

Miami-Dade County Public Schools

# Southside Preparatory Academy



2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Southside Preparatory Academy

45 SW 13TH ST, Miami, FL 33130

<http://southside.dadeschools.net/>

## Demographics

**Principal: Linette Tellez**

Start Date for this Principal: 8/24/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	60%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (59%) 2018-19: A (63%) 2017-18: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Southside Preparatory Academy

45 SW 13TH ST, Miami, FL 33130

<http://southside.dadeschools.net/>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	No	60%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	B		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.**

Southside Preparatory Museums Magnet School is committed to providing a culturally diverse learning environment in collaboration with museums throughout the community. A humanities-based curriculum infused with museum resources and expeditions provides hands-on, minds-on authentic learning experiences taking students beyond the walls of the classroom.

#### **Provide the school's vision statement.**

Southside Preparatory Museums Magnet School is a unique and challenging museums-based learning environment, which enables students to: Explore, Examine, Experiment, and Exhibit; therefore becoming self-directed, creative, critical thinkers.

### 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
Tellez, Linette	Principal	<ul style="list-style-type: none"> <li>-School Leader</li> <li>-Vision/Mission</li> <li>-School Operations</li> <li>-Curriculum/Instruction</li> <li>-Community/Parental Involvement</li> <li>-School Budget</li> <li>-School Personnel</li> </ul>
Alvarez, Annie	Assistant Principal	<ul style="list-style-type: none"> <li>-School Administrator</li> <li>-Test Chair</li> <li>-Curriculum/Instruction</li> <li>-Community/Parental Support</li> <li>-ESE/Gifted</li> <li>-School Personnel</li> <li>-Students</li> </ul>
Mondy, Matasha	Assistant Principal	<ul style="list-style-type: none"> <li>-School Administrator</li> <li>-Test Chair</li> <li>-Curriculum/Instruction</li> <li>-Community/Parental Support</li> <li>-ESE/Gifted</li> <li>-School Personnel</li> <li>-Students</li> </ul>
martinez, koryna	Magnet Coordinator	<ul style="list-style-type: none"> <li>-Magnet Curriculum</li> <li>-Scope &amp; Sequence</li> <li>-Integrated Planning</li> <li>-Museum Support Planning/Site Visit Exposure</li> <li>-Exhibitions</li> <li>-Magnet Enrollment</li> </ul>

**Demographic Information**

**Principal start date**

Wednesday 8/24/2022, Linette Tellez

**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.*

1

**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.*

0

**Total number of teacher positions allocated to the school**

40



**Total number of students enrolled at the school**

888

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

8

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

9

**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	95	111	102	130	134	141	85	64	53	0	0	0	0	915
Attendance below 90 percent	0	4	15	3	6	7	4	6	6	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in ELA	0	1	5	10	9	2	3	0	3	0	0	0	0	33
Course failure in Math	0	1	3	8	7	2	7	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	18	19	22	12	12	0	0	0	0	91
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	15	32	29	17	22	0	0	0	0	120
Number of students with a substantial reading deficiency	0	0	10	20	31	25	26	16	16	0	0	0	0	144

**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	1	5	11	16	19	20	9	13	0	0	0	0	94

**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	2	5	8	0	0	2	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Wednesday 8/24/2022

**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	105	91	128	136	139	123	87	79	67	0	0	0	0	955
Attendance below 90 percent	0	16	21	11	18	21	19	17	21	0	0	0	0	144
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	6	6	6	0	8	2	0	0	0	0	29
Course failure in Math	0	0	2	0	4	10	0	5	2	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	3	12	14	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	5	17	14	0	0	0	0	37
Number of students with a substantial reading deficiency	0	7	42	32	25	26	17	36	24	0	0	0	0	209
	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	3	3	4	9	2	18	14	0	0	0	0	53

**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	3	0	1	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**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	105	91	128	136	139	123	87	79	67	0	0	0	0	955
Attendance below 90 percent	0	16	21	11	18	21	19	17	21	0	0	0	0	144
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	6	6	6	0	8	2	0	0	0	0	29
Course failure in Math	0	0	2	0	4	10	0	5	2	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	3	12	14	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	5	17	14	0	0	0	0	37
Number of students with a substantial reading deficiency	0	7	42	32	25	26	17	36	24	0	0	0	0	209
	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	3	3	4	9	2	18	14	0	0	0	0	53

