Young Womens Preparatory Academy

2021-22 Schoolwide Improvement Plan

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Young Womens Preparatory Academy

1150 SW 1ST ST, Miami, FL 33130

http://ywpa.dadeschools.net/

Demographics

Principal: Silvia Tarafa

Start Date for this Principal: 7/20/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	70%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (81%) 2016-17: A (83%)
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.

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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)
High School 6-12	No	62%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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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.

Young Women's Preparatory Academy is dedicated to excellence in the education of girls and young women. Our girls will actively pursue the opportunities of a rich and challenging curriculum and develop the wisdom and courage to lead in local and global communities. Through technology, students gain access to local and worldwide resources. At all levels of a sequential and high-achieving curriculum, the school attempts to foster an environment in which students are comfortable taking intellectual risks, pursuing independent interests and exploring various approaches to learning. We strive to provide a framework for our girls to gain self-confidence, leadership skills and a sense of responsibility.

Provide the school's vision statement.

The vision of the Young Women's Preparatory Academy is to nurture, empower and educate girls during a fundamental time in their lives. We will strive to prepare our girls to be the best they can be and independently stand as intellectually advanced young women. By intentionally recruiting a diverse group of high-achieving girls, we work toward a more equitable world.

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
Perez, Teresa	Teacher, K-12	The duties and responsibilities of Ms. Reverte consist of being a liaison between administration, all departments and the student body to disseminate information relating to dual enrollment, advanced placement courses and requirements. Additionally, she attends PD as a member of the PLST and turnkeys information during faculty and leadership team meetings, as well as shares pertinent information as a member of EESAC. Ms. Reverte also manages the school's website.
Cabrera, Anthony	Teacher, K-12	Mr. Cabrera is the electives department head. His duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally, he is the activities director, overseeing extracurricular activities for the students, helping to plan, organize and oversee different activities for school clubs and organizations. He also acts as an official member of EESAC.
Milian, Rose	Magnet Coordinator	Ms. Milian is YWPA's lead teacher. Her duties and responsibilities consist of being a liaison between the school and elementary schools, as well as interested parents and students. She provides relevant information to market the school in a positive way via magnet fairs as well as small group tours. Additionally, as the PLST's PD Liaison, she attends PD and turnkeys information during faculty and leadership team meetings. These professional learning activities help lead to improved educator practices and increased student outcomes. She also shares pertinent information as a member of EESAC and is the Verizon Innovative Leadership grant supervisor.
Cruz, Diubel	Teacher, K-12	Mr. Cruz is the social studies department head. His duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally, he also acts as an official member of EESAC, sponsor of several clubs such as Monarch Studios, as well as PLST Lead Mentor, which helps promote a school culture of professional growth and collective responsibility for student learning.
Okyle, Yaneysi	Curriculum Resource Teacher	Ms. Okyle is the language arts department head and YWPA test chair. Her duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Ms. Okyle creates an internal test schedule consistent with the district and provides multiple PD sessions to the faculty. Additionally, she is the ELL compliance coordinator, curriculum resources teacher and also acts as an official member of EESAC.

Name	Position Title	Job Duties and Responsibilities
Haynes, Nicole	Teacher, K-12	Ms. Pares is the mathematics department head. Her duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally, she also acts as an official member of EESAC.
Syed, Asema Yasmee	Teacher, K-12	Ms. Syed is the science department head. Her duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally Ms. Syed is instrumental in developing the SIP.
Tarafa, Silvia	Principal	Ms. Tarafa ensures that academic policies and curriculum are followed, developing and tracking benchmarks for measuring institutional success, and helping teachers maximize their teaching potential. She meets and listens to concerns of students on a regular basis, encouraging, guiding and assisting student leaders and teachers, meeting with parents and administrators on a regular basis for problem resolution, enforcing discipline when necessary. Additionally, she provides an atmosphere free of any bias in which students can achieve their maximum potential, promoting and ensuring a safe physical and mental learning environment, fiscal responsibility and plant operation.
Pfeiffer, Paul	Assistant Principal	Mr. Pfeiffer assists the principal in ensuring that academic policies and curriculum are followed, developing and tracking benchmarks for measuring institutional success helping teachers maximize their teaching potential. He meets and listens to concerns of students on a regular basis, encouraging, guiding and assisting student leaders and teachers, meeting with parents and administrators on a regular basis for problem resolution enforcing discipline when necessary. Additionally, he provides an atmosphere free of any bias in which students can achieve their maximum potential, promoting and ensuring a safe physical and mental learning environment, and fiscal responsibility and plant operation.
Shama, Leonor	School Counselor	Ms. Terry is a trust counselor. She oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment. She analyzes student performance in class and identifies sources of problems, getting to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, hosts crisis intervention and prevention programs, facilitates communication between parents, teachers, administrators and students about behavior and academic problems and assists with school programs and events. Additionally, she acta as the SEL champion, Big Sister/Little Sister sponsor, and CAP advisor.

