

Miami-Dade County Public Schools

South PREP Scholars Academy



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	14
Positive Culture & Environment	17
Budget to Support Goals	17

South PREP Scholars Academy

24555 SW 112TH AVENUE, Homestead, FL 33032

[no web address on file]

Demographics

Principal: Darlene Soler

Start Date for this Principal: 8/13/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	5%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	17

South PREP Scholars Academy

24555 SW 112TH AVENUE, Homestead, FL 33032

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

South Point Scholars Academy's mission is to develop and educate students through a whole child, multi-sensory approach that will provide them with the skills necessary for educational and social success.

Provide the school's vision statement.

South Point Scholars Academy's vision is to build relationships between the school, students, families, and community members to help the students become socially responsible individuals who possess self-confidence, self-respect, and respect for others. We will empower students to learn, achieve their maximum academic potential, and obtain the confidence needed to succeed in secondary education and beyond.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Alba-Quesada, Maria	Principal	The role of the principal is to communicate a clear and common vision and mission, that is consistent with the school's contract with the Sponsor. The principal will monitor the implementation of the School Improvement Plan (SIP), as well as the implementation of the school's educational programs. The principal will ensure that teachers are implementing the strategies in the SIP, as well as instruction that is aligned to the state standards, in order to maintain continuous improvement in the school, and address the needs of all students. Additionally the principal will build relationships with the parents, and partnerships with the community, in order to nurture a positive school culture, that promotes student achievement, and student and parent engagement.
Porter, Jessica	Teacher, K-12	As lead teacher, Mrs. Porter is responsible for providing classroom support and guidance to teachers on the implementation of the School Improvement Plan. She will engage in collaborative planning with the Kindergarten teachers, to ensure that instruction is data driven, and that instructional decisions are based made on reviewing iReady data, and topic assessment data. Ms. Porter will provide coaching cycles, and professional development as needed to in order to build the instructional capacity of her team, and increase student achievement. Additionally she will serve as a liaison between the principal and the grade level teachers. She will coordinate grade-wide activities, and support and lead her team to achieve the school's student achievement goals.

Demographic Information

Principal start date

Friday 8/13/2021, Darlene Soler

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.*

1

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.*

1

Total number of teacher positions allocated to the school

3

Total number of students enrolled at the school

42

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

3

Demographic Data**Early Warning Systems****2021-22**

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	42	0	0	0	0	0	0	0	0	0	0	0	0	42
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					62%	57%		62%	56%
ELA Learning Gains					62%	58%		62%	55%
ELA Lowest 25th Percentile					58%	53%		59%	48%
Math Achievement					69%	63%		69%	62%
Math Learning Gains					66%	62%		64%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					55%	53%		58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The assessment that will be used for Kindergarten progress monitoring will be iReady.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
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
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

Analysis**Data Analysis**

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

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

Based on iReady Reading AP1- standard view report with 5 level placement, 67% of students are one grade level below, the lowest domain placement areas were Phonics, Comprehension: Literature, and Phonological Awareness. Based on iReady Mathematics AP1-standard view report with 5 level placement, 82% of students are one grade level below, with the lowest placement domains being Measurement and Data, and Geometry.

The FLKRS Early Literacy assessment, results indicate that 20% of students are performing 1 level below grade level.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Lowest Placement levels in Reading: Phonics, Comprehension Literature, Phonological Awareness
Lowest Placement levels in Mathematics: Measurement and Data and Geometry

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

Students are entering Kindergarten after the pandemic (and being home for the majority of the 2020-2021 school year and the last quarter of the 2019 school year) and are experiencing learning loss.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

NA

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

NA

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

Differentiated Instruction, TII and TIII interventions, and after school tutoring will be implemented in order to accelerate learning.

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

Teachers will participate in ongoing professional development. Professional development opportunities will include:

- iReady Implementation, for progress monitoring, and as a tool for intervention, and remediation
- Problem Solving to Increase Rigor
- Using DOK to Increase Rigor
- Data Driven Instruction
- Differentiated Instruction

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

The school will implement the District's Comprehensive Research Based Reading Plan, an after school tutoring program for students performing below grade level, and interventions for Tier II and III students imbedded in the daily schedule.

