Miami-Dade County Public Schools

Young Womens Preparatory Academy

2022-23 Schoolwide Improvement Plan

Table of Contents

Young Womens Preparatory Academy

1150 SW 1ST ST, Miami, FL 33130

http://ywpa.dadeschools.net/

Demographics

Principal: Silvia Tarafa

Start Date for this Principal: 7/15/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (83%) 2018-19: A (79%) 2017-18: A (81%)
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	N/A
* 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

Young Womens Preparatory Academy

1150 SW 1ST ST, Miami, FL 33130

http://ywpa.dadeschools.net/

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)
High School 6-12	No	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Tarafa, Silvia	Principal	Ms. Tarafa ensures that academic policies and curriculum are followed, developing and tracking benchmarks for measuring institutional success, and helping teachers maximize their teaching potential. She meets and listens to concerns of students on a regular basis, encouraging, guiding and assisting student leaders and teachers, meeting with parents and administrators on a regular basis for problem resolution, enforcing discipline when necessary. Additionally, she provides an atmosphere free of any bias in which students can achieve their maximum potential, promoting and ensuring a safe physical and mental learning environment, fiscal responsibility and plant operation.
Pfeiffer, Paul	Assistant Principal	Mr. Pfeiffer assists the principal in ensuring that academic policies and curriculum are followed, developing and tracking benchmarks for measuring institutional success helping teachers maximize their teaching potential. He meets and listens to concerns of students on a regular basis, encouraging, guiding and assisting student leaders and teachers, meeting with parents and administrators on a regular basis for problem resolution enforcing discipline when necessary. Additionally, he provides an atmosphere free of any bias in which students can achieve their maximum potential, promoting and ensuring a safe physical and mental learning environment, and fiscal responsibility and plant operation.
Milian, Rose	Magnet Coordinator	Ms. Milian is YWPA's lead teacher. Her duties and responsibilities consist of being a liaison between the school and elementary schools, as well as interested parents and students. She provides relevant information to market the school in a positive way via magnet fairs as well as small group tours. Additionally, as the PLST's PD Liaison, she attends PD and turnkeys information during faculty and leadership team meetings. These professional learning activities help lead to improved educator practices and increased student outcomes. She also shares pertinent information as a member of EESAC and is the Verizon Innovative Leadership grant supervisor.
Cabrera, Anthony	Teacher, K-12	Mr. Cabrera is the electives department head. His duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally, he is the activities director, overseeing extracurricular activities for the students, helping to plan, organize and oversee different activities for school clubs and organizations. He also acts as an official member of EESAC.
Cruz, Diubel	Teacher, K-12	Mr. Cruz is the social studies department head. His duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally, he also acts as an official member of EESAC, sponsor of several clubs such as Monarch Studios,

Name	Position Title	Job Duties and Responsibilities
		as well as PLST Lead Mentor, which helps promote a school culture of professional growth and collective responsibility for student learning.
Okyle, Yaneysi	Curriculum Resource Teacher	Ms. Okyle is the language arts department head and YWPA test chair. Her duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Ms. Okyle creates an internal test schedule consistent with the district and provides multiple PD sessions to the faculty. Additionally, she is the ELL compliance coordinator, curriculum resources teacher and also acts as an official member of EESAC.
Haynes, Nicole	Teacher, K-12	Ms. Pares is the mathematics department head. Her duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally, she also acts as an official member of EESAC.
Syed, Asema Yasmee	Teacher, K-12	Ms. Syed is the science department head. Her duties and responsibilities consist of being a liaison between administration and department, attending PD and disseminating information to the department, turnkeying information from leadership team meetings, monitoring and providing assistance and feedback when needed, and engaging in data chats. Additionally Ms. Syed is instrumental in developing the SIP.
Rojas, Claudia	School Counselor	Ms. Valera is a Guidance Counselor. She oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment. As the academic advisor, she analyzes student performance in class and identifies sources of problems, getting to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, hosts crisis intervention and prevention programs, facilitates communication between parents, teachers, administrators and students about behavior and academic problems and assists with school programs and events.
Perez, Teresa	School Counselor	Ms. Perez is a trust counselor. She oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment. She analyzes student performance in class and identifies sources of problems, getting to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, hosts crisis intervention and prevention programs, facilitates communication between parents, teachers, administrators and students about behavior and academic problems and

Name	Position Title	Job Duties and Responsibilities
		assists with school programs and events. Additionally, she acta as the SEL champion, Big Sister/Little Sister sponsor, and CAP advisor.