Name	Position Title	Job Duties and Responsibilities
Rojas, Claudia	School Counselor	Ms. Valera is a Guidance Counselor. She oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment. As the academic advisor, she analyzes student performance in class and identifies sources of problems, getting to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, hosts crisis intervention and prevention programs, facilitates communication between parents, teachers, administrators and students about behavior and academic problems and assists with school programs and events.

Demographic Information

Principal start date
Monday 7/20/2020, Silvia Tarafa

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.*
17

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.*
8

Total number of teacher positions allocated to the school
25

Total number of students enrolled at the school
380

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

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	0	0	0	0	0	0	71	89	85	52	50	46	22	415
Attendance below 90 percent	0	0	0	0	0	0	1	6	5	7	0	2	2	23
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	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	10	6	9	3	5	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	4	2	1	2	1	1	1	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	2	2	5	2	1	0	13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	7	13	15	5	0	0	0	40

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	5	2	6	1	2	0	16

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

Monday 7/19/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	93	93	81	59	49	22	26	423
Attendance below 90 percent	0	0	0	0	0	0	7	6	7	1	3	2	4	30
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	2	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	12	9	11	4	6	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	2	2	1	1	1	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	3	6	2	1	0	0	15

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	7	3	7	2	3	0	0	22

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	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				84%	59%	56%	84%	59%	56%
ELA Learning Gains				66%	54%	51%	70%	56%	53%
ELA Lowest 25th Percentile				58%	48%	42%	65%	51%	44%
Math Achievement				83%	54%	51%	86%	51%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				65%	52%	48%	69%	50%	48%
Math Lowest 25th Percentile				51%	51%	45%	57%	51%	45%
Science Achievement				95%	68%	68%	96%	65%	67%
Social Studies Achievement				82%	76%	73%	82%	73%	71%

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
06	2021					
	2019	78%	58%	20%	54%	24%
Cohort Comparison						
07	2021					
	2019	80%	56%	24%	52%	28%
Cohort Comparison		-78%				
08	2021					
	2019	89%	60%	29%	56%	33%
Cohort Comparison		-80%				
09	2021					
	2019	87%	55%	32%	55%	32%
Cohort Comparison		-89%				
10	2021					
	2019	91%	53%	38%	53%	38%
Cohort Comparison		-87%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	83%	58%	25%	55%	28%
Cohort Comparison						
07	2021					
	2019	70%	53%	17%	54%	16%
Cohort Comparison		-83%				
08	2021					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	68%	26%	67%	27%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	73%	2%	71%	4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	71%	26%	70%	27%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	63%	15%	61%	17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	54%	41%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools used to compile the data below came from iReady diagnostic assessments and Mid-year Assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69.0	73.6	74.7
	Economically Disadvantaged	62.3	67.9	67.9
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62.1	72.4	83.9
	Economically Disadvantaged	54.7	62.3	77.4
	Students With Disabilities		60.0	100.0
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70.3	81.3	81.1
	Economically Disadvantaged	66.0	72.0	72.0
	Students With Disabilities	60.0	80.0	80.0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62.6	72.4	84.3
	Economically Disadvantaged	52.0	63.3	81.6
	Students With Disabilities		60.0	100.0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		94.0	
	Economically Disadvantaged		90.0	
	Students With Disabilities		100.0	
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76.9	84.6	93.6
	Economically Disadvantaged	64.7	76.5	90.2
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71.8	71.8	85.9
	Economically Disadvantaged	68.6	70.6	80.4
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		83.0	93.6
	Economically Disadvantaged		78.0	90.2
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		89.0	85.9
	Economically Disadvantaged			80..4
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		88.0	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		83..0	
	Economically Disadvantaged		87.0	
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		91.0	
	Economically Disadvantaged		87.0	
	Students With Disabilities			
	English Language Learners			

