West Lakes Preparatory Academy

2021-22 Schoolwide Improvement Plan

Table of Contents

West Lakes Preparatory Academy

8435 W 36TH AVE, Hialeah, FL 33018

[no web address on file]

Demographics

Principal: Richelle Lumpkin T

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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)	66%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: A (69%) 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

West Lakes Preparatory Academy

8435 W 36TH AVE, Hialeah, FL 33018

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	60%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of West Lakes Preparatory Academy is to promote a learner-centered education in a cheerful, pleasant atmosphere. The students are encouraged to develop creatively, academically, physically, socially, and emotionally-fostering a life-long desire to learn.

Provide the school's vision statement.

The Vision of West Lakes Preparatory Academy is to establish an educational partnership with the home, school, and community that provides students with an optimal learning environment.

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
Lumpkin, Richelle	Principal	The principal is responsible for planning, organizing and supervising all functions essential to the operation of the school. The principal ensures the school is effective, efficient and a safe learning environment. The principal also oversees areas such as School Operations, School Improvement Plan (SIP), Curriculum , Professional Development, Plant Operations, Certification, Technology, elementary Master Schedule, Custodians and Discipline.
Rafael, Tiffanie	Assistant Principal	The assistant principal assists the principal in ensuring the school is effective and a safe learning environment. The assistance principal is responsible for overseeing areas such as School Improvement Plan (SIP), Professional Development, English Language Learners (ELL),Testing, ESE, Middle School Master Schedule, Attendance, and Discipline.
Alamo, Michele	Teacher, K-12	This is a professional position responsible for the instruction of one or more subjects to fourth and fifth grade students.
Cave, Annelle	ELL Compliance Specialist	The ECL is responsible for all ELL testing, and compliance documentation. The ECL will provide assistance to teachers with ELL students.
Garcia, Michelle	Teacher, K-12	This is a professional position responsible for the instruction of one or more subjects to fifth grade students.
Romero, Lolliette	Teacher, PreK	This is a professional position responsible for the instruction of one or more subjects to Pre-K students.

Demographic Information

Principal start date
Friday 7/1/2016, Richelle Lumpkin T

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.*
14

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.*
16

Total number of teacher positions allocated to the school
33

Total number of students enrolled at the school
508

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	47	58	54	60	63	54	42	68	62	0	0	0	0	508
Attendance below 90 percent	5	6	4	4	4	3	3	7	6	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	1	1	2	6	0	0	0	0	11
Course failure in Math	0	0	1	1	0	2	1	9	3	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	5	12	13	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	1	10	16	0	0	0	0	28
Number of students with a substantial reading deficiency	0	6	13	26	4	12	13	33	37	0	0	0	0	144

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	1	0	0	1	3	11	11	0	0	0	0	27

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	1	0	0	0	0	0	0	0	1
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	65	60	66	77	63	48	70	71	42	0	0	0	0	562
Attendance below 90 percent	6	5	4	5	4	2	7	6	2	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	3	1	1	2	6	0	0	0	0	0	14
Course failure in Math	0	1	1	0	2	1	9	3	1	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	4	12	15	5	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	1	10	17	6	0	0	0	0	35

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	1	0	1	1	2	11	12	5	0	0	0	0	33

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	1	0	0	0	0	1

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				66%	63%	61%	63%	62%	60%
ELA Learning Gains				76%	61%	59%	74%	61%	57%
ELA Lowest 25th Percentile				78%	57%	54%		57%	52%
Math Achievement				64%	67%	62%	67%	65%	61%
Math Learning Gains				58%	63%	59%	83%	61%	58%
Math Lowest 25th Percentile				48%	56%	52%		55%	52%
Science Achievement				24%	56%	56%	57%	57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	77%	60%	17%	58%	19%
Cohort Comparison						
04	2021					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-77%				
05	2021					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-54%				
06	2021					
	2019	59%	58%	1%	54%	5%
Cohort Comparison		-38%				
07	2021					
	2019					
Cohort Comparison		-59%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	82%	67%	15%	62%	20%
Cohort Comparison						
04	2021					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-82%				
05	2021					
	2019	26%	65%	-39%	60%	-34%
Cohort Comparison		-56%				
06	2021					
	2019	72%	58%	14%	55%	17%
Cohort Comparison		-26%				
07	2021					
	2019					
Cohort Comparison		-72%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	20%	53%	-33%	53%	-33%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-20%				

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.

