Everglades Preparatory Academy

2018-19 Schoolwide Improvement Plan

Everglades Preparatory Academy

2251 E MOWRY DR, Homestead, FL 33033

http://www.evergladesacademy.com/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	C*

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Everglades Preparatory Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

The vision of Everglades Preparatory Academy is to provide students with a 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The small school size lends itself to facilitate knowing the students and building a more family like community. The students are able to meet the teachers before school starts during our orientation. We have an open house in September. A Facebook page is maintained as well as other social media. PowerSchool provides teachers with their own web pages which are updated as needed. Parents have access to the student portal on MDCPS to check their grades. Student assemblies are held the first week of school to communicate expectations and establish relationships. Teachers participate in 5 days of pre-planning activities which involve team building and communication of expectations.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Procedures for arrival and dismissal are communicated to students and parents. Teachers are assigned to posts before or after school to ensure student safety. There are essential safety procedures such as locked classroom doors and exterior exits along with security monitoring throughout the day. Emergency procedures are practiced throughout the school year. Students can report incidents of safety or concern to their teachers or administrators. There is also an anonymous "bully box" to report incidents of bullying. Classroom rules and expectations are clearly posted in all classrooms.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Dean of Discipline has a positive rapport with most of the school population which aids in minimizing disruptive behaviors. A point system is used for monitoring the behavior and compliance of challenging students. This Positive Behavior Support System focuses on the students doing the right thing and provides for recognition of students through the Student of the Month Program. The school follows a school wide policy of Participation Attitude Respect and Responsibility (PARR) that allows for progressive consequences coupled with parent communication prior to detentions or any other more severe disciplinary action. New teachers attend meetings during orientation in which they

receive training specifically on this system and how to implement it. They also get additional help directly from the Dean and administration throughout the entire year.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school wide Positive Behavior Support - PARR is a positive behavior system that focuses on students doing the right thing. Recognition is given to those students. Before progressive consequences are given, the teacher speaks with the student and the parent. When progressive consequences have to be given, administrators speak with the student, as well as the guidance counselor. We have a plethora of athletic programs and clubs which focus on students' interests, allow for mentoring and community service opportunities. New teachers attend meetings during orientation in which they receive training specifically on our system and how to implement it. They also get additional help directly from the Dean and administration through the entire year.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance is reviewed daily as teachers are required to review the daily bulletin. Attendance letters are sent out to parents. There is an Attendance Committee in place. Homerooms with perfect attendance are rewarded with a continental breakfast. Parent conferences are also held to develop attendance plans and contracts put in place. The guidance counselor also meets with students to discuss infractions and possible future consequences of non-compliant behavior. There are positive behavior support system processes and procedures reflecting school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students.There is also an informal behavior plan in place that deals with a point system and behavior contracts.

For course failure, we have frequent RtI committee meetings to review individual student progress. Informal reports from Pinnacle Gradebook are reviewed to identify students who are potentially failing. Communication with parents takes place through PowerSchool and progress reports signed by parents are collected. Progress Monitoring Plan (PMP) meetings are held throughout the school year, letters are sent home, and copies are handed to students. Implementation of interventions such as push-in, after school tutoring, ELL tutoring and homework help are in place and also available to all Tier 2 and Tier 3 students. Intensive courses for math and reading are offered. For the Tier III students, parent conferences are held and free school tutoring is strongly recommended. We have on-going progress monitoring on a weekly basis. Students have access to the computer lab after school for programs such as Moby Max, Pearson Realize, Khan Academy, and Algebra Nation.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	63	67	73	0	0	0	0	203

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	82	72	87	0	0	0	0	241

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Teachers meet as a grade level and discuss students progress and PMPs. Letters are sent home and phone calls to parents are made to inform them of lack of academic progress. Conferences are held with students, parents, teachers, and administrators. Guidance counselor advises students academically. Push-in tutoring is implemented and after school homework help and additional after school tutoring as well. Small tiered groups and on-on-one attention in the core content areas is also on-going. The RtI/MTSS model is also used to provide high quality instruction and intervention matched to student needs, by using learning rate over time and level of performance to make important educational decisions to guide instruction throughout the year.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/677431.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through our academies, clubs, athletic sponsors, parent volunteers, and PTSO we have built and are sustaining partnerships with the local community. They assist with school events, are guest speakers, and offer our students community service opportunities. We have a partnership with the South Dade Newsleader which is the Homestead newspaper.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Leyva, Aimee	Principal
McQueen, Aishia	Assistant Principal
Socas, Cristina	Dean
Daniel, Matthew	Administrative Support
Kelts, Amy	Teacher, K-12
Rodriguez, Roberto	Teacher, K-12
Irizarry, Analida	School Counselor
Compton, Angela	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Tier 1(Leadership Team)