Demographic Information

Principal start date

Friday 7/15/2022, Silvia Tarafa

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.*

5

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.*

5

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

358

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

2

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

2

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	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	55	70	71	58	26	44	39	363
Attendance below 90 percent	0	0	0	0	0	0	4	0	0	0	1	1	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	2	5	0	5	3	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	3	1	0	2	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	4	7	2	3	10	0	0	26
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	10	11	4	0	2	0	28
	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	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	0	2	1	0	1	0	5

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	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

Thursday 8/11/2022

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		
Number of sutdents with a substantial reading deficiency		

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		

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	70	77	71	37	44	41	0	340
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	2	1	0	0	4
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	0	
Course failure in Math	0	0	0	0	0	0	0	5	5	1	5	3	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	2	1	0	1	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	3	5	4	0	0	0	18
Number of sutdents with a substantial reading deficiency	0	0	0	0	0	0	8	12	4	0	1	0	0	25

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	54%	51%				84%	59%	56%
ELA Learning Gains	73%						66%	54%	51%
ELA Lowest 25th Percentile	66%						58%	48%	42%
Math Achievement	78%	42%	38%				83%	54%	51%
Math Learning Gains	79%						65%	52%	48%
Math Lowest 25th Percentile	73%						51%	51%	45%
Science Achievement	86%	41%	40%				95%	68%	68%
Social Studies Achievement	93%	56%	48%				82%	76%	73%

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	78%	58%	20%	54%	24%
Cohort Comparison						
07	2022					
	2019	80%	56%	24%	52%	28%
Cohort Comparison		-78%				
08	2022					
	2019	89%	60%	29%	56%	33%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	83%	58%	25%	55%	28%
Cohort Comparison						
07	2022					
	2019	70%	53%	17%	54%	16%
Cohort Comparison		-83%				
08	2022					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	68%	26%	67%	27%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	73%	2%	71%	4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	71%	26%	70%	27%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	63%	15%	61%	17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	54%	41%	57%	38%

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
ELL	68	60	65	66	64	62		88			
BLK	77	71	62	65	79	71	65	87	76		

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
HSP	88	74	71	81	77	76	93	96	96	100	95
WHT	78	61		80	88		90	82	91		
FRL	79	68	61	72	76	73	79	92	86	100	95
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	69	62		50	30						
ELL	67	61	52	58	36	26	62	68	71		
BLK	73	61	48	55	26	28	46	67	71		
HSP	85	64	57	73	43	24	76	88	81	100	100
WHT	89	78		80	38			79	92		
FRL	79	64	52	63	35	27	64	76	77	100	100
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	73	73									
ELL	65	62	61	82	61			36			
ASN	100	70									
BLK	76	53	50	80	62	50	86	79	92		
HSP	84	67	61	83	62	50	98	81	94	100	95
WHT	88	76		89	79			80	100		
FRL	78	64	58	78	63	46	96	75	93	100	94

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)	N/A
OVERALL Federal Index – All Students	83
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	916
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	

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%	0
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	73
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	86
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	81
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	80
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?

The 2021 to 2022 FSA data shows that math achievement increased from 70% to 76% in 6th grade and increased from 63% to 80% in 7th grade, hence an increase of 6 percentage points in 6th grade and 17 percentage points.

The 2021 to 2022 FSA data shows that ELA achievement increased from 76% to 79% in 6th grade, remained flat at 84% in 7th grade, decreased from 88% to 86% in 8th grade, increased from 82% to 92% in 9th grade and increased from 88% to 91% in 10th grade. This is an increase of 3 percentage points in 6th grade, 10 percentage points in 9th grade and 3 percentage points in 10th grade FSA ELA achievement, hence a decrease of 2 percentage points.

