

Miami-Dade County Public Schools

Iprep Academy North



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	22
Positive Culture & Environment	31
Budget to Support Goals	31

Iprep Academy North

1420 NE 215TH ST, Miami, FL 33179

northregion.dadeschoools.net

Demographics

Principal: Francisco Garnica E

Start Date for this Principal: 2/9/2020

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)	46%
2020-21 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: 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	7
Needs Assessment	10
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	31

Iprep Academy North

1420 NE 215TH ST, Miami, FL 33179

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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	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2020-21
Grade	

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<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.

Challenge, nurture, and empower students' creativity with a global, rigorous, technology-enhanced college-preparatory curriculum.

Provide the school's vision statement.

Create a unique, collaborative environment that cultivates strong academic skills, knowledge, and talents of STEAM students and promotes life skills to increase their opportunities beyond graduation.

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
Garnica, Francisco	Principal	Oversees the daily activities and operations within the school.
Gbadebo, Samuel	Other	Provides support to students and teachers in implementing the Cambridge curriculum, manages school activities, manages the gradebook, and coordinates testing activities.
Allen, Natalia	Teacher, K-12	Involves all stakeholders in school decision-making for student achievement through EESAC.
Wilson, Candice	Teacher, K-12	Coordinates math department processes including student data review and curriculum implementation.
Collazo, Annette	Teacher, K-12	Supports teaching and learning as Professional Development Liaison.

Demographic Information

Principal start date

Sunday 2/9/2020, Francisco Garnica E

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.*

5

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.*

7

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

414

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.

6

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	127	102	74	79	32	0	0	414	
Attendance below 90 percent	0	0	0	0	0	0	4	2	4	3	1	0	0	14	
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	3	0	0	3	
Course failure in Math	0	0	0	0	0	0	0	4	4	2	7	0	0	17	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	4	4	3	2	0	0	14	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	5	3	2	0	0	11	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	8	19	15	21	0	0	0	63	

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	2	5	2	3	0	0	12

The number of students identified as retainees:

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

Wednesday 6/30/2021

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	81	56	69	35	0	0	0	241	
Attendance below 90 percent	0	0	0	0	0	0	2	4	2	1	0	0	0	9	
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	3	0	0	0	3	
Course failure in Math	0	0	0	0	0	0	4	5	2	7	0	0	0	18	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	4	3	2	0	0	0	12	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	5	3	2	0	0	0	10	

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	1	5	2	3	0	0	0	11

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					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		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					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic Tests (Reading and Mathematics), Midyear Assessments (ELA, Mathematics, Civics).

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59.2	57.1	62.2
	Economically Disadvantaged	56	66.7	66.7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.7	67.8	81.2
	Economically Disadvantaged	50	73.7	73.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62.8	60	71
	Economically Disadvantaged	64.7	50	72.7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	55	63.2
	Economically Disadvantaged	53.3	50	57.1
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	87	NA
	Economically Disadvantaged	NA	94	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67.3	77.4	67.4
	Economically Disadvantaged	59.1	76.2	77.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.5	54.7	53.7
	Economically Disadvantaged	50	52.4	54.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	27	0
	Economically Disadvantaged	0	26	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	69	0
	Economically Disadvantaged	0	60	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 10				
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 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
ELL	57	48	50	34	12	11	54	69	35		
BLK	65	62		46	21						
HSP	69	50	39	50	20	10	63	77	55		
WHT	79	58	45	67	24	33	60	85	55		
FRL	70	56	43	41	18	18	58	71	40		

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

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	50
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	451
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
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	
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	49
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	48
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	56
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	46
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 2021 ELA FSA average proficiency across grade levels was 72% and the 2021 Mathematics FSA average proficiency across grade levels was 69%.

For the 2021 ELA FSA, when looking at the spread of proficiency attainment by grade level, there was a concentration of students attaining Level 4 proficiency in the 6th and 9th grades (24 students/31% and 12 students/36%, respectively); whereas in the 7th and 8th grades, the concentration was in Level 3 proficiency (19/36% and 18/27% students, respectively). This resulted in a total concentration of students attaining a level 4 (64 students), which was greater than any proficiency level.

Passing rates (levels 3-5) were as follows per grade level: 6th grade- 73%; 7th grade- 74%, 8th grade- 73%, and 9th grade- 64%. The 7th graders had the highest passing rate with 74%.

For the 2021 Mathematics assessments, including the Mathematics FSA, Algebra-1-EOC (6th grade), and GeometryEOC (8th and 9th grades), the highest performing students were the GeometryEOC students with 74% of students obtaining proficiency, then on the FSA were the 6th graders with 69% obtaining proficiency, and the lowest performing students were the Algebra-1-EOC students with 43% obtaining proficiency.

