West Lakes Preparatory Academy

2022-23 Schoolwide Improvement Plan

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West Lakes Preparatory Academy

8435 W 36TH AVE, Hialeah, FL 33018

[no web address on file]

Demographics

Principal: Richelle Lumpkin T   Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: B (59%) 2017-18: A (69%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	66%

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

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Lumpkin, Richelle	Principal	The principal is responsible for planning, organizing and supervising all functions essential to the operation of the school. The principal ensures the school is effective, efficient and a safe learning environment. The principal also oversees areas such as School Operations, School Improvement Plan (SIP), Curriculum , Professional Development, Plant Operations, Certification, Technology, elementary Master Schedule, Custodians and Discipline.
Rafael, Tiffanie	Assistant Principal	The assistant principal assists the principal in ensuring the school is effective and a safe learning environment. The assistant principal is responsible for overseeing areas such as School Improvement Plan (SIP), Professional Development, English Language Learners (ELL), Testing, ESE, Middle School Master Schedule, Attendance, and Discipline.
Alamo, Michele	Other	The Media Specialist is responsible for collaborating with grade level teams to assist with curriculum instruction and implement enrichment. The Media Specialist is responsible for providing instructional resources to teachers and students to promote student achievement.
Cave, Annelle	ELL Compliance Specialist	The ECL is responsible for all ELL testing, and compliance documentation. The ECL will provide assistance to teachers with ELL students.
Martinez, Gloria	Teacher, ESE	The ESE Chair is responsible for all ESE testing, and compliance documentation. The ESE Chair will provide assistance to teachers with ESE students.
Mulet, Jessica	Teacher, K-12	This is a professional position responsible for the instruction of one or more subjects to fifth grade students.

Demographic Information

Principal start date
Friday 7/15/2022, Richelle Lumpkin T

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.*
2

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.*
11

Total number of teacher positions allocated to the school
23

Total number of students enrolled at the school
496

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.
1

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	59	49	55	67	60	77	46	46	59	0	0	0	0	518
Attendance below 90 percent	0	5	2	3	1	2	2	5	4	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	0	0	3	5	1	0	0	1	0	0	0	0	0	10
Course failure in Math	0	0	1	1	2	3	2	3	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	5	13	20	7	12	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	12	15	19	9	9	0	0	0	0	70
Number of students with a substantial reading deficiency	0	0	7	19	11	13	27	20	24	0	0	0	0	121

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	2	6	5	12	16	4	7	0	0	0	0	52

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	6	0	0	0	0	0	0	0	0	0	6
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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	58	54	60	63	54	42	68	62	0	0	0	0	508
Attendance below 90 percent	5	6	4	4	4	3	3	7	6	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	1	1	2	6	0	0	0	0	11
Course failure in Math	0	0	1	1	0	2	1	9	3	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	5	12	13	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	1	10	16	0	0	0	0	28
Number of students with a substantial reading deficiency	0	6	13	26	4	12	13	33	37	0	0	0	0	144

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	0	1	3	11	11	0	0	0	0	27

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	0	1	3	11	11	0	0	0	0	27

The number of students identified as retainees:

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

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%				66%	63%	61%
ELA Learning Gains	68%						76%	61%	59%
ELA Lowest 25th Percentile	60%						78%	57%	54%
Math Achievement	66%	51%	42%				64%	67%	62%
Math Learning Gains	79%						58%	63%	59%
Math Lowest 25th Percentile	63%						48%	56%	52%
Science Achievement	45%	60%	54%				24%	56%	56%
Social Studies Achievement	86%	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	77%	60%	17%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-77%				
05	2022					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-54%				
06	2022					
	2019	59%	58%	1%	54%	5%
Cohort Comparison		-38%				
07	2022					
	2019					
Cohort Comparison		-59%				
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	82%	67%	15%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-82%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	26%	65%	-39%	60%	-34%
Cohort Comparison		-56%				
06	2022					
	2019	72%	58%	14%	55%	17%
Cohort Comparison		-26%				
07	2022					
	2019					
Cohort Comparison		-72%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	20%	53%	-33%	53%	-33%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-20%				
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					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
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	44	48	43	53	65	44	38	75			
ELL	58	66	60	59	74	54	33	75			
ASN	83	60		92	90						
BLK	70	69		55	63						
HSP	64	69	62	65	80	62	42	85	83		
WHT	83			75							
FRL	61	66	59	63	78	57	42	82	79		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	45	58	29	52	59	40	25	65			
ELL	58	70	58	53	49	52	39	61	36		
ASN	79			93							
BLK	50			31							
HSP	63	63	47	53	45	45	47	67	43		
WHT	80			70							
FRL	63	59	41	54	44	37	44	64	48		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	75		50	81						
ELL	61	73	77	49	51	64	33				
HSP	66	75	76	61	57	53	18				
FRL	63	80	75	62	63	58	22				