• Aimee Leyva (Principal), Aishia McQueen (Assistant Principal),Cristina Socas (Dean), Amy Kelts (Language Arts Lead Teacher/ELA Support), Matthew Daniel (ESE Coordinator), Silvia Marin (ESOL Coordinator), Analida Irizarry (Guidance Counselor) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
• Aimee Leyva (Principal)
• Aishia McQueen(Assistant Principal)
• Matthew Daniel (ESE Coordinator)
• Silvia Marin (ESOL Coordinator)
• Cristina Socas (Dean of Students)
• Analida Irizarry (Guidance Counselor)
• Amy Kelts (Language Arts Lead Teacher/ELA Support)
• Roberto Rodriguez (Math Lead Teacher)
• Angela Compton (Science Lead Teacher)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
• Matthew Daniel (ESE Coordinator)
• Silvia Marin (ESOL Coordinator)
• Analida Irizarry (Guidance Counselor)
• Amy Kelts (Language Arts Lead Teacher/ELA Support)
• Roberto Rodriguez (Math Lead Teacher)
• Angela Compton (Science Lead Teacher)

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST
• Aimee Leyva (Principal)

• Aishia McQueen (Assistant Principal)
• Matthew Daniel (ESE Coordinator)
• Silvia Marin (ESOL Coordinator)
• Cristina Socas (Dean of Students)
• Amy Kelts (Language Arts Lead Teacher/ELA Support)
• Roberto Rodriguez (Math Lead Teacher)
• Angela Compton (Science Lead Teacher)

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
8. Implement the Florida Continuous Improvement Plan - FCIM.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures

(approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Aimee Leyva	Principal
Ana Abella	Education Support Employee
Aime Vazquez	Parent
Paula Soto	Teacher
William Toro	Student
John Farias	Business/Community
Miguel Baquero	Teacher
Shannon Ferguson	Teacher
Mary Montanez	Business/Community
Ingrid Werther	Education Support Employee
Karina Abella	Student
Nelinda Santiago	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Review last year's SIP and post-assessment data such as FSA and EOCs. Review if SIP goals were met and what could have been done differently as part of the FCIM.

b. Development of this school improvement plan

Based on last year's meetings which were held monthly, SAC members made recommendations to the school
administration for implementation of this year's SIP

c. Preparation of the school's annual budget and plan

Develop a needs assessment of items and services that will help in implementing strategies and interventions.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds will be used to fund teacher projects in reading, math, science and social studies. Teachers will request funds and EESAC will approve them quarterly.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Leyva, Aimee	Principal
Daniel, Matthew	Teacher, ESE
McQueen, Aishia	Assistant Principal
Compton, Angela	Teacher, K-12
Kelts, Amy	Teacher, K-12
Sawh, Liza	Teacher, K-12
Rodriguez, Roberto	Teacher, K-12
Socas, Cristina	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives will be to increase reading and writing proficiency across all content areas. Classic novels are being read in all reading classes. The teachers are provided with a multitude of resources and pacing guides with links to CPalms by our ELA support, Ms. Kelts and Ms. Sawh. Lesson plan templates are already in place and evidence based writing has been incorporated in all plans for all subject areas. The Literacy Leadership Team will help implement Florida State Standards, Pearson Realize, and Moby Max across content areas. The team will monitor instruction, specifically looking for rigor and intervention will be matched to student needs.The team will meet regularly to set goals, plan and evaluate the programs and instruction based on data results. Data will be analyzed to see if the level of performance is increasing to help make important educational decisions to guide instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We recognize special projects and accomplishments of our colleagues. We collaborate during grade level, department and planning meetings, and data chats. We have team building activities prior to the beginning of the school year and throughout as well. Teachers also work together on several committees.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Regular meetings with new teachers and the New Educator Support System (NESS) program. Partnering new teachers with veteran teachers. Soliciting referrals from current employees. Offer teachers leadership opportunities through our Next to Lead Program(program for professionals to expand leadership skills). Recruit through job fairs, word of mouth, ads and online. To retain teachers we give annual raises, benefit plan, competitive salaries, promote a positive school culture among all stakeholders, and the next to lead program.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Regular meetings with new teachers. Mentor teachers must hold a valid professional teaching certificate; Minimum of three years of successful teaching experience; and certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher. Mentor teachers will be matched to beginning teachers who are new to the school, grade level, or department. In order for the mentoring program to be successful, mentoring teams will meet biweekly to observe each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices. Beginning of the year professional development to explain the handbook, policy and procedures, ethics, classroom management (PARR behavior system), ESOL and SPED students in the classroom. We have the new education support system (NESS).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

By following pacing guides the school ensures that its instructional programs and materials are aligned to Florida's standards. CPALMS is aligned to the pacing guides and used as a resource. The textbooks are state adopted. We also use CRRP (Comprehensive Research-Based Reading Plan).

