

Miami-Dade County Public Schools

# International Studies Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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# International Studies Preparatory Academy

1570 MADRUGA AVE, Coral Gables, FL 33146

[ no web address on file ]

## 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.**

Our mission is to prepare the students to meet the challenges of the 21st century through the development of their academic and social development, their linguistic capacity, cultural appreciation, and international and global awareness. The students of ISPA will move forward ready to meet the demands of post-secondary education, taking them with the power of two languages.

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

ISPA is a model for international education while creating an educational community where every student becomes responsible citizens, lifelong learners and contributors to a global society. ISPA will foster a sense of communal responsibility and solidarity through the celebration of culture, language, and diversity.

### 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
Diaz-Blanco, Alina	Principal	The principal is responsible for providing strategic leadership for the school. She supervises the implementation of curriculum, student achievement, policies and procedures, and parental involvement. The principal is also responsible for the hiring process and evaluation of all teachers and staff.
Alamo, Ana	Other	The test chairperson is responsible for scheduling and administering all state and local student assessments. This also includes training all test administrators and proctors, providing information and assistance for parents and students, test security, and ensuring all students have appropriate accommodations where applicable.
Feiler, Mylene	Instructional Coach	The instructional coach is responsible for offering support and information to the teaching staff regarding data analysis, classroom strategies, and obtaining any resources they may need.
Lorenzo-Luis, Nadia	Graduation Coach	The graduation coach is responsible for all students' graduation requirements which include: Bright Futures, scholarships, college applications, FAFSA parent nights, Dual Enrollment, and advising students and parents as needed. She also organizes and executes the college fair, college tour, college signing day, and guest speakers and representatives from different colleges and universities.
Navarro, Anna	Assistant Principal	The assistant principal is responsible for school discipline, security, and coordinating of school events and programs. She is also our parent liaison and handles all parent conferences, staffings, and works with the SPED and ELL departments to ensure all accommodations are being implemented.

**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 School Leadership Team meets quarterly with the EESAC Committee to discuss the School Improvement Process and EESAC Committee members are given the opportunity to provide input and feedback on the SIP. In addition, the SIP is shared quarterly with all teachers and staff during faculty meetings.

**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 School Leadership Team meets quarterly to review each Focus Area of the SIP, analyze current data and make changes and adjustments as needed. Based on data outcome, action steps are added to ensure the Focus Area goals are being met.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	88%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	39%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	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	0	0	0	0

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	0
Students retained two or more times	0	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	0	0	8
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	2
Course failure in Math	0	0	0	0	0	0	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	16
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	0	0	25

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	0	0	0	1

**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	1
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	0	0	0	0
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	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	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	0	0	0	

**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*	80	55	50	84	54	51	83		
ELA Learning Gains				67			72		
ELA Lowest 25th Percentile				64			58		
Math Achievement*	80	43	38	76	42	38	80		
Math Learning Gains				83			55		
Math Lowest 25th Percentile				83			69		
Science Achievement*	92	62	64	87	41	40	86		
Social Studies Achievement*	97	69	66	91	56	48	78		
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	100	56	61	100		
College and Career Acceleration	90	70	65	95	67	67	94		
ELP Progress	85	49	45	75			57		

\* 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	89
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	624
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	82
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	905
Total Components for the Federal Index	11
Percent Tested	100
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	81			
AMI				
ASN				
BLK				
HSP	89			
MUL				
PAC				
WHT	89			
FRL	92			

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	71			
AMI				
ASN				
BLK				
HSP	83			
MUL				
PAC				
WHT	79			
FRL	83			

**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	80			80			92	97		100	90	85
SWD												
ELL	55			65			83	81		96	7	85
AMI												
ASN												
BLK												
HSP	79			81			92	96		91	7	83
MUL												
PAC												
WHT	80			75				100		90	5	
FRL	81			79			100	100		89	6	

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	84	67	64	76	83	83	87	91		100	95	75
SWD												
ELL	56	53	50	63	75		63	80		100	97	75
AMI												
ASN												
BLK												
HSP	84	64	60	76	86	86	88	92		100	96	77
MUL												
PAC												
WHT	81	74		67	64					100	85	
FRL	86	64	67	74	87		80	91		100	100	

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	83	72	58	80	55	69	86	78		100	94	57
SWD												
ELL	63	63	55	74	65	80	77	75		100	97	57
AMI												
ASN												
BLK												
HSP	84	72	59	83	58	75	87	77		100	94	67
MUL												
PAC												
WHT	74	67		58	30		77	76		100	90	
FRL	81	72	50	71	59		85	76		100	91	

**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	77%	54%	23%	50%	27%
09	2023 - Spring	77%	51%	26%	48%	29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	56%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	52%	30%	48%	34%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	65%	21%	63%	23%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	66%	29%	63%	32%

### 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.**

According to the F.A.S.T Reading PM 3 Assessment, ELA achievement levels decreased by 1 percentage point in overall proficiency, going from 84 percentage points to 83 percentage points.