Part III: Planning for Improvement

Areas of Focus:

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

Differentiated Instruction plays a key role in student's academic improvement, since students are performing below grade level, the Differentiated Instruction in the classrooms should be strengthened. Teachers will implement a DI routine during each class period, where they will have three rotations, with students. The students will be split into three groups (above grade level, on grade level, and below grade level), the teachers will have a teacher led center, an independent center and a technology center for students. The delivery of instruction will be scaffolded for students needing additional support, and the teacher will remediate skills and standards during the teacher led center. -TII students will receive 30 minutes of targeted intervention, 3 times a week; while TIII students will receive 60 minutes of targeted intervention 3 times a week, and 30 additional minutes twice weekly. (Utilizing the iReady Toolbox)
-After School tutoring will be provided for students performing below grade level.

Measurable Outcome:

30% of student scoring one grade level below, will increase to on grade level from AP1 to AP2; while 75% of student scoring one grade level below, will increase to on grade level from AP1 to AP3.

Monitoring:

Ongoing Progress Monitoring will be used to focus on data drive and standard aligned instruction. Biweekly data debriefings will take place between the principal and the teachers to monitor student data and develop targeted lesson plans for DI and Intervention. The principal will conduct weekly classroom walkthroughs.

Person responsible for monitoring outcome:

Maria Alba-Quesada (malbaquesada@dadeschools.net)

Evidence-based Strategy:

Differentiated Instruction

Rationale for Evidence-based Strategy:

Differentiated Instruction allows teachers to maximize student's academic growth, and mastery of the skills and standards.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Collaborative planning, contributes to a greater sense of accountability, and provide opportunities for teachers to learn from each other as they plan curriculum, units, or lessons including classroom-based assessments by analyzing standards and creating essential questions.
Measurable Outcome:	75% of students will demonstrate mastery of the standard, and essential question on standards based assessments across content areas.
Monitoring:	Biweekly data chats, between principal and teacher; classroom walk throughs and observations; weekly lesson plan reviews.
Person responsible for monitoring outcome:	Maria Alba-Quesada (malbaquesada@dadeschools.net)
Evidence-based Strategy:	Teachers will utilize the backwards design model for collaborative planning. They will identify the desired outcome (including the complexity of the standard,) determine the assessment that will be used to measure student mastery, and then plan for activities and instruction.
Rationale for Evidence-based Strategy:	Through the implementation of the backwards design model, instructional time is not only used effectively since every task and piece of instruction has a purpose that fits in with the overarching goals and goals of the course, but the expected outcomes are clear to both students, and teachers.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school does not have previously reported school discipline data.

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.

South Point Scholar's Academy's (SPSA) vision is to build relationships between the school, students, families, and community members. Student culture and diverse backgrounds will be embraced and taken into account to build upon their knowledge. Teachers and students will build positive and nurturing relationships based upon mutual respect. School and classroom expectations are clearly defined, and promote perseverance and respect. SPSA, uses the Pure Edge Character Education program in order to define, teach and support student behavior and awareness, in order to create a positive school environment where students feel safe and respected. Pure Edge, provides strategies to support social, emotional, and academic development through mindful movement and rest.

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

SPSA ensures that the students socio-emotional needs are being met through collaboration between the administration, district assigned mental health coordinator, teachers, students, and parents. Specific interventions targeted student behavior, address the needs of the student, and involve a comprehensive approach to understand the behaviors.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$5,540.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3336		5836 - South PREP Scholars Academy	General Fund		\$3,000.00
			<i>Notes: i-Ready Online Licenses</i>			
	6300		5836 - South PREP Scholars Academy	General Fund		\$500.00
			<i>Notes: i-Ready Professional Development</i>			

	3336		5836 - South PREP Scholars Academy	General Fund		\$2,040.00
			Notes: i-Ready Learning Teacher Toolbox Access Math and Reading			
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$0.00
Total:						\$5,540.00