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used to drive instruction in DI groups as well as whole group instruction and pacing. Tier II and Tier III groups are developed using data and to develop the strategies and interventions that will be used with them. Data is also used to evaluate success of Tier I, Tier II and Tier III instruction. Examples of this consist of offering either enrichment or remedial materials based on data results (Pearson Realize and Moby Max) and the program tailors to each individual student's level. Push-in and after school tutoring are also based on the proficiency level of each student's data results, what their strengths and weaknesses are.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

Extended Learning Program Instruction in core academic subjects and supplemental as well. Enrichment activities that contribute to a well-rounded education, monthly designated times for teacher collaboration, planning and professional development. Other strategies include, reviewing lesson plans weekly, frequent walk throughs, increase rigor, have lesson plan templates, infuse technology, monitor data and differentiated instruction and have evidence based writing activities across the curriculum.

Strategy Rationale

Additional instructional time to facilitate differentiated instruction. Ensure that lessons have rigor, are carried out with fidelity, teaching is bell to bell, pacing guide is being followed and have centers built in to meet individual student needs.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Leyva, Aimee, aleyva@evergladesprep.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reports from Moby Max, Pearson Realize, and interims will be analyzed. Student data is collected bi weekly and analyzed to determine effectiveness. Students and teachers will set monthly goals in each subject area. Lesson plan review checklist is also implemented along with Observe 4 Success reports based on teacher's observations.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For the incoming students we have orientation along with meet and greets.We offer career and academy fairs, and school tours. For the outgoing students the guidance counselor reviews cohort graduation requirements and meets with them to facilitate subject selection.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Our goal is to increase student achievement by improving students' skills in Algebra I through data-driven instructional support and differentiated instruction with a focus on Modeling, raising achievement levels in Algebra I from 47% to 70%.

G2.   Our goal is to increase student achievement by improving students' skills in Social Studies through data driven instructional support and differentiated instruction with a focus on Organization and Function of Government, raising achievement levels in Social Studies from 56% to 66%.

G3.   Our goal is to increase student achievement by improving students' skills in Science and Biology through data driven instructional support and differentiated instruction with a focus on the Classification, Heredity, and Evolution, raising achievement levels in Science from 76% to 80%.

G4.   Our goal is to increase student achievement by improving students' skills in Mathematics through data driven instructional support and differentiated instruction raising achievement levels in Mathematics from 35% to 40%.

G5.   Our goal is to increase student achievement by improving students' skills in Language Arts and Reading through data driven instructional support and differentiated instruction with a focus on Key Ideas and Details, raising achievement levels in Language Arts and Reading from 44% proficient to 48%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Our goal is to increase student achievement by improving students' skills in Algebra I through data-driven instructional support and differentiated instruction with a focus on Modeling, raising achievement levels in Algebra I from 47% to 70%. [1a]

🔑 G100946

Targets Supported [1b]

Indicator	Annual Target
Algebra I EOC Pass Rate	70.0

Targeted Barriers to Achieving the Goal [3]

- For Middle School Algebra I, students struggled with Algebra and Modeling.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Focus calendars

- Gizmos

- STEM activities and competitions

- SECME activities and competitions

- CPalms

- Khan Academy

- Algebra Nation

- Manipulatives

- After School Tutoring

Plan to Monitor Progress Toward G1. [8]

Informal and Formal assessments, observations, goal setting and data chats will be collected and reviewed to monitor progress.

Person Responsible
Aimee Leyva

Schedule
Biweekly, from 8/20/2018 to 6/7/2019

Evidence of Completion
Interim Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations

G2. Our goal is to increase student achievement by improving students' skills in Social Studies through data driven instructional support and differentiated instruction with a focus on Organization and Function of Government, raising achievement levels in Social Studies from 56% to 66%. 1a

🔑 G100947

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	66.0

Targeted Barriers to Achieving the Goal 3

- For Civics, the students have the lowest proficiency in the Organization and Functions of Government. Students have difficulty analyzing vast amounts of information.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Focus calendar

- CPalms

- Khan Academy

- Moby Max

- Study Island

- After School Tutoring

- iCivics

- Florida Law Related Education Association

- Quizlet

Plan to Monitor Progress Toward G2. 8

Informal and Formal assessments, observations, goal setting and data chats will be collected and reviewed to monitor progress.

Person Responsible
Aishia McQueen

Schedule
Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion
Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations

G3. Our goal is to increase student achievement by improving students' skills in Science and Biology through data driven instructional support and differentiated instruction with a focus on the Classification, Heredity, and Evolution, raising achievement levels in Science from 76% to 80%. 1a

🔑 G100948

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- For Science, the students have the lowest proficiency in Nature of Science. In Biology, the lowest proficiency was in the category of Classification, Heredity, and Evolution. The students have the most difficulty analyzing and making sense of all the information given.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Problem Based Learning in the Life-Science Classroom

- Focus calendar

- After school tutorials

- Gizmos

- STEM activities and competitions

- SECME activities and competitions

- CPalms

- Khan Academy

- Manipulatives

- Lab Supplies

Plan to Monitor Progress Toward G3. 8

Informal and Formal assessments, observations, goal setting and data chats will be collected and reviewed to monitor progress.