For the 2021 Science assessments, including the Science FSA and BiologyEOC (8th and 9th grades), the highest performers were those taking the BiologyEOC with 84% obtaining proficiency; and the 8th graders taking the Science FSA had the lowest passing rate of all subjects with 40% obtaining proficiency.

For the 2021 CivicsEOC (7th grade), the 77% of the students obtained proficiency.

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

Based on the 2020-2021 progress monitoring data in iReady, 8th grade student performance in ELA demonstrated the greatest need for improvement as their growth increased from 67.3% to 67.4% (only 0.1%) from the Fall to the Spring assessment.

Based on the 2020-2021 progress monitoring data in iReady, 8th grade student performance in Mathematics demonstrates the greatest need for improvement because scores declined from Fall to the Spring, 54.5% to 53.7%.

Based on the 2021 Spring assessments, including FSAs and EOCs, the following students demonstrate a need for greatest improvement: in ELA, the 9th graders (64% proficiency); in Mathematics, the Algebra 1 students (43% proficiency); in Science, the 8th graders (40% proficiency).

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

A contributing factor was teachers learning to implement dual curricula without standards-aligned resources. New actions to address this need include further and appropriate PD opportunities, appropriate standards-aligned resources, and more collaborative data analysis/data chats within and across departments.

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

Based on the 2020 progress monitoring data in iReady, 6th grade Math showed the greatest improvement with scores increasing from 66.7% in the Fall to 81.2% in the Spring.

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

The contributing factors from Fall 2020 to Spring 2021 scores include effective instructional strategies, and before and after school tutoring. Our new actions took place when we added more school personnel mid-year and therefore expanded after school tutoring opportunities.

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

Learning will be accelerated through the use of data chats, family involvement, early reporting, and vertical 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.

Professional development focused on engaging all students, lesson planning, and utilizing learning data.

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

We will offer before and after school tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	Based on the 2021 ELA FSA results of 72% proficiency and 2021 Mathematics FSA results of 69% proficiency, we believe greater data analysis will help improve our students' success.
Description and Rationale:	Data-Driven Decision-Making: All stakeholders should understand the data driven decisions driving instruction in the classroom. Collaborative discussion and analysis of data will improve teacher data driven decisions and will coordinate efforts within and across departments and grade levels.
Measurable Outcome:	Increase student proficiency in Algebra I from 43% to 60%. Increase 8th grade Science proficiency from 40% to 50%. And 80 percent of students should show gains in ELA and Mathematics as reflected in the FSA assessments.
Monitoring:	BOY, MOY, and EOY assessments. Progress monitoring through iReady and tutoring interventions.
Person responsible for monitoring outcome:	Francisco Garnica (pr7459@dadeschools.net)
Evidence-based Strategy:	Data-Driven Decision-Making: a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.
Rationale for Evidence-based Strategy:	Teachers provided input about strategies to improve instructional outcomes and expressed a need for Data-Driven Decision-Making.

Action Steps to Implement

1. SLT will establish dates to review student assessment data within teams. (by September 30th)

Person Responsible Annette Collazo (acollazo@dadeschools.net)

2. Teachers will engage in team meeting discussions and develop an action plan. (by September 30th)

Person Responsible Annette Collazo (acollazo@dadeschools.net)

3. Principal will monitor and support implementation of action plans. (by October 11th)

Person Responsible Francisco Garnica (pr7459@dadeschools.net)

4. Principal will evaluate process and determine next steps, including adjusting and/or continuing to support the process. (by October 11)

Person Responsible Francisco Garnica (pr7459@dadeschools.net)

5. Teachers will again engage in team meeting discussions to reflect on implementation and collaborate on instructional strategies (by November 19th).

Person Responsible Annette Collazo (acollazo@dadeschools.net)

6. Principal will again evaluate process and determine next steps, including adjusting and/or continuing to support the process. (by December 21st)

Person Responsible Francisco Garnica (pr7459@dadeschools.net)

Teachers will collaborate and discuss data during faculty meetings to sustain data-driven decision-making. This will take place at each faculty meeting through April. This additional time will add to the data-driven collaboration process by creating further opportunities for collaboration.

Person Responsible Francisco Garnica (pr7459@dadeschools.net)

During collaborative discussions at each faculty meeting through April, teachers will identify and discuss how differentiation is impacting students performing within the lowest-quartile.

