Everglades Preparatory Academy

2022-23 Schoolwide Improvement Plan

Table of Contents

Everglades Preparatory Academy

2251 E MOWRY DR, Homestead, FL 33033

http://www.evergladesacademy.com/

Demographics

Principal: Aida Marrero   Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2021-22 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	2021-22: C (50%) 2018-19: C (49%) 2017-18: C (44%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Everglades Preparatory Academy is to provide students with a well rounded Middle School education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement.

The vision of Everglades Preparatory Academy is to provide students with challenging and rigorous curricula enabling students to be well prepared for high school and life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Marrero, Aida	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. Work often includes attending school functions after hours, such as basketball games, concerts, plays, parent conferences, and school board meetings. Having a visible presence shows interest and dedication to students. Often problems arise which need immediate attention, such as a student disciplinary issue or a call from a worried parent whose child is struggling in the classroom.
Escobar, Danella	Assistant Principal	The Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading,directing,counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging,mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
Baquero, Miguel	Dean	Assist the principal in interviewing and evaluating instructional and noninstructional staff. -Supervise instructional and non-instructional staff. -Help create school-wide goals including those related to student learning and student behavior. -Manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers. -Supervise or arrange for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions. -Share responsibility for setting and meeting the school's budget. -Set up the academic schedule for teachers and students. -Keep track of all activities on the school calendar. -Conduct staff meetings.
Felix, Jameelah	Dean	Assist the principal in interviewing and evaluating instructional and noninstructional staff. -Supervise instructional and non-instructional staff. -Help create school-wide goals including those related to student learning and student behavior. -Manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers. -Supervise or arrange for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and

Name	Position Title	Job Duties and Responsibilities
		drama productions. -Share responsibility for setting and meeting the school's budget. -Set up the academic schedule for teachers and students. -Keep track of all activities on the school calendar. -Conduct staff meetings.
Moore, Theola	Reading Coach	An instructional coach supports teachers and professors by providing ongoing professional development, building their teaching skills, and assisting them in applying new knowledge. Essential Duties and Responsibilities of an Instructional Coach •Supports the philosophy and vision of the school system in which he or she is employed. •Facilitates the professional and intellectual development of teachers and aides. •Helps to build positive relationships between teachers and administrators. •Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general. •Communicates information between students, teachers, administrators and the community in general. •Reacts to changes within the school system or facility professionally. •Supports the value of education within society as a whole. •Works with teachers to find effective ways to deal with behavioral issues in the classroom. •Puts various tutoring programs into place and recruits teachers to host them.
Belliveau, Amanda	Math Coach	An instructional coach supports teachers and professors by providing ongoing professional development, building their teaching skills, and assisting them in applying new knowledge. Essential Duties and Responsibilities of an Instructional Coach •Supports the philosophy and vision of the school system in which he or she is employed. •Facilitates the professional and intellectual development of teachers and aides. •Helps to build positive relationships between teachers and administrators. •Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general. •Communicates information between students, teachers, administrators and the community in general. •Reacts to changes within the school system or facility professionally. •Supports the value of education within society as a whole. •Works with teachers to find effective ways to deal with behavioral issues in the classroom. •Puts various tutoring programs into place and recruits teachers to host them.

Demographic Information

Principal start date

Monday 7/1/2019, Aida Marrero

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
25

Total number of students enrolled at the school
438

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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	123	135	193	0	0	0	0	451
Attendance below 90 percent	0	0	0	0	0	0	31	43	48	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	2	7	7	0	0	0	0	16
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	3	9	9	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	38	67	46	0	0	0	0	151
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	44	53	36	0	0	0	0	133
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	63	84	48	0	0	0	0	195

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	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

Thursday 9/15/2022

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	121	175	174	0	0	0	0	470
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	30	21	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	48	40	35	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	4	24	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	121	175	174	0	0	0	0	470
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	30	21	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	48	40	35	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	4	24	0	0	0	0	28
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	55%	50%				47%	58%	54%
ELA Learning Gains	49%						48%	58%	54%
ELA Lowest 25th Percentile	45%						40%	52%	47%
Math Achievement	46%	43%	36%				47%	58%	58%
Math Learning Gains	64%						48%	56%	57%
Math Lowest 25th Percentile	68%						41%	54%	51%
Science Achievement	35%	54%	53%				37%	52%	51%
Social Studies Achievement	59%	64%	58%				55%	74%	72%

