

Miami-Dade County Public Schools

Young Womens Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Young Womens Preparatory Academy

1150 SW 1ST ST, Miami, FL 33130

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 operations.
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 operations.
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

Name	Position Title	Job Duties and Responsibilities
		official member of EESAC, sponsor of several clubs such as Monarch Studios, 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 AP Coordinator.
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
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.
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.
Shama, Leonor	School Counselor	Ms. Shama 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,

Name	Position Title	Job Duties and Responsibilities
		administrators and students about behavior and academic problems and assists with school programs and events. Additionally, she acts as the SEL champion, Big Sister/Little Sister sponsor, and CAP advisor.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The development of the SIP included input from the school's leadership team, teachers and school staff who attended Synergy, the feedback of parents, students and families on the School Climate Survey and results of student assessment data. This is a living document and we intend to continue updating, refining and using the plan as our guide throughout the year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation by administration and the Leadership Team to measure the impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. The school will revise the plan, as necessary, to ensure continuous improvement. FAST PM1 and PM2, iReady Diagnostics AP1 and AP2, Mid-year Assessments and Topic assessments will be some of the tools used to assess progress. Teacher and students will engage in data chats and implement differentiated instruction, along with pull-outs, to ensure increased achievement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	70%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	2	3	2	7	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	2	0	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	4	4	9	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	3	3	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	10	6	20	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	4	11	19	34

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	4	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	2	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	1	3	7
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	4	7	2	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	10	11	28
	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	3	2	7
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	2	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	4	4	9
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	3	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	10	6	20
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	7	19	15	41

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	84	55	50	85	54	51	84		
ELA Learning Gains				73			65		
ELA Lowest 25th Percentile				66			55		
Math Achievement*	86	43	38	78	42	38	71		
Math Learning Gains				79			39		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				73			28		
Science Achievement*	85	62	64	86	41	40	71		
Social Studies Achievement*	91	69	66	93	56	48	83		
Middle School Acceleration	91			91	56	44	81		
Graduation Rate	100	89	89	100	56	61	100		
College and Career Acceleration	91	70	65	92	67	67	100		
ELP Progress		49	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	90
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	628
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	83
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	916
Total Components for the Federal Index	11
Percent Tested	99

2021-22 ESSA Federal Index

Graduation Rate

100

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	73			
AMI				
ASN				
BLK	85			
HSP	90			
MUL				
PAC				
WHT	91			
FRL	87			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	68			
AMI				
ASN				
BLK	73			
HSP	86			
MUL				
PAC				
WHT	81			
FRL	80			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	84			86			85	91	91	100	91	
SWD												
ELL	56			71			70	77	91		5	
AMI												
ASN												
BLK	76			78			90	90	92		5	
HSP	84			86			83	90	90	100	7	
MUL												
PAC												
WHT	97			90			82	91	93		5	
FRL	77			78			80	88	90	93	7	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	85	73	66	78	79	73	86	93	91	100	92	
SWD												
ELL	68	60	65	66	64	62		88				
AMI												
ASN												
BLK	77	71	62	65	79	71	65	87	76			
HSP	88	74	71	81	77	76	93	96	96	100	95	
MUL												
PAC												
WHT	78	61		80	88		90	82	91			
FRL	79	68	61	72	76	73	79	92	86	100	95	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	84	65	55	71	39	28	71	83	81	100	100	
SWD	69	62		50	30							
ELL	67	61	52	58	36	26	62	68	71			
AMI												
ASN												
BLK	73	61	48	55	26	28	46	67	71			
HSP	85	64	57	73	43	24	76	88	81	100	100	
MUL												
PAC												
WHT	89	78		80	38			79	92			
FRL	79	64	52	63	35	27	64	76	77	100	100	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	88%	54%	34%	50%	38%
07	2023 - Spring	77%	50%	27%	47%	30%
08	2023 - Spring	85%	51%	34%	47%	38%
09	2023 - Spring	88%	51%	37%	48%	40%
06	2023 - Spring	80%	50%	30%	47%	33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	94%	58%	36%	54%	40%
08	2023 - Spring	88%	59%	29%	55%	33%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	56%	35%	50%	41%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	52%	36%	48%	40%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	65%	20%	63%	22%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	68%	26%	66%	28%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	66%	17%	63%	20%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was 11th grade US History. The course is taught as an AP course so there is a different focus and pacing.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the lowest performance was 11th grade US History. The course is taught as an AP course so there is a different focus and pacing.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