Person Responsible Annette Collazo (acollazo@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on the 2021 ELA FSA results of 72% proficiency and 2021 Mathematics FSA results of 69% proficiency, we believe continued and increased hands-on learning will help improve our students' success. Hands-On Learning was identified as way to increase student engagement and therefore student acquisition and application of knowledge and skills.
Measurable Outcome:	Increase student proficiency in Algebra I from 43% to 60%. Increase 8th grade Science proficiency from 40% to 50%. And 80 percent of students should show gains in ELA and Mathematics as reflected in the FSA assessments.
Monitoring:	BOY, MOY, and EOY assessments. Progress monitoring through iReady and tutoring interventions.
Person responsible for monitoring outcome:	Francisco Garnica (pr7459@dadeschools.net)
Evidence-based Strategy:	Hands-On Learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. This may include using manipulatives to teach concepts.
Rationale for Evidence-based Strategy:	Teachers provided input about strategies to improve instructional outcomes and expressed a need to increase student engagement with more Hands-On Learning.

Action Steps to Implement

	1. Create teacher group in Schoology for lesson collaboration to improve student engagement level. (by September 30)
Person Responsible	Candice Wilson (314063@dadeschools.net)
	2. Teachers will share lessons that demonstrate hands-on elements. (by September 30th)
Person Responsible	Candice Wilson (314063@dadeschools.net)
	3. Teachers will collaborate vertically and horizontally to ensure high levels of engagement for all students throughout the day. (by October 11th)
Person Responsible	Candice Wilson (314063@dadeschools.net)
	4. Teachers will execute lessons and share feedback with colleagues, adjusting instruction to maintain/improve instructional engagement. (by October 11th)
Person Responsible	Candice Wilson (314063@dadeschools.net)
	5. Teachers will reflect on the success and/or adjustments needed to improve collaboration process (by November 19th).
Person Responsible	Candice Wilson (314063@dadeschools.net)
	6. Teachers will set data-driven goals for collaboration (by December 21st).
Person Responsible	Francisco Garnica (pr7459@dadeschools.net)

To continue to sustain the intended outcome, time will be allocated during faculty meeting for teachers to share hands-on learning ideas and successes, and identify opportunities to further collaborate on hands-on lessons during the school day through peer observations. This will take place at every faculty meeting through April. This additional time will add to the collaboration process by creating additional opportunities to collaborate.

Person Responsible Francisco Garnica (pr7459@dadeschools.net)

During faculty meeting through April, teachers will identify and discuss the response of the lower-quartile with respect to hands-on learning strategies.

Person Responsible Candice Wilson (314063@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on the 2021 ELA FSA results of 72% proficiency and 2021 Mathematics FSA results of 69% proficiency, we believe recognizing successes throughout the school year will help improve our students' end of year success. Celebrate Successes: Students and student groups performing well should be recognized and celebrated to promote excellence and reward the hard efforts of students and teachers. This will help our new school continue to build a positive school culture centered around high expectations and supported by positive relationships among students, among staff, and between all stakeholders.
Measurable Outcome:	Increase student proficiency in Algebra I from 43% to 60%. Increase 8th grade Science proficiency from 40% to 50%. And 80 percent of students should show gains in ELA and Mathematics as reflected in the FSA assessments.
Monitoring:	BOY, MOY, and EOY assessments. Progress monitoring through iReady and tutoring interventions.
Person responsible for monitoring outcome:	Francisco Garnica (pr7459@dadeschools.net)
Evidence-based Strategy:	Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.
Rationale for Evidence-based Strategy:	Teachers provided input about strategies to improve instructional outcomes and expressed a need to increase student recognition and celebration of successes.

Action Steps to Implement

1. Activities Director will gather stakeholder input regarding awards and student recognition. (by September 30th)

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

2. Activities Director will set dates and methods/systems for school-wide recognition of student successes. (For example, for students: morning and afternoon announcement by teacher nomination, school newsletter, and end of quarter awards celebration. For example, staff: emails and recognition in staff meetings. (by September 30th)

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

3. Social Media Team promote successes on school media to engage all stakeholders. (at least once a month, starting in September)

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

4. Activities Director will assess impact of recognition and adjust as necessary. (by October 11th)

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

5. Activities Director will work with teachers and school staff to execute a school-wide and/or grade level student recognition event (by November 19th).

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

6. Activities Director will work with teachers and school staff to plan and promote further recognition events (by December 21st).

Person Responsible Francisco Garnica (pr7459@dadeschools.net)

Continue the Values Matter campaign we are actively promoting each month to increase opportunities to regularly celebrate student successes.

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

Starting in February through the remainder of the school year, we will celebrate teacher successes at faculty meetings with the Golden Apple Award. This additional action will result in further promoting a positive school culture centered around high expectations, which will ultimately impact student achievement.

Person Responsible Francisco Garnica (pr7459@dadeschools.net)

We will celebrate growth, not simply achievement, and we will adopt and model growth mindset thinking for staff and students, starting in February. This emphasis will support a positive school culture conducive to greater student achievement.