Grade 11				
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			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12					
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				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
US History	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
SWD	69	62		50	30						
ELL	67	61	52	58	36	26	62	68	71		
BLK	73	61	48	55	26	28	46	67	71		
HSP	85	64	57	73	43	24	76	88	81	100	100
WHT	89	78		80	38			79	92		

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
FRL	79	64	52	63	35	27	64	76	77	100	100

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	73	73									
ELL	65	62	61	82	61			36			
ASN	100	70									
BLK	76	53	50	80	62	50	86	79	92		
HSP	84	67	61	83	62	50	98	81	94	100	95
WHT	88	76		89	79			80	100		
FRL	78	64	58	78	63	46	96	75	93	100	94

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	64	64		80	70						
ELL	23	42	40	85	83						
BLK	77	68	64	77	56	42	86	70	94		
HSP	86	70	65	88	72	65	98	82	99	100	96
WHT	85	76		91	78			100	93		
FRL	79	67	61	84	66	59	95	75	95	100	86

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	777
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

The 2018 to 2019 FSA data shows that math achievement decreased from 86% in 2018 to 83% in 2019. Science achievement decreased from 96% in 2018 to 95% in 2019. ELA learning gains decreased from 70% in 2018 to 66% in 2019. Math learning gains decreased from 69% in 2018 to 65% in 2019. However, ELA achievement remained the same with 84% in 2018 and 2019. Social studies achievement remained the same with 82% in 2018 and 2019. Furthermore, the lowest 25th percentile in ELA decreased from 65% in 2018 to 58% in 2019. The lowest 25th percentile in math decreased from 57% in 2018 to 51% in 2019.

The 2019 to 2021 FSA data shows that math achievement decreased from 83% in 2019 to 71% in 2021. Science achievement decreased from 95% in 2019 to 71% in 2021. ELA learning gains decreased from 66% in 2019 to 65% in 2021. Math learning gains decreased from 65% in 2019 to 39% in 2021. However, ELA achievement remained the same with 84% in 2019 and in 2021. Social studies achievement increased from 82% in 2019 to 83% in 2021. Furthermore, the lowest 25th percentile in ELA decreased from 58% in 2019 to 56% in 2021. The lowest 25th percentile in math decreased from 51% in 2019 to 28% in 2021.

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

The area that demonstrated the greatest need for improvement was math learning gains which decreased by 4 percentage points from 69% in 2018 to 65% in 2019 and by 26 percentage points from 65% in 2019 to 39% in 2021 . Learning gains of ELL students in math decreased by 22 percentage points from 83% in 2018 to 61% in 2019. Learning gains of Hispanic students in math decreased by 10 percentage points from 72% in 2018 to 62% in 2019. Learning gains of free/reduced lunch students in math decreased by 3 percentage points from 66% in 2018 to 63% in 2019.

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

The contributing factors to this need for improvement were the grade level acceleration and rigor in all math courses. More appropriate placement of students, differentiated instruction, and providing

remediation during the leadership/homeroom period will address this need. In addition, before and after school tutoring will be provided.

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

The area that showed most improvement based on progress monitoring and 2019 state assessments was 8th grade ELA achievement. Progress monitoring assessments demonstrate an increase of 10 percentage points from 70% in the fall to 81% in the spring. The 2018-2021 state assessment demonstrated that ELA achievement remained the same with 84% in 2018, 2019 and 2021.