None. All scores greatly surpassed the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was mathematics, increasing by 13 points from 78% scoring level 3 and above to 91% scoring level 3 and above. Teachers participated in professional development on the B.E.S.T. standards. Teachers provided DI to meet the needs of all learners. Continuous Data analysis to adjust instruction as needed. The use of IXL to remediate and accelerate learning during the Leadership Period. Targeted Boot Camps throughout the second term.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two areas of concern are attendance and reading deficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for school improvement for the 2023-2024 school year are attendance and reading.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2023 FSA Reading proficiency data, 6th grade student proficiency was 80% compared to the District at 50%, 7th grade was 77% compared to 50%, 8th grade was 85% compared to 51%, 9th grade was 88% compared to 48% and 10th grade was 88% compared to 54%. Based on the data and the contributing factors of change in the standards and limited collaborative planning, we will implement the targeted element of Differentiation.

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 3% of the middle and high school students will score at grade level or above on the 2023-2024 FAST PM3 State Assessment.

Monitoring:

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

The Leadership Team will monitor that teachers conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is effectively taking place. During the Leadership meetings, data analysis of FAST Reading PM1 and PM2 will be reviewed to ensure progress.

Person responsible for monitoring outcome:

Silvia Tarafa (pr7055@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Research demonstrates this method benefits a wide range of students. Differentiated Instruction will assist in accelerating our Reading proficiency in 6th-10th grade students and progress will be monitored using the PM1-PM3.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiation is a teaching method that enables a teacher to implement strategies based on student data and learning style, to achieve increased proficiency on the FAST Reading PM3 assessment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14-9/29- With the implementation of effective small group instruction, students' individual learning needs will be met.

Person Responsible: Silvia Tarafa (pr7055@dadeschools.net)

By When: 8/14/23-9/29/23

8/14-9/29- If students are pulled out or provided with intervention based on progress monitoring data, then the percentage of proficient students will increase.

Person Responsible: Silvia Tarafa (pr7055@dadeschools.net)

By When: 8/14/23-9/29/23

8/14-9/29- If teachers are provided opportunities to share best practices at faculty meetings, then teachers will identify and use resources that are appropriate for student success.

Person Responsible: Silvia Tarafa (pr7055@dadeschools.net)

By When: 8/14/23-9/29/23

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2023 FSA Reading proficiency data, 6th grade student proficiency was 80% compared to the District at 50%, 7th grade was 77% compared to 50%, 8th grade was 85% compared to 51%, 9th grade was 88% compared to 48% and 10th grade was 88% compared to 54%. Based on the data and the contributing factors of change in the standards and limited collaborative planning, we will implement the targeted element of Benchmark-aligned Instruction.

Measurable Outcome:

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

With the implementation of Benchmark-aligned Instruction, an additional 3% of the middle and high school students will score at grade level or above on the 2023-2024 FAST PM3 State Assessment.

Monitoring:

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

The Leadership Team will monitor that teachers are using benchmark-based instruction, conduct walkthroughs to ensure that effective implementation is taking place and monitor that lesson plans have aligned benchmarks for instruction.

Person responsible for monitoring outcome:

Silvia Tarafa (pr7055@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Benchmark-aligned instruction, our school will focus on the evidence-based strategy of Standard-based collaborative planning. Standard-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 Benchmark-aligned lesson quality, instructional effectiveness, and student achievement. Standard-based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned Benchmarks. Standard-based collaborative 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 Reading proficiency in 6th-10th grade students and progress will be monitored using the PM1-PM3.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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. Standard-based collaborative planning will increase proficiency on the FAST Reading PM3 assessment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14-9/29-With the implementation of a collaborative planning schedule, weekly collaborative planning sessions, and conversations with individual departments to carefully align resources, students' individual learning needs will be met.

Person Responsible: Silvia Tarafa (pr7055@dadeschools.net)

By When:

8/14-9/29-With the creation of a collaborative planning schedule, administrators attending weekly collaborative planning sessions, and contributions to conversations with individual departments to carefully align resources, the percentage of proficient students will increase.

Person Responsible: Silvia Tarafa (pr7055@dadeschools.net)

By When: 8/14/23-9/29/23

8/14-9/29- If teachers collaboratively develop progress monitoring tools that can be used to track, such as mini-assessments that are aligned to weekly small group instruction, then teachers will identify and use resources that are appropriate for student success.

Person Responsible: Paul Pfeiffer (ppfeiffer@dadeschools.net)

By When: 8/14/23-9/29/23

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 end of year School Climate Survey, 52% of students are neutral or disagree with the statement "The overall climate or feeling at my school is positive and helps me learn". Based on the data and the contributing factors of loss of personnel and inconsistencies in implementing policies and procedures across the board, we will implement the targeted element of Promoting Growth Mindset.