**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	3	0	1	0	0	0	0	0	0	0	4
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	62%	55%				78%	63%	61%
ELA Learning Gains	65%						70%	61%	59%
ELA Lowest 25th Percentile	52%						64%	57%	54%
Math Achievement	61%	51%	42%				72%	67%	62%
Math Learning Gains	59%						64%	63%	59%
Math Lowest 25th Percentile	54%						32%	56%	52%
Science Achievement	54%	60%	54%				63%	56%	56%
Social Studies Achievement	74%	68%	59%					80%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	60%	14%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	73%	64%	9%	58%	15%
Cohort Comparison		-74%				
05	2022					
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-73%				
06	2022					
	2019					
Cohort Comparison		-65%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	67%	6%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	64%	69%	-5%	64%	0%
Cohort Comparison		-73%				
05	2022					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-64%				
06	2022					
	2019					
Cohort Comparison		-64%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	57%	53%	4%	53%	4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-57%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
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	36	50	33	24	40	30	27				
ELL	58	65	51	57	58	57	36	66	35		
ASN	82			82							
BLK	47	55		58	55						
HSP	63	64	52	58	57	54	48	73	35		
WHT	89	72		82	71		95				
FRL	59	64	47	57	58	53	45	75	31		
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	28	52	42	19	48	42	30				
ELL	60	60	51	51	42	38	46	63			
BLK	50			33							
HSP	62	57	47	53	41	40	51	65			
WHT	80	81		75	52		80				
FRL	56	54	45	50	38	38	48	63			
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	43	27		43	27						
ELL	75	68	66	70	61	30	61				
BLK	79			79							
HSP	76	70	61	68	61	32	59				
WHT	84	76		80	66		73				
FRL	74	63	60	68	62	30	53				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	10
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	54
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	57
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	80
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	55
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?

According to the 2021-2022 data, the emerging trend across all grade level was an increase in ELA and Math proficiency when compared to the 2020-2021 data. Additionally, Learning Gains in ELA and Math also showed an increase. Finally, the Science achievement remained the same when comparing 2022 to 2021 data.

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

Based on the 2021-2022 FSA data, the area with the greatest need for improvement is with our lowest 25% in ELA and Math. Additionally, 8th grade Science is also an area for improvement.



**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 factor to these areas in need of improvement were due to learning loss and gaps in learning and inconsistent small group instruction for remediation purposes. In order to address these areas, small group instruction will be held with fidelity, manipulative will be used to support math concepts and teachers will be provided with direct instructional support.

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

The area with the most improvement and consistency from 2021-2022 was in ELA Learning Gains, showing an increase of 6 percentage points and Math Learning Gains increasing 17 percentage points. Additionally, Social Studies Achievement increased 8 percentage points when comparing 2021-2022 FSA data.

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

- Consistent administrative walk-throughs
- Teacher/Admin data chats
- Extended Learning Opportunities

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

The following strategies will be implemented to accelerate learning:

- Small group instruction focusing on both remediation & acceleration of the current standard
- Monitoring of data to ensure student progress
- Tier 2 & Tier 3 Intervention
- Use of manipulatives for math instruction
- 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 provided on the following topics:

- New B.E.S.T standards in ELA and Math
- How to reach all learners (strategies for struggling students)
- Reading Intervention program for identified teachers

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

- Fidelity to small group instruction
- Analysis & Monitoring of student data & progress
- Extended Learning Opportunities
- Tier 2 & Tier 3 support for identified students

**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.**

According to the 2021-2022 FSA data in both Reading and Mathematics, approximately 34% of students in the SWD subgroup made achievement. We selected the overarching area of small group instruction in order to provide the scaffolding and/or reteaching necessary for academic success for the SWD subgroup.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement small group instruction in ELA and Math for the SWD subgroup, then Proficiency will increase by a minimum of 5 percentage points as evidenced by the 2023 state assessments.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Collaborative Planning will occur weekly with a focus on small group instruction. Administrators will conduct walkthroughs to ensure small groups are taking place with fidelity. Data analysis of biweekly OPM's and Topic Assessments will be reviewed monthly to track progress.