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

The contributing factor to this improvement was placement of specific personnel in the 8th grade ELA course. We will continue to be strategic in placement of personnel and in appropriate scheduling of students. Teachers will continue to differentiate instruction based on students' individual needs. The leadership/homeroom period will be utilized for remediation and enrichment opportunities.

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

Strategies that need to be implemented to accelerate learning include data-driven instruction, shared leadership, effective resource utilization, differentiated instruction, data chats and standard-based collaborative planning.

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.

The professional development opportunities that will be provided at the school to support teachers and leaders will include the following: August 2021: Data-driven instruction based on data analysis and data chats. September 2021: Ongoing shared leadership and development of the homeroom/ leadership period. October-December: Ongoing progress monitoring /Mid-Year data analysis. January: Standard-based collaborative planning and effective resource utilization. February: Differentiated instruction and strategic planning for pull-out/push-in remediation and acceleration opportunities.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will include collaborative planning, and extended learning opportunities before and or after school and during the daily leadership period.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on our review of the 2021 FSA data, our school's area of focus will be differentiated instruction due to our findings that demonstrated a decrease in learning gains on the ELA and mathematics assessments and a decrease in overall Math achievement. ELA learning gains decreased from 70% in 2018 to 66% in 2019. Math learning gains decreased from 69% in 2018 to 65% in 2019 and from 65% in 2019 to 39% in 2021. Math achievement decreased from 83% in 2019 to 71% in 2021. In order to meet the individual needs of all learners and learning styles, we will continue to differentiate instruction and provide remediation.
Measurable Outcome:	Successful implementation of differentiation instruction with fidelity will result in an increase in learning gains by a minimum of 5 percentage points in FSA ELA and FSA Mathematics as evidenced by the 2022 state assessments.
Monitoring:	This area of focus will be monitored through quarterly data analysis and data chats, daily administrative walk- throughs to ensure quality standards-based instruction is taking place and administrative bi-weekly review of lesson plans indicating differentiation.
Person responsible for monitoring outcome:	Silvia Tarafa (pr7055@dadeschools.net)
Evidence-based Strategy:	Our school will focus on differentiated instruction. Differentiated instruction is a framework of philosophy for effective teaching that involves providing students with different avenues to learning (often in the same classroom) in terms of: acquiring content , processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	Differentiated instruction will ensure that teachers are using relevant, recent and aligned data to plan lessons that are unique to the students' needs, on a weekly basis. Teachers will make adjustments to their plans and instructional delivery as new data becomes available, thereby improving student academic achievement. This will be monitored through weekly classroom walkthroughs.

Action Steps to Implement

Develop and monitor the master schedule based on available data from 2020-2021, on a yearly basis, to ensure students are scheduled appropriately. (August 2021- September 17, 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Monitor teachers on accessing data to analyze findings, on a quarterly basis, to ensure data is driving remediation and enrichment opportunities, i.e. before-school, after-school, and leadership period. (August 2021- October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Department chairs will share data analysis and student progress with administrators during set data chats, on a quarterly basis. This will ensure differentiated instruction is taking place. (October 11, 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

The administration will continue to conduct walkthroughs on a weekly basis to ensure instruction is standards-based, engaging and data-driven. (August 2021- October 2021)

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Monitor teachers' use of small group instruction while using data to drive grouping decisions, on a quarterly basis. This will ensure differentiation is taking place. (November 1-December 21, 2021)

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Provide teachers opportunities to share best practices at faculty meetings and department meetings on a quarterly basis, to ensure effective instruction is taking place. (November 1-Decemeber 21, 2021).

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Monitor teacher's use of i-Ready generated reports of mid year data to compare results from the AP1 i-Ready Diagnostic and the AP2 i-Ready Diagnostic assessment results, on a quarterly basis to ensure instruction is relevant to student needs. (January 31-April 29).

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Monitor teacher's use of Performance Matters generated reports of mid year data to assess current proficiency levels and determine what content needs to be taught or re-taught, on a quarterly basis. This will ensure instruction is relevant to student needs. (January 31-April 29).