Power BI Progress Monitoring tool includes i-Ready, Topic Assessments, and Mid-Year data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.4%	55.6%	75%
	Economically Disadvantaged	39.3%	51.9%	74.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.4%	45.3%	64.2%
	Economically Disadvantaged	21.4%	32.1%	60.7%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.7%	41.8%	54.5%
	Economically Disadvantaged	27%	32.4%	48.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.7%	47.3%	60%
	Economically Disadvantaged	24.3%	45.9%	56.8%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.7%	76.2%	90.5%
	Economically Disadvantaged	69.7%	72.7%	87.9%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.7%	57.1%	66.1%
	Economically Disadvantaged	27.3%	51.5%	66.7%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.5%	59.6%	55.8%
	Economically Disadvantaged	35.3%	58.8%	52.9%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.2%	44.2%	66%
	Economically Disadvantaged	26.5%	50%	67.7%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.9%	61.9%	66.7%
	Economically Disadvantaged	35.7%	60.7%	64.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.1%	53.7%	66.7%
	Economically Disadvantaged	35.7%	42.9%	67.9%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	43%	0
	Economically Disadvantaged	0	36%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.8%	45.5%	53.1%
	Economically Disadvantaged	34.1%	46.3%	56.4%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.8%	40.9%	59.1%
	Economically Disadvantaged	24.4%	36.6%	56.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	45.5%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.2%	29.8%	38.2%
	Economically Disadvantaged	22.9%	29.5%	31%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.8%	23%	33.3%
	Economically Disadvantaged	10.4%	18.8%	24.2%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	64%	0
	Economically Disadvantaged	0	59%	0
	Students With Disabilities	0	46%	0
	English Language Learners	0	67%	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.5%	48.6%	45.5%
	Economically Disadvantaged	40%	46.7%	42.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.9%	18.2%	41.7%
	Economically Disadvantaged	16.7%	0	38.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	16%	0
	Economically Disadvantaged	0	18%	0
	Students With Disabilities	0	0%	0
	English Language Learners	0	0	0

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	45	58	29	52	59	40	25	65			
ELL	58	70	58	53	49	52	39	61	36		
ASN	79			93							
BLK	50			31							
HSP	63	63	47	53	45	45	47	67	43		
WHT	80			70							
FRL	63	59	41	54	44	37	44	64	48		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	75		50	81						
ELL	61	73	77	49	51	64	33				
HSP	66	75	76	61	57	53	18				

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
FRL	63	80	75	62	63	58	22				
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
ELL	53			58							
HSP	60	75		67	85		54				
FRL	58	80		65	80		45				

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	55
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	67
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
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	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	41
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	54
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	75
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	52
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?

According to Ramping Up i-Ready data, all grade levels with the exception of 7th grade demonstrated substantial growth in ELA . According to Power BI 2021 FSA data, the results indicate a decline in our lowest 25% subgroup scores in both Reading and Mathematics. Our ELA Learning Gains is at 63 percentile as opposed to 48 percentile for our ELA Learning Gains Lowest 25%. Our Math Learning Gains Lowest 25% is at 43 percentile.

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

According to Ramping Up i-Ready data, students scoring in Tier 3 demonstrated the largest percentage of regression in 7th grade.

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

Factors that contributed most to these needs for improvement are student attendance and student engagement. Attendance incentives and intervention were conducted. Additional attendance incentives, additional student engagement strategies and best practices will be implemented with more rigor and fidelity.

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

According to Ramping Up i-Ready data, 4th grade increased to Tier 1 by 23 percentage in ELA.

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

The contributing factors for 4th grades significant improvement were differentiated instruction, remediation/intervention, and enrichment.

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

Strategies that will need to be implemented to accelerate learning are quarterly data chats and 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.

Professional Development will be implemented in the areas of Data Tracking, Data Analysis, and Data-driven Instruction.

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

Additional services will include afterschool tutoring, academic clubs, parent data nights/workshops.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	According to Power BI 2021 FSA results, ELA and Math Learning Gains Lowest 25% is at 48 and 43 percentile respectively. Based on the data, our school will implement Collaborative Planning. We selected the overarching area of Collaborative Planning to foster an environment that will allow for best practices to be shared, collaborative conversation to be held, and to ensure that all student needs are met.
Measurable Outcome:	If we successfully implement Collaborative Planning, then our L25 students will increase by a minimum of 5 percentage points as evidenced in i-Ready diagnostic data.
Monitoring:	Collaborative Planning will be monitored by the Leadership Team. Instructional Coach and Admin will participate in planning sessions to provide feedback and resources.
Person responsible for monitoring outcome:	Richelle Lumpkin (pr3001@dadeschools.net)
Evidence-based Strategy:	During Collaborative Planning teachers will work together to plan for standards-aligned instruction.
Rationale for Evidence-based Strategy:	By conducting Collaborative Planning with fidelity, teachers will continually make adjustments to their instruction, plans, and instructional delivery. As adjustments are made student achievement will improve across all sub groups.