**Person responsible for monitoring outcome:**

Linette Tellez (pr5321@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Within the targeted elements of small group instruction, our school will focus on the evidenced based strategy of: Differentiated Instruction (DI). Differentiated Instruction will assist in accelerating Proficiency as it is a systematic approach of instruction to meet the students' needs. DI will be monitored through collaborative planning, walk throughs and data. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense

**implemented for this Area of Focus.**

of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

According to the 2021-2022 FSA Assessment, approximately 43% of students in the SWD subgroup made achievement in both Reading and Math. By implementing the strategy of differentiated Instruction, teachers will be able to work with students in small groups, focusing more on specific student needs through various avenues and opportunities for learning resulting in student growth.

**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.

SWD ELA & Math teachers will meet with the administrators to analyze student historical data. As a result, teachers will develop initial student placement for small groups.

8/24/22-9/2/22

**Person**

**Responsible**

Matasha Mondy (mmondy@dadeschools.net)

SWD ELA & Math teachers will meet weekly for collaborative planning to gather resources, share best practices and plan for small group instruction. As a result, teachers will work together to develop small group plans that best meet the needs of their students.

8/24/22-10/24/22

**Person**

**Responsible**

Matasha Mondy (mmondy@dadeschools.net)

During collaborative planning, both teachers and administrators will analyze student Topic Assessment Data and/or Progress Monitoring Data. This will result in shifts in instruction, regrouping and teacher reflection for next steps.

8/24/22-10/24/22

**Person**

**Responsible**

Matasha Mondy (mmondy@dadeschools.net)

Administrators will participate in collaborative planning and conduct daily walk throughs to monitor for the implementation of small group instruction. This will ensure that instruction is directly correlated to collaborative planning.

8/24/22-10/24/22

**Person**

**Responsible**

Matasha Mondy (mmondy@dadeschools.net)

Upon completion of the 2nd Progress Monitoring, data Chats will be conducted with teachers and students to analyze student progress. This will drive the next steps during planning for small group and whole group instruction for students in the SWD subgroup.

10/31/22-12/16/22

**Person Responsible** Matasha Mondy (mmondy@dadeschools.net)

Administrators will meet with interventionists to discuss student progress, fidelity to instruction and student data to determine next steps for those students not making adequate progress. This will ensure that students are receiving the necessary instruction to close learning gaps.

**Person Responsible** Annie Alvarez (anniealvarez@dadeschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the the 2021-2022 FSA Assessment, approximately 54% of students were proficient in the area of Science. We selected the strategy of Inquiry-Based Learning because it is directly related to Science instruction and our Museum Magnet Content Descriptors.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement the strategy of Inquiry-Based Learning we expect to see a 5 percentage point increase in student Proficiency in the area of Science on the 2023 State Assessment.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The administration will actively participate in collaborative planning meetings to monitor for the integration of Magnet Curriculum and the planning of Inquiry as it relates to the Scope and Sequence. Additionally, they will conduct daily walk throughs to monitor for Magnet instruction, Inquiry and evidence student work products.

**Person responsible for monitoring outcome:**

Linette Tellez (pr5321@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Inquiry-Based Learning refers to any form of active learning that starts by posing questions, problems, or scenarios rather than presenting facts. When engaged in Inquiry-Based Learning, students will typically be assigned a research issue, question, project or problem to develop their knowledge or solutions.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

According to the 2021-2022 FSA Assessment, approximately 52% of students in grades 5 and 8 were proficient in the Science Assessment. By implementing the strategy of Inquiry-Based Learning, teachers will focus on critical thinking skills, analyzing problems/solutions and thus increasing student knowledge across all content areas.

**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.

Teachers will meet with Magnet Lead teacher to review and revise the current Magnet Scope and Sequence. As a result, there will be a more accurate alignment among Magnet Curriculum Objectives and State/District Curriculum, thus making it easier to integrate curriculums.

8/24/22-9/1/22

**Person Responsible**

koryna martinez (msmartinez@dadeschools.net)

Teachers will be provided with Professional Development focusing on object based learning. This will assist teachers in better understanding the Inquiry Process, thus being able to integrate Museum Objectives across all content areas.

9/26/22-9/30/22

**Person Responsible**

koryna martinez (msmartinez@dadeschools.net)

Teachers will meet for collaborative planning with the Magnet Lead teacher to plan for the implementation of objectives, inquiry based questioning (problems) and follow up activities for students to develop. This

will result in research based student end products directly correlated to Magnet Objectives.