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	2022					
	2019	50%	58%	-8%	54%	-4%
Cohort Comparison						
07	2022					
	2019	46%	56%	-10%	52%	-6%
Cohort Comparison		-50%				
08	2022					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-46%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	40%	58%	-18%	55%	-15%
Cohort Comparison						
07	2022					
	2019	49%	53%	-4%	54%	-5%
Cohort Comparison		-40%				
08	2022					
	2019	33%	40%	-7%	46%	-13%
Cohort Comparison		-49%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	27%	43%	-16%	48%	-21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	68%	7%	67%	8%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	73%	-18%	71%	-16%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	63%	12%	61%	14%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	35	28	18	51	59	16	29			
ELL	26	43	49	34	54	55	19	43	33		
BLK	36	51	50	54	70		50	61			
HSP	40	49	45	46	64	67	33	59	40		
WHT	37	47		39	65						
FRL	39	47	41	46	65	69	33	56	41		

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	17	19	8	17	22	16	23	37			
ELL	26	36	29	23	20	16	8	55			
BLK	35	29		36	19		8	60			
HSP	37	37	24	29	27	22	27	56	44		

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
WHT	55	47		33	18						
FRL	36	34	18	29	24	19	22	55	46		
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	23	61	60	26	29	20		40			
ELL	29	40	38	39	39	33	20	35			
BLK	40	48	50	46	54	47	41	25			
HSP	45	46	40	45	46	38	34	60	71		
WHT	82	70		68	61		60	67	100		
FRL	44	45	38	45	46	39	34	53	75		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	14
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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

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

White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Students within the SWD subcategory show a trend of an increase in points over the past three years within ELA Achievement, Math LG, and Math LG L25%. Within all student subcategories, the greatest point increase trend is within the Math LG L25% most significantly reflected within the subcategory of FRL with a 30 point increase compared to 2019.

6th-8th grade students have not yet achieved the same level of proficiency percentage in ELA as compared to the 2019 results. However, the 6th and 7th grade students continue to close the gap from the 2021 decline with a 6 point and 8 point increase respectively.

8th Gr math and science surpassed 2019 scores with a 23 point increase in math from a 33% to 56% and in science from a 27% to 31%. 8th gr math with a performance of 56%, out performed both the district and the state in 2022 with a 17 point performance above the district at 39 and a 14 point performance above the state at 42. In 2019 and 2022, the middle school Algebra I cohort exceeded the district and the state. In 2019, the middle school Algebra I students scored at 75% with the district and state performance of 63% and 61% reflectively. In 2022, with a comparative performance of a 14 point and 17 point performance over the district performance of 57% and the state 54%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and the 2022 state assessments, the greatest need for improvement lie within the core content area of ELA which influences the student performance in all content areas especially in science and social studies. This is also reflected in all subcategory of students, with the exception of SWD ELA Ach, where students have not yet achieved the same performance level as in 2019.

In addition, more focus needs to be given to the middle school acceleration score component as this area has taken a 35 point deficit compared to 2019 and continues to trend below both the district and state.

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 contributing to this need of improvement include the pandemic guidelines, transitioning students back to a traditional school setting, lack of student motivation, lack of consistent student attendance, lack of qualified teachers available for hire, and the loss of the ELA/Reading Instructional Coach. To address this need for improvement, an incentive program to increase student motivation is to be put into place, increase marketing to attract qualified teachers, detailed monitoring and increase parent communication concerning student attendance, and grow leadership within the school to place an ELA/Reading Instructional Coach.

