

Miami-Dade County Public Schools

Everglades Preparatory Academy High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	18
Positive Culture & Environment	21
Budget to Support Goals	22

Everglades Preparatory Academy High School

2251 E MOWRY DR, Homestead, FL 33033

[no web address on file]

Demographics

Principal: Aida Marrero

Start Date for this Principal: 9/10/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (53%) 2016-17: D (40%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	22

Everglades Preparatory Academy High School

2251 E MOWRY DR, Homestead, FL 33033

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	94%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

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 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>.

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 High School is to provide students with a well-rounded college preparatory and career exploration high school education, through a challenging academic program supported by technology, on-site learning experiences via local businesses and the opportunity to tie classroom learning with the real world of work.

Provide the school's vision statement.

The vision of Everglades Preparatory Academy High School is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for postsecondary education and life through adherence to an unwavering mission, shared purpose and clearly articulated goals and opportunities to participate in advanced programs.

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	<p>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.</p> <p>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.</p>
Baquero, Miguel	Dean	<ul style="list-style-type: none"> -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.
Whittle, Steven	Assistant Principal	<p>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.</p>
De Cerbo, Tia	School Counselor	<p>As an integral part of a school's instructional leadership team, the special education coordinator is responsible for overseeing programs that provide educational assistance to children with mental, psychological, learning, behavioral, or physical disabilities. With the goal of facilitating the special education processes that are needed to maximize the growth potential of</p>

Name	Title	Job Duties and Responsibilities
		<p>students with exceptional learning needs, special education coordinators are highly trained and experienced educators with specialized certification.</p>
Sawh, Liza	Teacher, K-12	<p>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</p>
Rodriguez, Roberto	Teacher, K-12	<p>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.</p>

Name	Title	Job Duties and Responsibilities
		<p>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.</p> <p>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.</p> <p>Invests in the learners' well-being, health, and safety, physically, socially, and emotionally.</p> <p>Recognizes the relationship between social-emotional learning and academic performance, and aspires toward developing and teaching the whole child.</p> <p>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</p>

Demographic Information

Principal start date

Thursday 9/10/2020, 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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners Black/African American Students

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (53%) 2016-17: D (40%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	145	135	120	97	497	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	12	11	0	23	
One or more suspensions	0	0	0	0	0	0	0	0	0	21	17	12	0	50	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	3	4	3	11	
Course failure in Math	0	0	0	0	0	0	0	0	0	2	1	8	12	23	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	36	44	35	16	131	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	47	39	77	51	214	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	63	2	18	44	127	

The number of students identified as retainees:

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

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	0	0	0	134	139	101	119	493
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	1	1	3
One or more suspensions	0	0	0	0	0	0	0	0	0	2	3	2	1	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	2	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	82	64	51	265

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	76	7	36	138

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	0	0	2
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	0	0	0	134	139	101	119	493
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	1	1	3
One or more suspensions	0	0	0	0	0	0	0	0	0	2	3	2	1	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	2	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	82	64	51	265

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	76	7	36	19	138

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	1	2
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	41%	59%	56%	47%	56%	53%
ELA Learning Gains	51%	54%	51%	42%	51%	49%
ELA Lowest 25th Percentile	45%	48%	42%	21%	45%	41%
Math Achievement	23%	54%	51%	25%	47%	49%
Math Learning Gains	36%	52%	48%	24%	47%	44%
Math Lowest 25th Percentile	47%	51%	45%	24%	45%	39%
Science Achievement	50%	68%	68%	49%	63%	65%
Social Studies Achievement	63%	76%	73%	57%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(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
09	2019	42%	55%	-13%	55%	-13%
	2018	39%	54%	-15%	53%	-14%
Same Grade Comparison		3%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	35%	53%	-18%	53%	-18%
	2018	45%	54%	-9%	53%	-8%
Same Grade Comparison		-10%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	68%	-21%	67%	-20%
2018	39%	65%	-26%	65%	-26%
Compare		8%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	71%	-10%	70%	-9%
2018	64%	67%	-3%	68%	-4%
Compare		-3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	63%	-41%	61%	-39%
2018	22%	59%	-37%	62%	-40%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	54%	-30%	57%	-33%
2018	47%	54%	-7%	56%	-9%
Compare		-23%			

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 2017-18	C & C Accel 2017-18
SWD	22	39		19	33			36		82	
ELL	24	50	48	14	29	46	36	32		94	71
BLK	30	55		14	26			47		80	
HSP	40	50	45	22	35	48	50	65		92	58
WHT	58	53		42	56						
FRL	40	49	47	22	33	47	47	57		91	52
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 2016-17	C & C Accel 2016-17
SWD	21	48	43	22	56	54	20	45			
ELL	24	50	58	35	51	53	42	36		62	62
BLK	23	44		17	46		33	44		100	8
HSP	45	60	60	37	53	60	39	67		80	39
WHT	50	46		54	64						
FRL	40	58	56	34	53	58	33	63		82	38
2017 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	20	18		11	24	27	25			93	23
ELL	16	36	31	21	23	23	30	23		53	
BLK	30	32	10	6	16		27				
HSP	49	42	21	26	25	23	51	57		83	27
WHT	47	46		33	29					82	
FRL	41	39	20	24	23	21	42	52		79	25

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

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
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.

Our lowest 25% in ELA showed the lowest performance with 45% proficiency. Contributing factors to this decline include teachers not consistent with effective DI practice

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

ELA Lowest 25% went from 55% in 2018 to 45% in 2019. Contributing factors to this data include interventions took place too late in the school year

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.

Math Lowest 25% with a difference of 4%. Contributing factors to this data include a lack in class rigor and insufficient use of formative assessment to monitor student progress and achievement gaps

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

Sci Achievement when up 10% from 2018 to 2019. This has occurred through implementation of rewards system, monthly incentives, classroom reinforces, Positive Behavioral Intervention Strategies/Strength-based approaches and cultural refinement.

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% 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.

Measurable Outcome: As a result of the 2020 ELA FSA results, it is our goal to increase our bottom 25% from 45% to 50%

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 text 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.
Measurable Outcome:	As a result of the 2019 Math FSA results, it is our goal to increase our bottom 25% from _____
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	<ul style="list-style-type: none"> * 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:	<p>Provide teachers with necessary resources and materials to implement and execute interventions and differentiated instruction.</p> <ul style="list-style-type: none"> * 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)

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 by 5%.**
- 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-

mindful 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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Other: Lowest 25% ELA	\$0.00
2	III.A.	Areas of Focus: Other: Lowest 25% in Math	\$0.00
Total:			\$178,135.00