10/3/22-10/24/22

**Person Responsible** koryna martinez (msmartinez@dadeschools.net)

Administrators will participate in collaborative planning and conduct daily walk throughs to monitor for the integration of Magnet Objectives and student work samples. This will ensure that Magnet content is being delivered and integrated across all content areas.

8/24/22-10/24/22

**Person Responsible** Annie Alvarez (anniealvarez@dadeschools.net)

Teachers will be provided with the opportunity to receive Professional Development focusing on Schoology in order to effectively implement the resource into daily instruction/activities. This will result in increased knowledge of the Schoology Application and will therefore feel more comfortable in using it.

11/8/22

**Person Responsible** Matasha Mondy (mmondy@dadeschools.net)

Teachers will be provided with the opportunity to receive Professional Development focusing on PowerBi in order to effectively use the data available to them to track student progress and make instructional data driven decisions. This will result in increased knowledge of the PowerBi Application and will therefore feel more comfortable in using it.

11/8/22

**Person Responsible** Matasha Mondy (mmondy@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Positive Staff Morale through Team Building**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021-2022 Staff Climate Survey, only 56% of teachers agree or strongly agree that they like working at the school. Additionally, only 50% of teachers feel like their ideas are listened to or considered. We decided to focus on Increasing Staff Morale through Team Building to create a more positive culture among faculty and teachers.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement Team Building Activities and increase staff morale, we expect to see an increase of at least 20 percentage points in the 2022-2023 Staff School Climate Survey relating to questions concerning how they are listened to and liking to work at the school.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Monthly meetings with grade level representatives will be conducted with the leadership team to discuss concerns, grade level morale/feelings and next steps. This will serve as an indication of how staff is feeling, shifts in practice and an opportunity for building relationships.

**Person responsible for monitoring outcome:**

Linette Tellez (pr5321@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the Targeted Element of Positive School Culture and Environment, our school will focus on the evidence-based strategy of: Team Building Activities. Team Building will ensure that staff feel a sense of belonging and value. Staff morale will be monitored on a monthly basis to ensure teachers are feeling involved and supported, thus promoting a positive school culture.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Due to the vast changes in personnel, administration and physical constraints at Southside Preparatory, there has been a shift in staff morale. Through Team Building Activities the leadership team will implement ongoing strategies and social activities for all school staff, thus resulting in an improved school culture and positive teacher morale. Team Building Activities will assist in increasing staff morale and establish a positive school culture, thus resulting in teacher satisfaction and happiness.

**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.

Monthly Team Building activities will be implemented during Faculty Meetings and/or Professional Development opportunities. This will give teachers and staff the opportunity to work together and get to know each other, thus building relationships.

8/11/22-10/24/22

**Person Responsible** Linette Tellez (pr5321@dadeschools.net)

Weekly implementation of grateful notes in the "Grateful Jar" where teachers will self reflect upon positive occurrences/feelings for the current week. As a result, teachers should begin to show a shift in mindset in regards to school culture.

8/24/22-10/24/22

**Person Responsible** Linette Tellez (pr5321@dadeschools.net)

Monthly topics for discussion based off the philosophy of "The Fish Book," will be facilitated during faculty meetings. This will cause the faculty to reflect on the attributes of "The Fish Book," in turn uniting the faculty by working towards the same vision.

10/12/22-10/24/22

**Person Responsible** Linette Tellez (pr5321@dadeschools.net)

Teachers will highlight one another through "SPOT SUCCESS" for best practices with students both in and out of the classroom during monthly faculty meetings. As a result, teachers will feel appreciated and valued by their peers, thus building morale and a sense of belonging.

10/12/22-10/24/22

**Person Responsible** Linette Tellez (pr5321@dadeschools.net)

Implement monthly initiatives/activities for students who have been recognized for Values Matter to highlight positive characteristics and promote student inclusivity.

10/31/22-12/16/22

**Person Responsible** Linette Tellez (pr5321@dadeschools.net)

Implement Mindful Monday announcements to highlight techniques/strategies students and teachers can use to promote Social Emotional Learning.