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	69
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	70
Total Points Earned for the Federal Index	689
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
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	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	64
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	68
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	79
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	65
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 our 2022 state assessment data, our students performed lower in ELA than in Mathematics across grade levels and subgroups.

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

Our lowest 25 students in Mathematics and ELA demonstrate the greatest need for improvement. Our ELA lowest 25th percentile is at 60%. Our Math lowest 25th percentile is at 63%

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 transition between the LAFS and MAFS standards to the B.E.S.T standards were the contributing factors to this need for improvement. To address this need, there will teachers will be provided assistance in understanding and the Implementation of the new B.E.S.T. standards.

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

Based on our state assessment data, our mathematics scores showed the most improvement. Our school achievement for 2022 is 66% compared to 55% from 2021. Math Learning gains is at 79% compared to our 2021 score of 46%, an improvement of 33 percentage points.

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

Differentiated Instruction, after-school tutoring, and implementing STEAM activities were the contributing factors to this improvement.

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

In order to accelerate learning, our school will continue to offer tutoring services, continue quarterly STEAM activities. and implement the use of progress monitoring data for DI purposes with fidelity.

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.

STEAM and B.E.S.T Standards professional development opportunities will ne provided at our school to support teachers. Teacher leaders will attend ICADs and share information gained at the PDs.

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

To ensure sustainability, our school will work towards increasing parental involvement. Our school will conduct Data Night, STEAM Night, Literacy Night, and other activities that will provide parents the opportunities to participate in their child's leraning.

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 B.E.S.T. Standards	
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 Power BI data review, our school will implement a focus on B.E.S.T. Standards. According to the Spring 2022 FSA school data, 66 percent of our students performed at a proficiency level in ELA as compared to the Spring 2021 FSA school data where 63 percent of our students performed at a proficiency level in ELA. Students improved by only 3 percentage points. We will continue providing the Professional Development and training necessary for all grade-level content areas in order to make learning gains and move towards proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully train our staff in teaching the B.E.S.T standards effectively, then our students will demonstrate an increase in proficiency as evidenced by the 2023 Spring FAST test results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor the implementation of the B.E.S.T standards in the classroom as evidenced by teacher lesson plans and instructional delivery.
Person responsible for monitoring outcome:	Richelle Lumpkin (pr3001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the target element of B.E.S.T. standards, we will focus on the evidenced-based practice of Standards-Aligned Instruction. Our school will refer to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective(s) through their work samples/tasks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	Standard-aligned instruction will ensure the B.E.S.T standards are being implemented with fidelity, with standards aligned to the F.A.S.T. assessment. Teachers will be effectively trained in executing lessons based on the standards/learning targets.

**selecting this
strategy.**

(8/22-10/14) Teachers will attend district professional developments and in-house training on the B.E.S.T standards. As a result, teachers will be able to improve instructional delivery as evidenced by lesson plans.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

(8/22-10/14) Teachers will attend in-house training and P.D. on aligning student data to the B.E.S.T standards. As a result, teachers will be able to improve data-driven instructional practices as evidenced by data folders.

Person Responsible	Annelle Cave (mrscave@dadeschools.net)

(8/22-10/14) Teachers will attend grade-level monthly meetings. As a result, teachers will be able to collaboratively and plan using the B.E.S.T standards.

Person Responsible	Michele Alamo (malamo@dadeschools.net)

(8/22-10/14) The administration will conduct initial walk-throughs. As a result, we will determine which teachers need support with DI implementation.

Person Responsible	Richelle Lumpkin (pr3001@dadeschools.net)

(10/31-12/16) Leadership team will provide teachers with information on how to create Answer Keys on Performance Matters. If needed, teachers will create Answer Keys on Performance Matters to track data. As a result, teachers will be able to track which B.E.S.T Standards students need to master.