Action Steps to Implement

8/7-8/20-Create class schedules to allow grade levels and content area teachers time to collaborate during their common planning times. As a result, teachers will have a common planning time when they can plan for effective and explicit whole group instruction.

Person Responsible	Richelle Lumpkin (pr3001@dadeschools.net)

8/18-8/27-Teacher leaders will demonstrate how to conduct effective collaborative sessions. As a result, teachers will have the knowledge and tools they need to conduct their meetings with fidelity. All members will contribute and take turns leading the sessions.

Person Responsible	Annelle Cave (mrscave@dadeschools.net)

8/31-10/11-Grade levels/content area teachers will follow the monthly meeting schedules to plan collaboratively. As a result, teachers will have the opportunity to collaborate, share ideas and best practices, and plan for explicit whole group instruction.

Person Responsible	Richelle Lumpkin (pr3001@dadeschools.net)

8/31-10/11 The leadership team members will assist collaborative planning sessions to monitor the sessions and ensure they are done with fidelity. As a result, teachers will be provided additional support when needed.

Person Responsible	Richelle Lumpkin (pr3001@dadeschools.net)

11/01-12/17- Reading contact person will create a data tracker for the lowest 25%-35% ELA students in grade K-5. The data tracker will be reviewed during collaborative planning within grade levels to effectively

plan for reteach and allow for best practices to be shared. As a result, students in the lowest 25%-35% will have opportunities to strengthen concepts and skills they have not mastered.

Person Responsible   Annelle Cave (mrscave@dadeschools.net)

11/01-12/17- Reading contact person will create a data tracker for the lowest 25%-35% ELA students in grade K-5. The data tracker will be reviewed during collaborative planning within grade levels to effectively plan for reteach and allow for best practices to be shared. As a result, students in the lowest 25%-35% will have opportunities to strengthen concepts and skills they have not mastered.

Person Responsible   Annelle Cave (mrscave@dadeschools.net)

11/01-12/17- School-wide Interventionist will consult and collaborate with teachers in grades 4-8. Interventionist will implement the district mandated Reading Intervention program with fidelity. For math, the interventionist will use the i-Ready Toolbox to remediate the skills the students need to master. As a result, the teachers will have opportunities to collaborate with the interventionist to meet the needs of our lowest 35% students.

Person Responsible   Tiffanie Rafael (tiffanie@dadeschools.net)

1/31-4/29- School-wide Interventionist will participate in Collaborative Planning sessions with fidelity. As a result, the interventionist will debrief with teachers and create strategies that will meet the needs of our lowest 25% population.

Person Responsible   Annelle Cave (mrscave@dadeschools.net)

1/31-4/29- School-wide Interventionist will collaborate with ESOL Chairperson to access WIDA Resources. School-wide Interventionist will collaborate with the ESE Chairperson to access CPalms in order to bridge the learning gap of for those subgroups.

Person Responsible   Gloria Martinez (gmartinez2@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	According to Power BI 2021 FSA results, ELA and Math Learning Gains Lowest 25% is at 48 and 43 percentile respectively. Based on the data review, our school will implement data chats at all levels. We selected the overarching area of data chats to create an environment that will allow for various data points to be examined, interpreted, and utilized to close student achievement gaps.
Measurable Outcome:	If we successfully implement Data Chats at all levels, then our L25 students will increase by a minimum of 5 percentage points as evidenced in i-Ready diagnostic and FSA data.
Monitoring:	Data Chats will be conducted by administration after each i-Ready AP Diagnostic. Teachers will conduct data chats after i-Ready Diagnostics and Topic Assessments.
Person responsible for monitoring outcome:	Richelle Lumpkin (pr3001@dadeschools.net)
Evidence-based Strategy:	During Data Chats teachers will identify student needs in order to facilitate and conduct differentiation through data-driven instruction.
Rationale for Evidence-based Strategy:	By conducting Data Chats with fidelity, teachers will continually make adjustments to their instruction, plans, and instructional delivery. As adjustments are made student achievement will improve across all sub groups. Data driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs.