Person Responsible
Aimee Leyva

Schedule
Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion
Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations

G4. Our goal is to increase student achievement by improving students' skills in Mathematics through data driven instructional support and differentiated instruction raising achievement levels in Mathematics from 35% to 40%. 1a

🔑 G100949

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	40.0
Math Gains	52.0
Math Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal 3

- For Mathematics, students in grades 6 and 8 struggled most with Geometry while students in grade 7 struggled most with Ratio & Proportional Relationships.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Focus calendar

- Florida Ready

- After school tutorials

- Gizmos

- STEM activities and competitions

- SECME activities and competitions

- CPalms

- Khan Academy

- Algebra Nation

- Manipulatives

- Moby Max

Plan to Monitor Progress Toward G4. 8

Informal and Formal assessments, observations, goal setting and data chats will be collected and reviewed to monitor progress.

Person Responsible

Aimee Leyva

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations

G5. Our goal is to increase student achievement by improving students' skills in Language Arts and Reading through data driven instructional support and differentiated instruction with a focus on Key Ideas and Details, raising achievement levels in Language Arts and Reading from 44% proficient to 48%. 1a

🔑 G100950

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	48.0
ELA/Reading Lowest 25% Gains	46.0
ELA/Reading Gains	48.0

Targeted Barriers to Achieving the Goal 3

- For English Language Arts students in grades 6, 7, and 8 struggled most with Key Ideas and Details.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Focus calendar

- Journeys for intensive reading

- After school tutorials

- Gizmos

- CPalms

- Khan Academy

- Moby Max

- Florida Ready

- My Perspectives

- Inside

- Common Lit

Plan to Monitor Progress Toward G5. 8

Informal and Formal assessments, observations, goal setting and data chats will be collected and reviewed to monitor progress.

Person Responsible
Aishia McQueen

Schedule
Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion
Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Our goal is to increase student achievement by improving students' skills in Algebra I through data-driven instructional support and differentiated instruction with a focus on Modeling, raising achievement levels in Algebra I from 47% to 70%. [1]

🔑 G100946

G1.B1 For Middle School Algebra I, students struggled with Algebra and Modeling. [2]

🔑 B272176

G1.B1.S1 Teachers will use the UPSC (understand, plan, solve, check) model with students and ask students to analyze the reasoning behind conclusions. [4]

🔑 S288190

Strategy Rationale

Students need to strengthen their skills in reasoning and rationalizing solutions in order to truly understand modeling concepts.

Action Step 1 [5]

Teachers will incorporate opportunities for writing and explanation of reasoning in lesson plans, assessments, and projects.

Person Responsible

Aimee Leyva

Schedule

Weekly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Lesson plans, student work, walkthroughs, evaluations, observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will review and analyze lesson plans using a lesson plan checklist to provide effective feedback.

Person Responsible

Aimee Leyva

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, lesson plan checklists, student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Lesson plans will be reviewed and analyzed with each informal walkthrough.

Person Responsible

Aimee Leyva

Schedule

Every 3 Weeks, from 8/20/2018 to 6/7/2019

Evidence of Completion

Lesson plans, lesson plan checklists

G1.B1.S2 Teachers will incorporate visuals, such as graphs, and technology into lessons for students to draw and validate conclusions. 4

🔑 S288191

Strategy Rationale

Students need to know how to interpret data as presented in a graph, draw conclusions, and validate those conclusions as part of the modeling standards.

Action Step 1 5

Teachers will incorporate visuals, supplemental materials, and interactive technology in order to maintain student engagement and improve student understanding of modeling in Algebra I.

Person Responsible

Aimee Leyva

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, observations, evaluations, use of Khan Academy, use of Gizmos, student data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will review and analyze teacher lesson plans using a lesson plan checklist to provide effective feedback.

Person Responsible

Aimee Leyva

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, lesson plan checklists, student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Lesson plans will be reviewed and analyzed with each informal walkthrough.

Person Responsible

Aimee Leyva

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, lesson plan checklists, student work

G2. Our goal is to increase student achievement by improving students' skills in Social Studies through data driven instructional support and differentiated instruction with a focus on Organization and Function of Government, raising achievement levels in Social Studies from 56% to 66%. `1`

🔑 G100947

G2.B1 For Civics, the students have the lowest proficiency in the Organization and Functions of Government. Students have difficulty analyzing vast amounts of information. `2`

🔑 B272177

G2.B1.S1 Teachers can incorporate political cartoons, maps, timelines, pictures, paintings and documents for interpreting primary and secondary sources and develop higher order thinking skills that can be applied to current forms of government while analyzing how it impacts their lives. `4`

🔑 S288192

Strategy Rationale

Students can use these to be able to reference and research using different sources for the same topic and this will allow them to better comprehend and visualize how government is organized.