10/31/22-12/16/22

**Person Responsible** Linette Tellez (pr5321@dadeschools.net)



**#4. Transformational Leadership specifically relating to Instructional Leadership Team**

**Area of Focus**  
**Description and Rationale:** According to the 2021-2022 Staff Climate Survey, only 40% of teachers agree or strongly agree that they are supported by the principal and only 53% feel like they are treated respectfully. We selected working on the Leadership Team in order to have a clear expectations for students and staff.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:** If we successfully build a culture of trust and responsibility through the setting of high expectation of students and staff, we expect to see an increase of at least 10 percentage points in the 2022-2023 Staff School Climate Survey relating to staff feeling like they are supported and respected by the school administrative team.  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

**Monitoring:** The Leadership Team will be active participants during collaborative planning to provide input, feedback and listen to teachers concerns. Additionally, weekly walk-throughs focused on teacher instruction & student engagement. Finally, we should see an increase in student attendance due to daily incentives.  
**Describe how this Area of Focus will be monitored for the desired outcome.**

**Person responsible for monitoring outcome:** Linette Tellez (pr5321@dadeschools.net)

**Evidence-based Strategy:** Setting High Expectations for Students and Staff will help to build a culture of trust and responsibility as it conveys confidence in their ability. School leaders can provide opportunities for staff and students to contribute. Provide stakeholders with feedback and make adjustments as necessary to ensure continued success.  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:** Due to the changes in school administration and leadership team, a clear vision and staff/student expectations need to be communicated, practiced and recognized in order to promote a positive school culture. By focusing on setting clear & high staff and student expectations, we should see an increase in teacher accountability, student achievement and attendance.  
**Explain the rationale for selecting this specific strategy. 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.

During the Opening of Schools meeting, a clear vision and mission will be shared and discussed with school staff by the administrative team. This will result in consistency and clarity among all stakeholders in regards to student and staff expectations.  
 8/11/22

**Person Responsible** Linette Tellez (pr5321@dadeschools.net)

School site administrators will be present at all collaborative planning sessions to actively participate in content area planning, provide support and listen to any concerns. This will result in an increased desire for teachers to actively participate in collaborative planning.  
 8/24/22-10/24-22

**Person Responsible** Annie Alvarez (anniealvarez@dadeschools.net)

During Leadership Team Meetings, team members will determine weekly walk-through look fors based on discussions and plans addressed during collaborative planning. This will result in specific teacher feedback opportunities directly aligned to expectations set forth from planning.  
8/24/22-10/24/22

**Person Responsible** Matasha Mondy (mmondy@dadeschools.net)

Daily student attendance incentives/celebrations will be provided to students. This will result in an increase in student attendance and reduced tardiness.  
9/3/22-10/24/22

**Person Responsible** Linette Tellez (pr5321@dadeschools.net)

New teachers or teachers in need of additional support will work with a SEED Mentor to develop planning, instruction and classroom techniques to better meet the needs of the learners. This will result in teachers feeling supported and more equipped to fulfill their day to day duties.  
10/31/22-12/16/22

**Person Responsible** Annie Alvarez (anniealvarez@dadeschools.net)

School site administrators will meet with grade level chairs quarterly to discuss any ideas, concerns and/or share feedback to ensure that teacher's voices are heard and all stakeholders are working together to maximize student success. This will result in open-two-way communication among teachers and administrators thus resulting in a unified vision to Southside Preparatory.  
10/31/22-12/16/22

**Person Responsible** Linette Tellez (pr5321@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.

Southside Preparatory will focus on stakeholder motivation, success, and a sense of feeling valued through the setting of high expectations and team building. Southside will recognize students for showing core values and increased attendance. Additionally, throughout the year, parents are provided with opportunities to participate in school events, communicate with teachers and staff and contribute to their child's educational journey. Teachers are provided with opportunities to share best practices during collaborative planning to better meet the needs of the learners in their class. Teacher Leaders are encouraged to share ideas and/or feedback with the school's Leadership Team through grade level meetings. Stakeholders have the opportunity to stay informed and provide suggestions during EESAC meetings and PTA meetings.

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

The stakeholders involved in promoting a positive culture and environment at Southside Preparatory are the Principal, Assistant Principals, Leadership Team, Teacher Leaders, Counselors, PTA, Families, Community Partners and finally Teachers. The Administrators monitor and oversee and plan for Team Building Activities and Student Incentives, along with establishing opportunities for parents to participate in school activities. Assistant Principals and Leadership Team members will meet with teachers to provide them with the necessary support needed to meet the needs of all learners through small groups and our Magnet Curriculum. Finally, teacher leaders will continuously communicate with the leadership team to provide them with feedback from the staff in order to ensure the building of staff morale.