Measurable Outcome:

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

With the implementation of Promoting Growth Mindset, there will be a decrease of 10% of students responding neutral or disagreeing to the statement "The overall climate or feeling at my school is positive and helps me learn" on the 2024 end of year School Climate Survey.

Monitoring:

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

The Leadership Team will monitor that policies and procedures are implemented across the board. Students' academic, behavioral, and emotional needs/concerns will be monitored. This data will be brought back to the leadership team and necessary adjustments will be made. Mid-year survey results will be monitored for progress.

Person responsible for monitoring outcome:

Silvia Tarafa (pr7055@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Promoting Growth Mindset integrates growth mindset-oriented learning and practices. Promoting Growth Mindset can be displaying visible reminders, facilitating activities, and modeling activities of growth mindset. This will assist in a decrease of 10% of students responding neutral or disagreeing to the statement "The overall climate or feeling at my school is positive and helps me learn" on the 2024 end of year School Climate Survey.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Promoting Growth Mindset will lead to an engaging learning environment, support, care, and opportunities for connections to achieve a decrease of 10% of students responding neutral or disagreeing to the statement "The overall climate or feeling at my school is positive and helps me learn".

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14-9/29- With the implementation of Big Sister Little Sister, student collaboration and positive learning experiences will take place.

Person Responsible: Leonor Shama (leoshama@dadeschools.net)

By When: 8/14/23-9/29/23

8/14-9/29-With the implementation of weekly uniform checks by teachers and administration and a consistent follow-up on repeated uniform violations, the number of students out of uniform will decrease and a sense homogeneity will develop amongst the student body.

Person Responsible: Paul Pfeiffer (ppfeiffer@dadeschools.net)

By When: 8/14/23-9/29/23

8/14-9/29- With the implementation of the Mental Health Edgenuity Modules, students will be provided with opportunities for discussions on a monthly basis, promoting Growth Mindset.

Person Responsible: Silvia Tarafa (pr7055@dadeschools.net)

By When: 8/14/23-9/29/23

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our review of the 2022-2023 school year attendance data, our school's area of focus will be to increase student attendance. Our findings demonstrated 28.01% of students had 6-10 days of absences in 2022, increasing to 29.62% in 2023. In addition, 8.96% of students had 16-30 days of absences in 2022, increasing to 10.56% in 2023. Based on the data, we will implement the targeted element of Attendance Initiative.

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, student-counselor conferences, attendance review committee meetings, direct measures including home visits, counseling, and referrals to outside agencies, an improvement in students' attendance will occur. We will also implement incentives for students with perfect attendance by homeroom and grade level attendance challenges. These measures will result in an additional 2% increase in attendance of our student population.

Monitoring:

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

All teachers will monitor student attendance using attendance bulletin reports and report any discrepancies to the registrar. The attendance percentage will be monitored on a quarterly basis to ensure appropriate measures are in place.

Person responsible for monitoring outcome:

Paul Pfeiffer (ppfeiffer@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Attendance Initiative, our school will focus on the evidence-based strategy of 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. These measures will result in an additional 2% increase in attendance of our student population.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiative involve 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. These measures will result in an additional 2% increase in attendance of our student population.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14-9/29- If we continue to use an attendance review committee, meet to review the attendance bulletin, institute personal strategies on a daily basis, meet collectively on a biweekly basis, use attendance data to determine the nature and intensity of support, and provide support, then our student attendance will increase.

Person Responsible: Paul Pfeiffer (ppfeiffer@dadeschools.net)

By When: 8/14/23-9/29/23

8/14-9/29- If we continue to Incorporate Q&A/ Reflection time onto faculty meeting agendas monthly, ensure time is allocated for discussing relevant topics impacting student attendance, and share other data (grades, test scores, behavioral referrals, health issues, etc.) to develop a full picture of the factors affecting students, then our student attendance will increase.

Person Responsible: Paul Pfeiffer (ppfeiffer@dadeschools.net)

By When: 8/14/23-9/29/23

8/14-9/29- If we continue to implement grade level/ homeroom attendance competitions to encourage student attendance, monitor attendance to determine the HR with the highest attendance, and provide a pizza party for those homerooms with perfect attendance, then our student attendance will increase.

Person Responsible: Paul Pfeiffer (ppfeiffer@dadeschools.net)

By When: 8/14/23-9/29/23