The 2021 to 2022 Algebra I EOC data remained the same with 74% and the Geometry EOC achievement increased from 74% to 85%. There was is an increase of 11 percentage points in Geometry EOC achievement.

The Biology EOC data from 2021 to 2022 demonstrate an increase from 70% to 85%, hence an increase of 15 percentage points in Biology EOC achievement.

The Civics EOC data from 2021 to 2022 demonstrate an increase from 81% to 91%, hence an increase of 10 percentage points.

The U.S History EOC data from 2021 to 2022 demonstrate an increased from 91% to 97%, hence an increase of 6 percentage points.

Overall, all of the above-mentioned assessment data surpassed that of the District.

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

The area that demonstrated the greatest need for improvement was the 8th grade FSA ELA which decreased from 88% in 2021 to 86% in 2022. There was a decrease of 2 percentage points in 8th grade FSA ELA achievement.

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

The contributing factors to this need for improvement were the grade level acceleration and rigor in ELA courses. More appropriate placement of students, differentiated instruction, and providing remediation during the leadership/homeroom period will address this need. In addition, before and after school tutoring will be provided.

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

The area that showed most improvement based on progress monitoring and 2022 state assessments was the 7th grade math achievement. The 7th grade i-Ready Progress monitoring assessments demonstrated 62.6% proficiency in Diagnostic I to 84% proficiency in the diagnostic 2. There was an increase of 21.4 percentage points from the first to the second i-Ready Progress monitoring assessment. The 2021 to 2022 FSA data shows that math achievement increased from 63% to 80% in 7th grade. There was an increase of 17 percentage points in 7th grade FSA math achievement.

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

The contributing factors to this improvement was placement of specific personnel in the 7th grade math courses and student scheduling, with the addition of an intensive math class where FSA math level 1-2 students were placed. We will continue to be strategic in placement of personnel and in appropriate scheduling of students. Teachers will continue to differentiate instruction based on students' individual needs. The leadership/homeroom period will be utilized for remediation and enrichment opportunities.

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

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

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

The professional development opportunities that will be provided at the school to support teachers and leaders will include the following: August 2022: Schoology and Data-driven instruction based on data analysis and data chats. September 2022: Ongoing shared leadership and development of the homeroom/ leadership period. October-December: Ongoing progress monitoring /Mid-Year data analysis. January: Standard-based collaborative planning and effective resource utilization. February: Differentiated instruction and strategic planning for pull-out/push-in remediation and acceleration opportunities.

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

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

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

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Area of Focus: Based on our review of the 2022 FSA data, our school's area of focus will be differentiated instruction due to our findings that demonstrated a decrease on the 8th grade FSA ELA assessments from 88% of students on or above grade level to 86% of students on or above grade level. In order to meet the individual needs of all learners and learning styles, we will continue to differentiate instruction and provide remediation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation, an additional 5% of the 8th grade population will score at grade level or above in area of ELA on the end of year state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review bi-weekly lesson plans for indication of differentiation of the 8th grade ELA students. Data Analysis of formative assessments of 8th grade students will be reviewed monthly to observe progress. Extended learning opportunities will be provided during the Leadership Period and before and after school tutoring to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating our 8th grade ELA students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of progress monitoring tools.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Describe the resources/ criteria used for selecting this strategy.

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.