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on the finding of the 2020-2021 school climate survey results, 40% of students agree with the statement "What I learn in class helps me outside of the school". In order to make learning more relevant to the real world, we will provide students with more opportunities to make connections.
Measurable Outcome:	Successfully providing more opportunities for students to make connections between what they learn in school and the real world, will result in an increase in learning gains on the FSA ELA and FSA mathematics and on the FSA mathematics overall achievement, by a minimum of 5 percentage points. This will be evidenced by the 2022 State Assessments.
Monitoring:	This area of focus will be monitored through bi-monthly students surveys and STEAM project feedback. To ensure student buy-in, bi-monthly review of survey results and student feedback will be monitored.
Person responsible for monitoring outcome:	Silvia Tarafa (pr7055@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence based strategy of student engagement. Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.
Rationale for Evidence-based Strategy:	The results of the student surveys and STEAM project feedback will guide the strategies implemented for student engagement. This will ensure that lessons are meaningful, and students will be able to relate to the real world as evidenced by the student's response in 2022 School Climate Survey.

Action Steps to Implement

Administration will meet with faculty to present the plan and to discuss student needs based on the School Climate Survey and the relationship and effect on student learning. (August 17, 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Teachers will collect student feedback through exit slips and/or student surveys. (August 2021-October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Teachers will engage in departmentalized cross curriculum planning to better modify their lesson plans and reflect real world connections. (Monthly, the third Tuesday of every month. (September 2021-October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Monthly monitoring of lesson plans will take place by the leadership team and adjustments will be made as needed. (September 2021- October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Encourage and monitor that teachers incorporate project-based learning in the classroom on a quarterly basis. This will ensure student engagement and ownership. (November 1-December 21, 2021)

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Encourage and monitor that teachers incorporate collaborative learning opportunities, assigning responsibilities and checkpoints, on a quarterly basis. This will ensure student engagement and buy in. (November 1-December 21, 2021)

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Encourage and monitor student participation in district held activities and competitions on a quarterly basis, to ensure students motivation and engagement. (January 31-April 29).

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Analyze student mid-year survey results and relate findings to staff on a quarterly basis, to ensure students' attention, curiosity, interest, optimism, and passion is continuous throughout the school year. (January 31-April 29).

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on our review of the 2021 School Climate Survey data, 25% of students disagree that the overall climate at the school is positive and helps them learn. The school will continue to increase a positive environment for all stakeholders. Through social emotional learning, we will distribute responsibilities to lead each other toward the common goal of building a positive social and academic environment while building relationships.
Measurable Outcome:	If we provide a positive environment for all stake holders and social emotional learning opportunities, then our learning gains will increase by a minimum of 5 percentage points, as evidenced by the 2022 School Climate Survey data.
Monitoring:	This area of focus will be monitored through Edgenuity module discussions, completion reports, and student service referrals, on a monthly basis. To ensure we are on track, this data will be brought back to the leadership team and necessary adjustments will be made. This will ensure a positive environment for all stakeholders.
Person responsible for monitoring outcome:	Silvia Tarafa (pr7055@dadeschools.net)
Evidence-based Strategy:	Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).
Rationale for Evidence-based Strategy:	The results of the mental health Edgenuity module discussions, completion reports, and student service referrals will guide a positive learning experience. All stakeholders will be provided with the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This will result in a positive environment for all stakeholders, as evidenced by the results of the 2022 School Climate Survey.

Action Steps to Implement

Encourage teachers to use Mind-Up activities in their content area classes, which engages students in discovery experience and daily practices to shift their perspective, drive positive behavior and improve learning and scholastic performance. These activities will take place on a weekly basis to relieve student and teacher stress. (September 2021- October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Administrators and the trust counselor will provide teachers with resources related to social-emotional learning on a monthly basis to ensure positive interactions. (September 2021- October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Teachers will assign the Edgenuity SEL modules and provide opportunities for student discussions on a monthly basis. (September 2021- October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Teachers will infuse the 7 Habits of Highly Effective Teens which teaches to be proactive: Begin with the end in mind, put first things first, think win-win, seek first to understand, then to be understood, synergize and sharpen the saw. This will be done on a weekly basis through the leadership period. (September 2021- October 2021)

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Teachers will use the Leadership Period to infuse activities fostering Social Emotional Learning on a weekly basis, to ensure social emotional awareness and comradery is taking place. (November 1-Decemebr 21, 2021)

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Fresh Air Fridays will be scheduled on a bi-monthly basis, to ensure non-academic time is allocated for building a positive social environment for all stakeholders. (November 1-December 21, 2021)

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Trust counselor will meet with students on a weekly basis to ensure needs for behavior, mental health and social issues that directly impact learning and development are met. (January 31-April 29).