Person Responsible	Annelle Cave (mrscave@dadeschools.net)

(10/31-12/16) Administration will conduct Data Chats with a focus on B.E.S.T Standards data. As a result, teachers and the leadership team will analyze the data and create steps for improving student achievement.

Person Responsible	Richelle Lumpkin (pr3001@dadeschools.net)

#2. 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.	Based on the Spring ELA FSA 2022 data review, our school will implement Differentiation as an area of focus. We selected this area of focus based on our findings of our ELL students who performed at a proficiency level of 58 for ELA as compared to our Spring 2021 ELA FSA data, where students performed at a 59 percent, which is a decrease by 1 percentage point. We will provide teachers with Professional Learning in the areas of Differentiation and Data Driven Instruction which will ultimately increase learning gains and proficiency for students in all subgroups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Professional Learning in Differentiation, then our students making learning gains and showing proficiency will increase by a minimum of 5 percentage points in ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The PLST will conduct monthly, in-house, Professional Learning. This will be monitored through meeting sign-in sheets and meeting agendas. Administration and Instructional Coaches will conduct walk-throughs to ensure that the strategies and practices from the Professional Learning are being implemented.
Person responsible for monitoring outcome:	Richelle Lumpkin (pr3001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 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. Describe the resources/	Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. This evidence-based strategy will ensure that teachers are equipped with the tools to make adjustments to their instruction and better support student academic needs which will increase student proficiency.

criteria used for selecting this strategy.

<table>
<tr><td>**Action Steps to Implement**</td></tr>
<tr><td>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.</td></tr>
</table>

(8/22-10/14) Teachers will review various progress monitoring reports and DI tabs on iReady. As a result, the PLST will provide a follow-up DI Professional Development to assist the setup of DI groups.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

(8/22-10/14) The administration will be conducting initial walk-throughs. As a result, we will be able to determine which teachers need support with DI implementation and provide support.

Person Responsible	Richelle Lumpkin (pr3001@dadeschools.net)

(8/22-10/14) Through the use of various differentiated instruction materials and "extra lessons" in iReady, teachers will target student needs. As a result, teachers will use this data to monitor student learning gains during DI.

Person Responsible	Annelle Cave (mrscave@dadeschools.net)

(8/22-10/14) The administrative team will conduct quarterly data chats to review topic assessment and iReady data. As a result, teachers will show an understanding of data-driven practices.

Person Responsible	Richelle Lumpkin (pr3001@dadeschools.net)

(10/31-12/16) After the first quarterly data chats, identified teachers will observe teacher leaders conduct Differentiated Instruction. As a result, teachers who require assistance will receive peer to peer support.

Person Responsible	Annelle Cave (mrscave@dadeschools.net)

(10/31-12/16) Administrative team will monitor students' DI folders and teacher's DI plans for fidelity on a monthly basis. As a result, we will determine which students are not responding to small group instruction and decide the next steps to ensure student achievement.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student 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 the data review, our school will implement the Targeted Element of Student Attendance. According to our 2022 Power BI data, 39 percent of our students had 11 or more absences compared to the 2021 Power BI data where only 24 percent of our students had 11 or more absences, which is an increase of 15 percentage points.
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 element of Student Attendance, then the percentage of absent students who have 11 or more absences in the school year will decrease by a minimum of 4 percentage points as evidenced by the 2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will monitor attendance, create their own incentive plans, and will follow attendance procedures protocols consistently. The school's Attendance Review Committee will be responsible for school-wide incentives, following up with stakeholders, and creating necessary documents regarding truancy.
Person responsible for monitoring outcome:	Richelle Lumpkin (pr3001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Initiative of Student Attendance, the evidence-based strategy being implemented is: Attendance Initiatives. Teachers will create incentives for students in the classroom, and the Attendance Review Committee will incentivize students at the school-wide level.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Attendance Initiatives will assist in decreasing the number of student absences. Attendance Initiatives will be implemented at the classroom level, grade level, and school-wide level.

Action Steps to Implement

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.

(8/22-10/14) Teacher leaders will meet with their grade levels and have every teacher create an attendance
incentive plan for their homeroom. As a result, teachers will track student attendance and promote good attendance.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

(8/22-10/14) Leadership team will create a school-wide attendance incentive plan to promote good attendance
across all grade levels. As a result, students will motivated to have good attendance.