Action Step 1 `5`

Students will use a variety of sources to analyze and synthesize in order to get a better understanding of time periods and forms of government.

Person Responsible

Aishia McQueen

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, walk throughs, teacher evaluations, student work

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Administration will check lesson plans and conduct walk throughs and observations to monitor for fidelity of implementation.

Person Responsible

Aishia McQueen

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, teacher evaluations, projects, and assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Teachers will have data chats with the students and monitor for effectiveness by having them chart their progress.

Person Responsible

Aishia McQueen

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Students grades, assessments, data analysis protocols, data chats, student data chats

G3. Our goal is to increase student achievement by improving students' skills in Science and Biology through data driven instructional support and differentiated instruction with a focus on the Classification, Heredity, and Evolution, raising achievement levels in Science from 76% to 80%. 1

🔑 G100948

G3.B1 For Science, the students have the lowest proficiency in Nature of Science. In Biology, the lowest proficiency was in the category of Classification, Heredity, and Evolution. The students have the most difficulty analyzing and making sense of all the information given. 2

🔑 B272178

G3.B1.S1 Students will research, analyze, conclude and develop written labs having to do with the nature of science. 4

🔑 S288193

Strategy Rationale

By doing research and carrying out labs, students will make deeper and more meaningful connections since they are applying all their senses while incorporating various learning styles.

Action Step 1 5

Students will complete evidence-based projects and participate in scientific enrichment activities and Science competitions (ie., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).

Person Responsible

Aimee Leyva

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, walk throughs, teacher evaluations, entries, competition results

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Science department head along with science teachers will monitor instruction and differentiated strategies will be implemented to address students' needs and review student work to modify instruction as needed.

Person Responsible

Aimee Leyva

Schedule

Weekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, walk throughs, teacher evaluations. student work, entries, competition results, informal and formal assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Science department head along with the science teachers will utilize data to drive instruction and differentiated instruction strategies will be implemented to address students' needs. Data will also be utilized to participate in data chats with students. Selected lab reports will be reviewed for effective implementation of the strategy.

Person Responsible

Aimee Leyva

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Formal, informal and interim assessments

G3.B1.S2 After participating on hands-on and technology opportunities students will be required to write lab conclusions including a claim supported with evidence and reasoning for all investigations. 4

🔑 S288194

Strategy Rationale

This will foster and increase students' abilities to articulate through narrative or annotated visual representation of how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Action Step 1 5

Teachers will implement problem-based learning sessions guided by the National Association of Science Teachers' publication Problem Based Learning in the Life-Science Classroom.

Person Responsible

Aimee Leyva

Schedule

Every 3 Weeks, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, student work, evaluations, observations

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Science lead teacher and science department will meet monthly to discuss problem-based learning session strategies. Administration will also check lesson plans.

Person Responsible

Aimee Leyva

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, evaluations

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Administration will meet with teachers to discuss, review, and analyze data.

Person Responsible

Aimee Leyva

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Data analysis protocols, student data, formal assessments, informal assessments

G4. Our goal is to increase student achievement by improving students' skills in Mathematics through data driven instructional support and differentiated instruction raising achievement levels in Mathematics from 35% to 40%. `1`

🔑 G100949

G4.B1 For Mathematics, students in grades 6 and 8 struggled most with Geometry while students in grade 7 struggled most with Ratio & Proportional Relationships. `2`

🔑 B272179

G4.B1.S1 Teachers will assist students in finding the area of triangles and the volume of prisms through hands on, project-based learning. `4`

🔑 S288195

Strategy Rationale

Students need to apply these geometrical and mathematical techniques in the context of solving real world problems.

Action Step 1 `5`

Teachers will use manipulatives, hands-on activities, and technology to help students visualize the concept.

Person Responsible

Aimee Leyva

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson Plans, Observations, Evaluations, Student Work

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous
and standards-based. Administration will attend department meetings to provide feedback and review lesson plans.

Person Responsible

Aimee Leyva

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, data analysis protocols, data chats, student data chats

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Administration will meet with teachers to discuss, analyze, and review data.

Person Responsible

Aimee Leyva

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Data analysis protocols, data chats, student data chats

G5. Our goal is to increase student achievement by improving students' skills in Language Arts and Reading through data driven instructional support and differentiated instruction with a focus on Key Ideas and Details, raising achievement levels in Language Arts and Reading from 44% proficient to 48%. [1]

🔑 G100950

G5.B1 For English Language Arts students in grades 6, 7, and 8 struggled most with Key Ideas and Details. [2]

🔑 B272180

G5.B1.S1 Teachers will have students read closely to make logical inferences citing evidence from the text, making connections between central idea and supporting evidence. [4]

🔑 S288196

Strategy Rationale

Students need to be able to synthesize central ideas and analyze their development throughout the text in order to make logical inferences supported by evidence.