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

Continued implementation of the Big/Sister Little Sister school-wide mentoring program will take place on a weekly basis to ensure students work together to achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. (January 31-April 29).

Person Responsible Silvia Tarafa (pr7055@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on the review of the data from the School Climate Survey, 9% of staff disagree with "School personnel work together as a team". The school will continue to increase a positive environment for all stakeholders. Within the instructional leadership team, we will distribute responsibilities to lead each other toward the common goal of building a positive social and academic environment.
Measurable Outcome:	Successful implementation of shared leadership will result in an increase of 5% on the 2021 School Climate Survey data question about school personnel working together as a team.
Monitoring:	This area of focus will be monitored through leadership team and faculty meeting sign-in sheets and agendas to document attendance and topics discussed. To ensure shared leadership is taking place, monthly meeting agendas and meeting minutes will be monitored and submitted to the administration.
Person responsible for monitoring outcome:	Silvia Tarafa (pr7055@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence based strategy of shared leadership. Shared leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared leadership, taches, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participates share responsibility and accountability.
Rationale for Evidence-based Strategy:	Shared leadership will ensure that teachers are using shared knowledge acquired during faculty meetings on a monthly basis, and align it within their instruction. If we successfully engage all stakeholders in working together towards a shared purpose, then we will continue to increase a positive environment for all stakeholders, as evidenced by the 2022 School Climate survey results.

Action Steps to Implement

Administration will conduct bi-monthly leadership team meetings to ensure collaboration and communication between the administrators, leadership team and faculty is on-going. (August 2021-October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Department chairs will conduct department meetings for teachers to collaborate, share data and best practices and ensure that shared leadership leads to academic success, on a monthly basis. (August 2021-October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Administration will schedule cross departmental meetings for different content areas to plan together, on a monthly basis. (August 2021-October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Teachers will be provided with opportunities to share best practices with their colleagues that lead to student achievement, on a monthly basis. (August 2021-October 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Administration will incorporate Q&A/ Reflection time onto faculty meeting agendas on a monthly basis, to ensure time is allocated for discussing relevant topics impacting the social and academic school environment. (November 1-December 21, 2021)

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Department heads will work closely with the teachers from their department during the Leadership Period and provide assistance when needed, on a monthly basis. This will ensure they're working together towards a shared purpose. (January 31-April 29).

Person Responsible	[no one identified]

Teachers will attend professional development and relate information to their department and/or staff on a quarterly basis. This will ensure an engaging school climate that fosters student learning. (January 31-April 29).

Person Responsible	Silvia Tarafa (pr7055@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

According to Power BI School Culture EWI data, 23 of our students have attendance below 90%. This is an area of concern because an improvement attendance will result in increased instructional time, thereby improving student achivement.

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.

Our strengths within school culture are in relationships, engaging learning environment, and support, care, and connections. Parents and families are continuously engaged in supporting the school, teachers and the

students in the learning process. Our Big Sister Little Sister, Women's Symposium, and Girl Talk 1 on 1 mentoring programs are examples of such. Collaboration and shared vision amongst the staff provide opportunities for shared leadership. We provide high expectations through the use of a growth mindset in all content areas. We strive to connect students' life goals to educational opportunities in STEAM projects. We engage staff and students in the care of a clean, orderly and appealing surroundings by providing campus beautification projects and provide ongoing support for the development of a safe and supportive school environment conducive to learning for all students.

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

The stakeholders involved in building a positive school culture and environment are the principal, assistant principals, instructional coaches, teacher leaders and counselors (our school leadership team). The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The assistant principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents and families.