Action Steps to Implement

8/23-9/3-Meet with instructional staff to create a system for student data chats. Teacher Leaders will provide teachers with resources needed for tracking students and conducting data chats after each topic assessment. As a result, teachers will have a system in place for tracking student progress.

Person Responsible	Annelle Cave (mrscave@dadeschools.net)

9/3-10/11-Students will track their progress. Teachers will meet with students after every topic assessment to discuss students' progress and action steps for improvement. As a result, students will participate in their learning, goals, and progress.

Person Responsible	Richelle Lumpkin (pr3001@dadeschools.net)

9/3-10/11-Teachers will review their overall data during their collaborative planning sessions and plan for explicit instruction for their Differentiated Instruction groups. As a result, teachers will make adjustments to their instructional plans and instructional delivery during DI to ensure student achievement across all sub-groups.

Person Responsible	Annelle Cave (mrscave@dadeschools.net)

10/4-10/11-The principal will conduct data chats with instructional staff. Teachers will create a plan based on their students' data and make adjustments as needed. As a result, teachers will identify their Differentiated Instruction groups and create goals for their students.

Person Responsible	Richelle Lumpkin (pr3001@dadeschools.net)

11/1-12/17- Leadership team will monitor teacher/student data chat session and provide constructive feedback. As a result teachers will make adjustments if needed to include more specific information.

Person Responsible   Tiffanie Rafael (tiffanie@dadeschools.net)

11/1-12/17- Teachers will conduct Winter Parent Data Chats for the students in the lowest 35%. As a result, parents will be aware of their students progress and contribute to their child's learning.

Person Responsible   Annelle Cave (mrscave@dadeschools.net)

1/31-4/29- School-wide Interventionist will participate in data chats with their students. As a result, the interventionist will create mini goals with students.

Person Responsible   Annelle Cave (mrscave@dadeschools.net)

1/31-4/29- School-wide Interventionist will participate in data chats with classroom teachers and administrators.. As a result, the interventionist will have input on decisions that pertain to the students they serve in order to meet their academic needs.

Person Responsible   Tiffanie Rafael (tiffanie@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed a correlation between student absences and students performing below grade level.
Measurable Outcome:	If we successfully implement the element of Student Attendance, the absence percentage of students who have 11 or more absences in the school year will decrease by a minimum of 4 percentage points.
Monitoring:	Teachers will monitor attendance, create their own incentive plans, and will follow attendance procedures protocols consistently. The school will establish an Attendance Review Committee which will be responsible for school-wide incentives, following up with stakeholders, and creating necessary documents regarding truancy.
Person responsible for monitoring outcome:	Richelle Lumpkin (pr3001@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Initiative of Student Attendance, the evidence-based strategy being implemented is: Attendance Initiatives. Teachers will create incentives for students in the classroom, and the Attendance Review Committee will incentive students at the school-wide level.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. Attendance Initiatives will be implemented at the classroom level, grade level, and school-wide level.

Action Steps to Implement	

8/23-9/3-Teacher leaders will meet with their grade levels and have every teacher create an attendance incentive plan for their homeroom. As a result, teachers will track student attendance and promote good attendance.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

9/7-9/10-Leadership team will create a school-wide attendance incentive plan to promote good attendance across all grade levels. As a result, students will motivated to have good attendance.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

9/3-10/11-Teachers will monitor excessive tardies and absences and make contact with parents when needed. Teachers will conduct parent meetings to discuss attendance. As a result, student attendance will improve.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

9/3-10/11-Counselor and Assistant Principal will meet with students and parents to discuss attendance and create a plan that will help students improve their attendance. As a result, student attendance will improve.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

11/1-11/5 An Attendance Monitor will be designated to assist the Counselor and Assistant Principal in the implementation of the Attendance Monitoring Protocols and school-wide Attendance Initiative. As a result, our attendance will improve.

Person Responsible   Tiffanie Rafael (tiffanie@dadeschools.net)

11/1-12/17- Attendance Monitor will track student's attendance using the Daily Attendance Bulletin and conduct conferences with teachers and parents. As a result, our attendance will improve.

Person Responsible   Michele Alamo (malamo@dadeschools.net)

1/31-4/29- Attendance Monitor will create monthly lists for teachers to review. Teachers will make contact with parents and offer assistance if there is a hardship in the home. As a result, our attendance will improve.