Action Step 1 [5]

Teachers will have students read closely focusing on selecting evidence from the text to support responses.

Person Responsible

Aishia McQueen

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Student work samples, Reading response Journals, Lesson Plans, Observations, Evaluations

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous
and standards-based. Administration will attend department meetings to provide feedback and
review lesson plans.

Person Responsible

Aishia McQueen

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson Plans, Student Work, Assessment Results

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Administration will analyze data to determine the effectiveness of the close reading strategy.

Person Responsible

Aishia McQueen

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Summative: Results of State and District assessments, formal assessments (Moby Max and
Pearson Realize)

G5.B1.S2 Teachers will have small group and differentiated instruction to target subgroups. 4

🔑 S288197

Strategy Rationale

Research has shown that students learn better in small group settings and one-on-one, especially ELL or ESE students.

Action Step 1 5

Teachers will group students based on data from state and district assessments keeping groups fluid and changing based on student needs.

Person Responsible

Aishia McQueen

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson Plans, Assessment Data, Data Analysis Protocol, Student Data Chats, Student Work

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

MTSS/RtI team and administration will review data analysis protocols and student groupings to assure they are data based.

Person Responsible

Aishia McQueen

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Data Analysis Protocols

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Administration will conduct data chats with teachers to analyze student data.

Person Responsible

Aishia McQueen

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Data Analysis Protocols, Data Chats, Student Data Chats

G5.B1.S3 Teachers have evidence based reader responses in the lesson plan template with an emphasis on reinforcing connections between thesis statements and supporting evidence. 4

🔑 S288198

Strategy Rationale

This forces teachers to plan for an evidence based reader response for all lessons which in turn, reinforces skills taught with each lesson.

Action Step 1 5

Teachers will have students close read and answer questions in writing.

Person Responsible

Aishia McQueen

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson plans, Observations, Evaluations, Student Work, Student Writing Samples

Action Step 2 5

Students will analyze and synthesize informational text using reading application strategies.

Person Responsible

Aishia McQueen

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Lesson Plans, Observations, Evaluations, Student Work

Plan to Monitor Fidelity of Implementation of G5.B1.S3 `6`

Administration and ELA support will monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual students, class and grade level data.

Person Responsible

Aishia McQueen

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Student work, portfolios, lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 `7`

ELA support will monitor student data. ELA support will be used to assist them with planning, instructional delivery and strategy implementation.

Person Responsible

Aishia McQueen

Schedule

Monthly, from 8/20/2018 to 6/5/2019

Evidence of Completion

Monthly assessment data reports will be reviewed during data chat meetings and instruction will be modified as needed. Formative, summative, teacher made and interim assessments will be analyzed.

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Our goal is to increase student achievement by improving students' skills in Algebra I through data-driven instructional support and differentiated instruction with a focus on Modeling, raising achievement levels in Algebra I from 47% to 70%.

G1.B1 For Middle School Algebra I, students struggled with Algebra and Modeling.

G1.B1.S2 Teachers will incorporate visuals, such as graphs, and technology into lessons for students to draw and validate conclusions.

PD Opportunity 1

Teachers will incorporate visuals, supplemental materials, and interactive technology in order to maintain student engagement and improve student understanding of modeling in Algebra I.

Facilitator

Terisita Nieves

Participants

Math Teachers

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

G4. Our goal is to increase student achievement by improving students' skills in Mathematics through data driven instructional support and differentiated instruction raising achievement levels in Mathematics from 35% to 40%.

G4.B1 For Mathematics, students in grades 6 and 8 struggled most with Geometry while students in grade 7 struggled most with Ratio & Proportional Relationships.

G4.B1.S1 Teachers will assist students in finding the area of triangles and the volume of prisms through hands on, project-based learning.

PD Opportunity 1

Teachers will use manipulatives, hands-on activities, and technology to help students visualize the concept.

Facilitator

Terisita Nieves

Participants

Math Teachers

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

G5. Our goal is to increase student achievement by improving students' skills in Language Arts and Reading through data driven instructional support and differentiated instruction with a focus on Key Ideas and Details, raising achievement levels in Language Arts and Reading from 44% proficient to 48%.

G5.B1 For English Language Arts students in grades 6, 7, and 8 struggled most with Key Ideas and Details.

G5.B1.S1 Teachers will have students read closely to make logical inferences citing evidence from the text, making connections between central idea and supporting evidence.

PD Opportunity 1

Teachers will have students read closely focusing on selecting evidence from the text to support responses.

Facilitator

Aishia McQueen

Participants

Language Arts and Reading Teachers

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

G5.B1.S2 Teachers will have small group and differentiated instruction to target subgroups.

PD Opportunity 1

Teachers will group students based on data from state and district assessments keeping groups fluid and changing based on student needs.