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Based on the 2021 ELA FSA results of 72% proficiency and 2021 Mathematics FSA results of 69% proficiency, we believe connecting learning with greater real-world applications will help improve our students' success. Connecting with Families and Community was identified as a need to further engage students, families, and model community members to participate and/or support authentic, 21st century instruction in our classrooms across discipline to make learning more relevant to students' post-secondary interests. This need was mainly identified from the school climate survey results.
Measurable Outcome:	Increase student proficiency in Algebra I from 43% to 60%. Increase 8th grade Science proficiency from 40% to 50%. And 80 percent of students should show gains in ELA and Mathematics as reflected in the FSA assessments.
Monitoring:	BOY, MOY, and EOY assessments. Progress monitoring through iReady and tutoring interventions.
Person responsible for monitoring outcome:	Francisco Garnica (pr7459@dadeschools.net)
Evidence-based Strategy:	Connecting with Families and Community: Increasing parent and community involvement in schools refers to connecting with families and community stakeholders via opportunities for engagement and student support. This can be achieved by providing volunteering opportunities, facilitating trainings and workshops, finding ways to connect the core curriculum with the outside world, and expanding your school vision to include the community.
Rationale for Evidence-based Strategy:	Teachers provided input about strategies to improve instructional outcomes and expressed a need to tap into our own community resources.

Action Steps to Implement

1. Teachers will propose calendar of fieldtrip/guest speaker opportunities with input from Activities Director. (by September 30th)

Person Responsible Natalia Allen (natalia.allen@dadeschools.net)

2. PTSA board members and teachers will collaborate on guest speakers/presenters opportunities. (by October 11th)

Person Responsible Natalia Allen (natalia.allen@dadeschools.net)

3. Activities Director in collaboration with teachers will help execute and monitor at least one interdisciplinary event. (by October 11th)

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

4. Activities Director and teachers will assess the impact of planned event/s on student engagement, and adjust future events as needed. (by October 11th)

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

5. Activities Director in collaboration with teachers will help plan at least one interdisciplinary field trip. (by November 19th)

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

6. Activities Director in collaboration with teachers will help execute and monitor at least one interdisciplinary fieldtrip. (by December 21st)

Person Responsible Francisco Garnica (pr7459@dadeschools.net)

We seek to engage high school students in a college and/or career fair, either through the district or organized with our PTSA. This will help address deficiencies in our school climate survey that ultimately impact student success. We hope to execute this event in March.

Person Responsible Samuel Gbadebo (sgbadebo@dadeschools.net)

We have and will continue to survey our students, especially our lower quartile, with respect to their interests in the activities planned to ensure maximum engagement by this group.

Person Responsible Francisco Garnica (pr7459@dadeschools.net)

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

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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 culture and environment will be monitored for compliance with school expectations such as uniform policy, attendance, digital citizenship, and appropriate school behavior throughout the school day.

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.

-In the 2020-2021 school year, we implemented the Essential Practices to educate stakeholders on program requirements and expectations and strategies to promote mindfulness to develop a network of open communication along with a sense of security, ultimately, providing the foundations for academic success.

-With moderate to exceptional success, we established some clubs, online forums, and informal mentor programs that helped develop a sense of cohesiveness amongst staff and students.

-For the 2021-2022 school year, we will continue to build on these initiatives to further promote its positive impacts as captured by the Staff and Student School Climate Surveys, and address deficits identified by the Staff School Climate Survey in the category of "Teaching, Learning, and Assessment" and in the Student School Climate Survey in the category of "Quality of Education and Preparedness."

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

School stakeholders play a key role in promoting a positive culture and environment at our school. The following stakeholders play a key role in school performance and addressing equity: the principal, PLST team, EESAC, lead magnet teacher, guidance counselor, student government, PTSA, Miami Dade Community College, Lego Education, and Vigil. Our stakeholder groups will be responsible for the following:

-setting positive and high expectations (the principal, PLST team, EESAC, lead magnet teacher, guidance counselor, student government, PTSA)

-providing timely and specific feedback (principal, PLST team, EESAC, lead magnet teacher, guidance counselor, student government, PTSA)

-sharing information (principal, PLST team, EESAC, lead magnet teacher, guidance counselor, student government, PTSA)

-participating in training (principal, PLST team, lead magnet teacher, guidance counselor)

-providing training (the principal, PLST team, EESAC, lead magnet teacher, guidance counselor, student government, PTSA, Miami Dade Community College, Lego Education, and Vigil)

-sharing responsibility (the principal, PLST team, EESAC, lead magnet teacher, guidance counselor, student government, PTSA, Miami Dade Community College, Lego Education, and Vigil)

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
5	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00