Person Responsible   Michele Alamo (malamo@dadeschools.net)

1/31-4/29- Attendance Review Committee will meet weekly during testing season to monitor student absences. As a result, our test administration will not be negatively impacted and overall goal of decreasing students with 11 or more absences will be achieved.

Person Responsible   Tiffanie Rafael (tiffanie@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey, SIP survey, and review of the Core Leadership Competencies, we want to use the Targeted Element of Managing Accountability Systems. Teachers in the building feel that they are frequently overloaded and overwhelmed. By implementing Managing Accountability Systems, responsibilities will be evenly distributed among all stakeholders to alleviate the workload from falling on a smaller group.
Measurable Outcome:	If we successful implement the Targeted Element of Managing Accountability Systems, the percentage of teachers who feel overloaded and overwhelmed will decrease from 40% to 30% on the 2022 School Climate Survey.
Monitoring:	The Leadership Team will establish focused committees in which responsibilities will be distributed evenly amongst all teachers. Committees will be assigned leaders who will provide feedback to the Leadership Team.
Person responsible for monitoring outcome:	Richelle Lumpkin (pr3001@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Managing Accountability Systems, we will focus on the evidence-based strategy of: Empowering Others. We hope to empower teachers by establishing committees where stakeholders will equally share responsibilities throughout the school year.
Rationale for Evidence-based Strategy:	Empowering Others will provide stakeholders with opportunities to integrate & share ideas, collaborate, and contribute to student achievement while minimizing individual workload.

Action Steps to Implement

9/8-Instructional staff will meet and decide which committees they will join. As a result, all members will contribute and participate in school events and activities throughout the school year.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

9/8-9/10-Committees will meet to select a chairperson. As a result, each committee will have a leader that will facilitate meetings and keep members abreast of news and instructions from the district and/or school administrators.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

9/8-9/15-Committees will meet, create a schedule of events and submit it to the Assistant Principal for review and approval. As a result, all stakeholders will be empowered to share ideas, collaborate, and minimize individual workload.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

9/20-10/11-Administration will meet with Committee chairpersons to review ideas presented, modify plans, and provide feedback. As a result, each committee will have a plan in place for the school year.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

11/1-11/5 Leadership team will collaborate and collect data from committees to determine the effectiveness of the steps that have been taken thus far to relieve teachers feeling of being overloaded and overwhelmed. As a result, modifications will be made for the upcoming events.

Person Responsible Richelle Lumpkin (pr3001@dadeschools.net)

11/1-12/17 Leadership team will use information provided by the teachers to modify existing committees. As a result, all stakeholders will be given the opportunity to contribute to improving the school culture.

Person Responsible Richelle Lumpkin (pr3001@dadeschools.net)

1/31-4/29- During staff meetings, the leadership team will create opportunities for all stakeholders to present and share ideas. As a result, it will foster an environment where teachers feel included and not overwhelmed.

Person Responsible Richelle Lumpkin (pr3001@dadeschools.net)

1/31-4/29-Leadership team will conduct a check-in with each Committee Chairperson. As a result, administration will have a better understanding of the effectiveness of the school's goal to decrease the teachers feeling overwhelmed and overworked. Administrations will use the data from these meetings to modify or create new action plans that will help the school reach its goal.

Person Responsible Richelle Lumpkin (pr3001@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.

Based on Power BI school data our primary concern is the amount of referrals written for middle school cafeteria disruptive behaviors. Homeroom teachers will review cafeteria rules and procedures. Additional personnel and an administrator will be monitoring the students during the middle school lunch periods. Parents will be notified if students have multiple infractions. As a result, the number of referrals for disruptive cafeteria behavior will decrease.

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 Support, Care & Connections, Physical & Emotional Safety, and Relationships. Our school provides ongoing support for the development of a safe and supportive school environment. Our staff establishes an environment where students feel safe from physical harm, teasing, gossip, and exclusion in school and through social media. Our school hosts activities that fosters the development of trusting and caring relationships.

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 Principal, Instructional Coaches, Teacher Leaders, and Counselor (our School Leadership Team). The Principal's role is to lead by example in setting the tone for a positive school culture. Teachers work together with the School Leadership Team in feeling a sense of camaraderie and solidarity increases morale, student achievement, and the overall school culture.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	$0.00
		Total:	$0.00