Identifying students in 6th grade with indicators such as state assessment performance or identified as Gifted, and place them in accelerated subject areas to build capacity and cohort size for the future 7th and 8th gr accelerated classes like Algebra I, Geometry, and Biology.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA and Math learning gains and L25% performance increased comparing 2022 to 2019 assessment results. The greatest increase in these categories is found in math with an increase of 16 points in learning gains and 27 points in the L25 school grade components. This is also reflected in student subcategories of ELL, HSP, and FRL.

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

The contributing factors to this improvement include, refinement of lesson plan development, deeper dive into student data, consistent implementation of ESOL strategies within all core content areas, development of instructional focus calendar specific to standards for RtI, push in intervention, incentive program for student performance on SuccessMaker, and afterschool tutoring.

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

Strategies that will need to be implemented in order to accelerate learning include increase rigor in the classroom through PBL and cross curricular instruction, increasing DOK of higher order thinking questions used to probe and check for student understanding, align lesson plan development to level 3-5 of ALD's as it pertains to the lesson standard, and implement strategies to fill in gaps from missing skills with the new BEST Standards.

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 include in depth training on the intensive reading curriculum iLit45 and available reports and Math curriculum and reports available through SuccessMaker with the implementation of the new BEST Standards and infuse STEAM into the classrooms to promote PBL and cross curricular instruction to increase depth of knowledge and critical thinking skills.

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

To ensure sustainability of improvement, additional services that will be implemented include continuous communication with all stakeholders of current data trends throughout progress monitoring, after school tutoring, and mental health support.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on school data, the area of focus will be ELA SWD as their continues to be deficient performance in all school grade components. A focus on these students will directly impact the total population. Additionally, this focus will positively affect all of our students as school-wide and classroom strategies are implemented.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a result of the 2022 ELA FSA results, it is our goal to increase our SWD ELA Achievement from 25% to 35% as this focus will positively affect SWD ELA LG and LG L25% school grade components.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through student performance on standard aligned assessments and FAST PM1 and PM2 data reports.
Person responsible for monitoring outcome:	Theola Moore (961431@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	* Use close reading strategies, use content specific complex text to develop text dependent questions and embedding annotation skills * Teach strategies for participating in rigorous discussion and responding to text dependent questions * Build endurance in students' ability to read multiple complex test during intervention time. * Principal, Assistant Principal and Reading Coach will monitor effectiveness of core instruction and interventions focusing on: Complex rigorous tasks, grade level appropriate complex tasks, and aligned and rigorous standards based reading centers. * Provide teachers with necessary resources and materials to implement and execute interventions and differentiated instruction. * Lesson plans will reflect rigor, focus of the standards, and implementation of provided accommodations as outlined in the student IEP
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The strategies are based off research based best practices.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

* Principal, Assistant Principal and Reading Coach will monitor effectiveness of core
instruction and interventions focusing on: Complex rigorous tasks, grade level appropriate

complex tasks, and aligned and rigorous standards based reading centers.
* Provide teachers with necessary resources and materials to implement and execute
interventions and differentiated instruction.
* Lesson plans will reflect rigor, focus of the standards, and implementation of provided accommodations
as outlined in the student IEP

Person Responsible   Danella Escobar (937740@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Everglades Preparatory Academy offers an assortment of programs to allow every student a chance to be involved. This includes a mixture of both athletic and non-athletic programs. By providing these opportunities, students develop leadership skills, a sense of school pride, citizenship, and understand the importance of academic achievement.
In collaboration with the values matter District curriculum and the PBS model, the school
utilizes a progressive discipline approach with students. EPA employs 2 full time counselors and a licensed Mental Health counselor to assist with not only academic support but also to address crisis situations.

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

Everglades Preparatory Academy hosts a variety of events open to families and the
community such as the Hispanic Heritage Showcase, Fall Festival, Holiday Festival, Black History Showcase, Honor Roll/Award Ceremony, and our annual end-of-year theater performance. Further extracurricular clubs and sports are offered including soccer, basketball, SECME, and chess.

To support student achievement, the school provides FREE after school tutoring based on standard aligned lessons as outlined on the mapping of the FAST.

The counseling team has partnered with community organizations to provide resources to families, such as counseling and information on outreach community services. The school has also teamed with local restaurants
and businesses to raise funds for the school's various organizations.