9/2- Provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible	Yaneysi Okyle (yaneysig@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

10/31-12/16 Teachers will attend professional development and share information with their departments on best practices with a focus on individualize intervention, using appropriate pacing, and tailoring instruction to meet the demands of the BEST standards, on a quarterly basis.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

10/31-12/16 Teachers will analyze data from FAST PM1 and PM2 to create groups for differentiated instruction in their classes. If needed, additional intervention will be provided during the Leadership Period to those students in need of remediation, on a quarterly basis.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning	
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 our review of the 2022 FSA data, our school's area of focus will be standard-based collaborative planning due to our findings demonstrating that 7th grade FSA ELA assessment scores showed no gains, remaining at 84% of students on or above grade level in 2021 and 2022. According to the 2022 FSA ELA data 84% of the 7th grade students scored at or above grade level. This is the same as the previous year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of standards-based collaborative planning, an additional 5% of the 7th grade population will score at grade level or above in ELA on the end of year state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration will provide time during the faculty meetings and Leadership Period for teachers to conduct 7th grade level common planning with their 8th grade counterparts. During this time, they will work together to determine best practices needed to raise performance. Administration will follow-up with regular walkthroughs to ensure that lesson plans are aligned to current data. Data Analysis of formative assessments of 7th grade students will be reviewed monthly to observe progress. Extended learning opportunities will be provided during the Leadership Period and before and after school tutoring to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Paul Pfeiffer (ppfeiffer@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning refers to any period that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative

implemented for this Area of Focus.	Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively. Standards-based collaborative planning will assist in accelerating our 7th grade ELA students and progress will be monitored using will be monitored using OPMs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Standards-based collaborative planning will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

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.

9/2- Create a collaborative planning schedule. Administrators will attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11-Provide opportunities per grade level and content area to unwrap the standards and align appropriate resources and instructional activities. Standards-based collaborative planning will support these efforts through weekly collaborative planning meetings.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11- Provide opportunities during faculty meetings for teachers to share standard-based strategies with other grade levels and subject areas.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop progress monitoring tools that can be used to track, such as mini-assessments that are aligned to weekly small group instruction. Teachers will monitor student progress using OPMs and adjust, as necessary.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

10/31-12/16 Teachers will attend professional development and meet collaboratively to discuss the BEST Planning Cards and how to incorporate the question stems to prepare students for the FAST PM2 and PM3, on a quarterly basis.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

10/31-12/16 Teachers will meet with their departments to analyze the spiraled standards in a vertical progression and plan lessons targeting those reading, communications and vocabulary strands . This will serve as the framework for teachers to enable scaffolds for students who may need remediation, on an ongoing basis.

Person Responsible   Paul Pfeiffer (ppfeiffer@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Attendance	
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 our review of the 2021-2022 school year attendance data, our school's area of focus will be to increase student attendance. Our findings demonstrated 21% of students had 6-10 days of absences in 2021, increasing to 28% in 2022. In addition, 8% of students had 11-15 days of absences in 2021, increasing to 21% in 2022. According to our findings, student attendance dropped from 2021 to 2022. The data shows 21% of students had 6-10 days of absences in 2021, increasing to 28% in 2022. In addition, 8% of students had 11-15 days of absences in 2021, increasing to 21% in 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance, an additional 3% of our student population will improve school attendance.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance will be monitored using attendance bulletin reports.
Person responsible for monitoring outcome:	Paul Pfeiffer (ppfeiffer@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Attendance, our school will focus on the evidence-based strategy of: Strategic Attendance Initiatives which involve close monitoring and reporting of student absences, calls to parents, using attendance strategies and resources, providing student incentives for attending school (Fresh Air Fridays), disciplinary measures and more direct measures including home visits, counseling, and referrals to outside agencies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Strategic Attendance Initiative will ensure a comprehensive, actionable, tiered approach to improving attendance. The Leadership Team will work together to plan and implement prevention measures to ensure that effective interventions are in place to reduce the number of students who are chronically absent.

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.

9/2- Create an attendance committee and meet to review the attendance bulletin. The members of the attendance committee will institute their personal strategies on a daily basis and meet collectively on a biweekly basis. Attendance and chronic absence data will be used to determine the nature and intensity of

supports. Supports can range from a call home or a truancy letter to a more intensive intervention and case management process.

Person Responsible   Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11- Incorporate Q&A/ Reflection time onto faculty meeting agendas monthly, to ensure time is allocated for discussing relevant topics impacting student attendance. The attendance committee will share other data (grades, test scores, behavioral referrals, health issues, etc.) to develop a full picture of what is happening in a student's life, especially for those with more severe attendance problems.