Facilitator

Aishia McQueen

Participants

Language Arts and Reading Teachers

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

G5.B1.S3 Teachers have evidence based reader responses in the lesson plan template with an emphasis on reinforcing connections between thesis statements and supporting evidence.

PD Opportunity 1

Teachers will have students close read and answer questions in writing.

Facilitator

Aishia McQueen

Participants

All content area teachers

Schedule

Biweekly, from 8/20/2018 to 6/5/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will incorporate opportunities for writing and explanation of reasoning in lesson plans, assessments, and projects.					$0.00
2	G1.B1.S2.A1	Teachers will incorporate visuals, supplemental materials, and interactive technology in order to maintain student engagement and improve student understanding of modeling in Algebra I.					$94,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19	
	5000	100-Salaries	5006 - Everglades Preparatory Academy	Title, I Part A		$44,000.00	
			Notes: Intensive Math Teacher				
	5000	100-Salaries	5006 - Everglades Preparatory Academy	Title, I Part A		$50,600.00	
			Notes: IMath Coach				
3	G2.B1.S1.A1	Students will use a variety of sources to analyze and synthesize in order to get a better understanding of time periods and forms of government.					$0.00
4	G3.B1.S1.A1	Students will complete evidence-based projects and participate in scientific enrichment activities and Science competitions (ie., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).					$0.00
5	G3.B1.S2.A1	Teachers will implement problem-based learning sessions guided by the National Association of Science Teachers' publication Problem Based Learning in the Life-Science Classroom.					$0.00
6	G4.B1.S1.A1	Teachers will use manipulatives, hands-on activities, and technology to help students visualize the concept.					$0.00
7	G5.B1.S1.A1	Teachers will have students read closely focusing on selecting evidence from the text to support responses.					$80,411.90
	Function	Object	Budget Focus	Funding Source	FTE	2018-19	
	5000	100-Salaries	5006 - Everglades Preparatory Academy	Title, I Part A		$50,832.00	
			Notes: Reading Coach				
	5000	100-Salaries	5006 - Everglades Preparatory Academy	Title, I Part A		$29,579.90	
8	G5.B1.S2.A1	Teachers will group students based on data from state and district assessments keeping groups fluid and changing based on student needs.					$0.00
9	G5.B1.S3.A1	Teachers will have students close read and answer questions in writing.					$0.00
10	G5.B1.S3.A2	Students will analyze and synthesize informational text using reading application strategies.					$0.00
						Total:	$175,011.90

