan and deliver lesson that are aligned to the rigor
of the standards, reflect the instructional shifts and integrate the FEAPs.*Increase
participation in AP, DE and Academies with an increase in industry certification by5%.**

**2- Collaborative Culture- Promote, support and sustain a positive school culture that
involves all staff and students.*Student Engagement will increase as evidenced by a 10%
attendance improvement, an increase in graduation rate and a 10% decrease in OSS. A
focus on learning through goal setting, an increase in a variety of earned privileges,
increased use of alternatives to suspension and additional opportunities for students to take
assessments with concordant scores to satisfy graduation requirements will be
implemented to achieve this goal. *Staff Engagement will increase as evidenced by
improved attendance rates. Staff will provide each other with increased opportunities for
fun at work and administration will increase celebrations of outstanding staff contributions.
*PLCs will use grade-level data to discuss student needs, plan interventions for students
and participate in professional development. *Our school will improve communication
systems through calendar meetings, weekly parent phone messages, the use of a
text based app for family and community outreach and a weekly staff newsletter.**

**3- Data-Driven Decisions- Create, implement and monitor proactive systems and structures
that ensure the needs of all students are met. *School support teams will identify, support
and monitor the lowest 35% of students through the use of MTSS, grade-level teams,
weekly PLCs and our XL intervention period.
*PLCs will use grade-level data to discuss student needs and plan and monitor interventions
for students through the continued use of our weekly XL period.**

**4- Prof. Development: Teachers will participate in teacher driven observations
and PLCs. PLST will provide additional ongoing professional development to
teachers based on needs survey**

The above will apply to all subjects

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Ultimately, everything contributes to the overall culture of a school. This includes school security, the quality of the food in the cafeteria, the friendliness of the main office staff when there are visitors or when answering the phones, the cleanliness of the school, the maintenance of the grounds, etc. Our school will build a positive school culture and environment with the Administration surrounding themselves with like-minded teachers who fit the mission and vision the team has in place for establishing an effective school culture. These teachers must be trustworthy professionals who will do their job and make positive contributions to the school environment. It is essential for those teachers to feel supported. To do this, we are creating a teacher leadership program that utilizes the strengths of your staff members for school improvement. We think that being intentional about teacher leadership opportunities is fundamental to creating a culture of growth and opportunity. In conjunction with teacher leadership, professional learning opportunities are a powerful way to boost school culture. To generate a culture of learning and development for all, the teaching and learning of adults must be an integral part of the learning cycle in the school. We will be increasing the number of professional development courses offered by 50%.

Student opportunities can help improve student perceptions of the school. School leaders can strategically create opportunities for student leadership and seek out unique ways to engage students in non-traditional roles. We will offer a well-balanced assortment of programs to allow every student a chance to be involved. This includes a mixture of both athletic and non-athletic programs. Coaches and sponsors responsible for these programs must provide the participants with the opportunity to be successful. Programs and individuals within these programs should be recognized for their accomplishments. Our hope is that this will improve engagement in the school by these students, increased self-reported social-emotional competence, and improved social perception of these students by their peers and a genuine perception of school pride by those engaged and those they interacted with.

Going beyond traditional PTA activities, we seek to engage members of the school community that are a diverse representation of skills, talents, and activities. Community perception is the undercurrent for school marketing, school image, and student enrollment, and these all have direct impacts on school culture. From creating a career day that celebrates community members to recruiting volunteers from the community and asking parents to serve on an events committee, the goal is to get the community involved and create a culture of inclusive ownership.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.