Person Responsible	Tiffanie Rafael (tiffanie@dadeschools.net)

(8/22-10/14) Teachers will monitor excessive tardies and absences and make contact with parents when needed. Teachers will conduct parent meetings to discuss attendance. As a result, student attendance will improve.

Person Responsible   Tiffanie Rafael (tiffanie@dadeschools.net)

(8/22-10/14) Counselor and Assistant Principal will meet with students and parents to discuss attendance and create a plan that will help students improve their attendance. As a result, student attendance will improve.

Person Responsible   Tiffanie Rafael (tiffanie@dadeschools.net)

(10/31-12/16) The Attendance Review Committee (ARC) will recognize weekly Homeroom perfect attendance every Friday during the afternoon announcements. As a result, student attendance will improve due to positive reinforcement and motivation.

Person Responsible   Michele Alamo (malamo@dadeschools.net)

(10/31-12/16) Students with quarterly perfect attendance will be recognized during the Honor Roll Assembly. As a result, the percentage of students with 11 or more absences will decrease.

Person Responsible   Michele Alamo (malamo@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
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 data from the 2022 Staff School Climate Survey, 93 percent of the teachers in the building feel increasingly overloaded and overwhelmed as compared to the 2021 Staff School Climate Survey, where 40 percent of the teachers felt overloaded and overwhelmed, which is an increase of 53 percentage points. We will provide regularly positive and constructive feedback to faculty and staff on specific practices/strategies and provide specific advice for tackling challenging assignments or task to ensure appropriate support for staff. This school-wide initiative will allow the opportunity for staff growth and student success.
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 Targeted Element of Walkthroughs, then the percentage of teachers who feel overloaded and overwhelmed will decrease by 20%. Teachers will be provided the opportunity to strengthen specific practices/strategies and access professional development and support as needed. This will be realized through administration immediate feedback on practices/strategies observed during walkthroughs, resulting in highlighting best practices and celebrating success as evidenced by 2023 School Climate Survey
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will create a rotating schedule to conduct walkthroughs and offer immediate feedback to teachers that will assist in decreasing teachers feeling overloaded and overwhelmed and also improving practices and strategies to ensure student success. To ensure we are on the right track, teachers will share highlighted best practices during common planning and faculty meetings.
Person responsible for monitoring outcome:	Richelle Lumpkin (pr3001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Consistent, Developmental Feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.
Rationale for Evidence-based Strategy: Explain the rationale for	Providing staff with consistent feedback, will establish open relationships that will increase morale and promote professional growth and success which will decrease the percentage of teachers who feel overloaded and overwhelmed.

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.

(8/22-10/14) Administration will create a schedule to conduct walkthroughs on a weekly basis. Focusing evidence-based strategy of: Relationships. As a result, honest communication and feedback that promotes teacher development and growth will be given on a timely matter.

Person Responsible   Richelle Lumpkin (pr3001@dadeschools.net)

(8/22-10/14) Administration will meet with Leadership Team members to discuss the walkthrough schedules and together develop walkthrough protocols and look fors,

Person Responsible   Tiffanie Rafael (tiffanie@dadeschools.net)

(8/22-10/14) Leadership Team walkthroughs and feedback will be done with fidelity. As a result, during faculty meetings there will be opportunity to highlight teacher best practice and celebrate teacher successes.

Person Responsible   Tiffanie Rafael (tiffanie@dadeschools.net)

(8/22-10/14) The school will participate Tuesday Teacher Spotlight on social media to highlight teachers and increase morale. In addition, the Panther Press monthly newsletter will be emailed to staff highlighting school events and activities, D.I./instructional goals, school procedures, safety protocols and staff birthdays, which will decrease teachers feeling overloaded and overwhelmed.

Person Responsible   Michele Alamo (malamo@dadeschools.net)

(10/31-12/16) Administrative team will create a schedule to give all instructional staff an opportunity to participate in a walkthrough. As a result, teachers will observe teacher leaders and gain insight on how to improve or adjust their craft, decrease feeling overwhelmed, and improve student achievement.

Person Responsible   Richelle Lumpkin (pr3001@dadeschools.net)

(10/31-12/16) Leadership Team walkthroughs and feedback will continue to be done with fidelity. As a result, during faculty meetings there will be opportunity to highlight teacher best practice and celebrate teacher successes.

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

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

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