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G2.MA1 M427790	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	McQueen, Aishia	8/20/2018	Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/5/2019 monthly
G3.MA1 M427795	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	Leyva, Aimee	8/20/2018	Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/5/2019 monthly
G4.MA1 M427798	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	Leyva, Aimee	8/20/2018	Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/5/2019 monthly
G5.MA1 M427805	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	McQueen, Aishia	8/20/2018	Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/5/2019 monthly
G1.B1.S1.MA1 M427784	Administration will review and analyze lesson plans using a lesson plan checklist to provide...	Leyva, Aimee	8/20/2018	Lesson plans, lesson plan checklists, student work	6/5/2019 monthly
G2.B1.S1.MA1 M427788	Teachers will have data chats with the students and monitor for effectiveness by having them chart...	McQueen, Aishia	8/20/2018	Students grades, assessments, data analysis protocols, data chats, student data chats	6/5/2019 monthly
G2.B1.S1.MA1 M427789	Administration will check lesson plans and conduct walk throughs and observations to monitor for...	McQueen, Aishia	8/20/2018	Lesson plans, teacher evaluations, projects, and assessments	6/5/2019 biweekly
G2.B1.S1.A1 A390983	Students will use a variety of sources to analyze and synthesize in order to get a better...	McQueen, Aishia	8/20/2018	Lesson plans, walk throughs, teacher evaluations, student work	6/5/2019 biweekly
G3.B1.S1.MA1 M427791	Science department head along with the science teachers will utilize data to drive instruction and...	Leyva, Aimee	8/20/2018	Formal, informal and interim assessments	6/5/2019 monthly
G3.B1.S1.MA1 M427792	Science department head along with science teachers will monitor instruction and differentiated...	Leyva, Aimee	8/20/2018	Lesson plans, walk throughs, teacher evaluations. student work, entries, competition results, informal and formal assessments	6/5/2019 weekly
G3.B1.S1.A1 A390984	Students will complete evidence-based projects and participate in scientific enrichment activities...	Leyva, Aimee	8/20/2018	Lesson plans, walk throughs, teacher evaluations, entries, competition results	6/5/2019 monthly
G4.B1.S1.MA1 M427796	Administration will meet with teachers to discuss, analyze, and review data.	Leyva, Aimee	8/20/2018	Data analysis protocols, data chats, student data chats	6/5/2019 monthly
G4.B1.S1.MA1 M427797	The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are...	Leyva, Aimee	8/20/2018	Lesson plans, data analysis protocols, data chats, student data chats	6/5/2019 monthly
G4.B1.S1.A1 A390986	Teachers will use manipulatives, hands-on activities, and technology to help students visualize the...	Leyva, Aimee	8/20/2018	Lesson Plans, Observations, Evaluations, Student Work	6/5/2019 biweekly
G5.B1.S1.MA1 M427799	Administration will analyze data to determine the effectiveness of the close reading strategy.	McQueen, Aishia	8/20/2018	Summative: Results of State and District assessments, formal assessments (Moby Max and Pearson Realize)	6/5/2019 monthly
G5.B1.S1.MA1 M427800	The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are...	McQueen, Aishia	8/20/2018	Lesson Plans, Student Work, Assessment Results	6/5/2019 monthly
G5.B1.S1.A1 A390987	Teachers will have students read closely focusing on selecting evidence from the text to support...	McQueen, Aishia	8/20/2018	Student work samples, Reading response Journals, Lesson Plans, Observations, Evaluations	6/5/2019 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 🔑 M427785	Lesson plans will be reviewed and analyzed with each informal walkthrough.	Leyva, Aimee	8/20/2018	Lesson plans, lesson plan checklists, student work	6/5/2019 biweekly
G1.B1.S2.MA1 🔑 M427786	Administration will review and analyze teacher lesson plans using a lesson plan checklist to...	Leyva, Aimee	8/20/2018	Lesson plans, lesson plan checklists, student work	6/5/2019 monthly
G1.B1.S2.A1 🔑 A390982	Teachers will incorporate visuals, supplemental materials, and interactive technology in order to...	Leyva, Aimee	8/20/2018	Lesson plans, observations, evaluations, use of Khan Academy, use of Gizmos, student data	6/5/2019 biweekly
G3.B1.S2.MA1 🔑 M427793	Administration will meet with teachers to discuss, review, and analyze data.	Leyva, Aimee	8/20/2018	Data analysis protocols, student data, formal assessments, informal assessments	6/5/2019 monthly
G3.B1.S2.MA1 🔑 M427794	Science lead teacher and science department will meet monthly to discuss problem-based learning...	Leyva, Aimee	8/20/2018	Lesson plans, evaluations	6/5/2019 monthly
G3.B1.S2.A1 🔑 A390985	Teachers will implement problem-based learning sessions guided by the National Association of...	Leyva, Aimee	8/20/2018	Lesson plans, student work, evaluations, observations	6/5/2019 every-3-weeks
G5.B1.S2.MA1 🔑 M427801	Administration will conduct data chats with teachers to analyze student data.	McQueen, Aishia	8/20/2018	Data Analysis Protocols, Data Chats, Student Data Chats	6/5/2019 monthly
G5.B1.S2.MA1 🔑 M427802	MTSS/RtI team and administration will review data analysis protocols and student groupings to...	McQueen, Aishia	8/20/2018	Data Analysis Protocols	6/5/2019 monthly
G5.B1.S2.A1 🔑 A390988	Teachers will group students based on data from state and district assessments keeping groups fluid...	McQueen, Aishia	8/20/2018	Lesson Plans, Assessment Data, Data Analysis Protocol, Student Data Chats, Student Work	6/5/2019 biweekly
G5.B1.S3.MA1 🔑 M427803	ELA support will monitor student data. ELA support will be used to assist them with planning,...	McQueen, Aishia	8/20/2018	Monthly assessment data reports will be reviewed during data chat meetings and instruction will be modified as needed. Formative, summative, teacher made and interim assessments will be analyzed.	6/5/2019 monthly
G5.B1.S3.MA1 🔑 M427804	Administration and ELA support will monitor student progress and teacher fidelity of the...	McQueen, Aishia	8/20/2018	Student work, portfolios, lesson plans	6/5/2019 monthly
G5.B1.S3.A1 🔑 A390989	Teachers will have students close read and answer questions in writing.	McQueen, Aishia	8/20/2018	Lesson plans, Observations, Evaluations, Student Work, Student Writing Samples	6/5/2019 biweekly
G5.B1.S3.A2 🔑 A390990	Students will analyze and synthesize informational text using reading application strategies.	McQueen, Aishia	8/20/2018	Lesson Plans, Observations, Evaluations, Student Work	6/5/2019 biweekly
G1.MA1 🔑 M427787	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	Leyva, Aimee	8/20/2018	Interim Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/7/2019 biweekly
G1.B1.S1.MA1 🔑 M427783	Lesson plans will be reviewed and analyzed with each informal walkthrough.	Leyva, Aimee	8/20/2018	Lesson plans, lesson plan checklists	6/7/2019 every-3-weeks
G1.B1.S1.A1 🔑 A390981	Teachers will incorporate opportunities for writing and explanation of reasoning in lesson plans,...	Leyva, Aimee	8/20/2018	Lesson plans, student work, walkthroughs, evaluations, observations	6/7/2019 weekly