Person Responsible   Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11- Implement grade level/ homeroom attendance competitions to encourage student attendance. The attendance committee will monitor attendance to determine the HR with the highest attendance and provide a pizza party for those homerooms with perfect attendance.

Person Responsible   Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11- The attendance committee will host grade level student assemblies and provide incentives to encourage attendance. The students who demonstrate perfect attendance on a quarterly basis, will be provided with a perfect attendance certificate.

Person Responsible   Paul Pfeiffer (ppfeiffer@dadeschools.net)

10/31- 12/16 Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance as a means of motivating students to attend school regularly, on a monthly basis.

Person Responsible   Paul Pfeiffer (ppfeiffer@dadeschools.net)

10/31- 12/16 Invite students with perfect attendance to attend the Honor Roll ceremony to be recognized. Call the parents/guardians of these students to acknowledge their effort in sending students to school daily, on a quarterly basis.

Person Responsible   Paul Pfeiffer (ppfeiffer@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
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 the review of the data from the 2022 School Climate Survey, 59% of staff disagree with "Staff morale is high at my school". Findings on the School Climate Survey demonstrate 59% of staff disagree with "Staff morale is high at my school". The school will continue to increase a positive environment for all stakeholders. Within the instructional leadership team, we will distribute responsibilities to lead each other toward the common goal of building a positive social and academic environment, therefore increasing staff morale.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Successful implementation of leadership development and shared leadership will result in an increase of 5% on the 2023 School Climate Survey data question about staff morale.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through leadership team and faculty meeting sign in sheets and agendas to document attendance and topics discussed. To ensure shared leadership is taking place, monthly meeting agendas and meeting minutes will be monitored and submitted to the administration.
Person responsible for monitoring outcome:	Paul Pfeiffer (ppfeiffer@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Leadership Development, our school will focus on the evidence-based strategy of: Leadership development/Shared Leadership. This involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability, ultimately increasing the staff morale
Rationale for Evidence-based	Leadership Development and Shared leadership will ensure that teachers are using shared knowledge acquired during faculty meetings on a monthly basis and align it within their instruction. If we successfully engage all stakeholders in working together towards a

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	shared purpose, then we will continue to increase staff morale, as evidenced by the 2023 School Climate survey results.

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.

9/2-10/11 Administration will conduct bi-monthly leadership team meetings to ensure collaboration and communication between the administrators, leadership team and faculty is on-going.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11 Department chairs will conduct department meetings for teachers to collaborate, share data, best practices, and ensure that shared leadership leads to academic success, on a monthly basis.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11 Administration will schedule cross departmental meetings for different content areas to plan together, on a monthly basis.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11 Teachers will be provided with opportunities to share best practices with their colleagues that lead to student achievement and increased staff morale, on a monthly basis.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

8/31-10/11 Administration will be attentive to teacher concerns by providing feedback to the referral submitted, on an ongoing basis.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

10/31-12/16 Teachers will be provided with time to work collaboratively during the Leadership period to set high standards, close the achievement gap among students and develop curriculum together, on a monthly basis.

Person Responsible	Paul Pfeiffer (ppfeiffer@dadeschools.net)

10/31-12/16 Provide a set time during the faculty meetings for Q&A on school culture and academics and its role on shared leadership, on a monthly basis.

Person Responsible	Paul Pfeiffer (ppfeiffer@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.

Our strengths within school culture are in offering an engaging learning environment, support, care, and opportunities for connections. Parents and families are continuously engaged in supporting the school, teachers and the students in the learning process. Our Big Sister Little Sister, Women's Symposium, and Girl Talk 1 on 1mentoring programs are other examples of ways we build a positive school culture environment. We encourage high expectations through the use of a growth mindset in all content areas. We strive to connect students' life goals to educational opportunities in STEAM projects. We engage staff and students in the care of a clean, orderly and appealing surroundings by providing campus beautification projects and provide ongoing support for the development of a safe and supportive school.

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

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