In AP English Language the passing rate decreased a total of 34 percent, going from 86 percent of students passing to 52 percent.

In AP US History the passing rate decreased a total of 18 percent, going from 62 percent of students passing to 44 percent.

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

The percentage rate of students passing the Advanced Placement English Language exam was the data component that had the greatest decline from 2022 to 2023. In 2022, 86 percent of students passed the AP English Language exam. In 2023, 52 percent of students passed the AP English Language exam, showing a 34 percent decrease.

**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.**

When comparing school data to the state average, Geometry has the narrowest gap when compared to the state. Our BEST Geometry EOC proficiency for 2023 was 78 percent compared to the state's 76 percent proficiency. The school performed well above the state average in all other tested areas.

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

The area that demonstrated the most improvement was Social Studies. Social Studies proficiency increased from 91 percentage points in 2022 to 97 percentage points in 2023.

Another area that demonstrated great improvement was Biology. Biology proficiency increased from 87 percentage points in 2022 to 92 percentage points in 2023.

Mathematics was also an area that demonstrated great improvement. Mathematics proficiency increased from 76 percentage points in 2022 to 78 percentage points in 2023.

All three areas implemented an intervention and tutoring program that allowed students who were struggling to receive addition support.

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

Two significant areas of concern in the EWS data are the number of students receiving a Level 1 on the ELA FAST PM 3 was 32 and the number of students with a substantial reading deficiency was 37.

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

The highest priority for school improvement this upcoming school year is increasing reading proficiency, followed by continuing to increase mathematics proficiency, and finally to lower the percentage of students being absent 16-30 times in the school year.

**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 Intervention****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.

The 2023 FAST Reading PM proficiency data shows 83% of students are proficient in Reading, as compared to the 2022 FSA ELA proficiency data that shows 84% of students were proficient in Reading. In addition, EWI data shows that 32 students scored a Level 1 on the FAST Reading PM 3 and a total number of 37 students have a substantial reading deficiency. Based on the data, we will focus on intervention strategies to address this critical need.

**Measurable Outcome:**

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

With the implementation of intervention strategies, an additional 5% of students will score a Level 3 or higher on the 2024 FAST Reading PM 3.

**Monitoring:**

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

The leadership team will conduct monthly data chats and adjust interventions based on current data in real time and continue with regular walkthroughs to ensure quality instruction is taking place. Data-analysis of the FAST Reading PM 1 and PM 2 Assessments will be continuously reviewed to observe progress.

**Person responsible for monitoring outcome:**

Alina Diaz-Blanco (pr7571@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 Intervention, our school will focus on the evidence of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the proficiency of our students in ELA.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Data driven instruction will lead to teachers are using relevant, recent, and aligned data to plan instruction for their instructional groups that is customized to students' individual needs. Teachers will continually make adjustments to their instruction and interventions needed as new data becomes available.

**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.

The leadership Team will schedule cross-curricular planning that will be utilized monthly to promote data-driven instruction and to disseminate and analyze data. As a result, there will be an increase in the number of students achieving proficiency on FAST PM2 when compared to PM1.

**Person Responsible:** Anna Navarro (amnavarro@dadeschools.net)

**By When:** August 14-September 29, 2023

The leadership team will use Power Bi monthly to monitor and evaluate the academic needs of the students to be able to create small instructional groups. As a result, there will be an increase in the number of students achieving proficiency on FAST PM2 when compared to PM1.

**Person Responsible:** Ana Alamo (aalamo@dadeschools.net)

**By When:** August 14-September 29, 2023

Administrators will conduct monthly data chats with teachers to help identify specific student needs. As a result, there will be an increase in the number of students achieving proficiency on FAST PM2 when compared to PM1.

**Person Responsible:** Alina Diaz-Blanco (pr7571@dadeschools.net)

**By When:** August 14-September 29, 2023

## #2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

### 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.

The 2023 BEST Geometry EOC proficiency data shows 78% of students are proficient in Geometry, as compared to the 2022 FSA Geometry EOC proficiency data that shows 76% of students were proficient in Geometry. In addition, EWI data shows that 12 students scored a Level 1 on the 2023 BEST Geometry EOC. Despite the 2 percentage points increase, this is an area of continued focus for our school.

### Measurable Outcome:

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

With the implementation of Professional Development, an additional 3% of students will score a Level 3 or higher on the 2024 BEST Geometry EOC.

### Monitoring:

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

The leadership team will conduct monthly data chats and adjust interventions based on current data in real time and continue with regular walkthroughs to ensure quality instruction is taking place. Data-analysis of the Geometry Topic and Mid-Year Assessments will be continuously reviewed to observe progress.

### Person responsible for monitoring outcome:

Alina Diaz-Blanco (pr7571@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 Professional Learning, our school will focus on the evidence of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the proficiency of our students in Geometry.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Professional Learning will lead to teachers using relevant, recent, and aligned strategies to plan instruction for their instructional groups that is customized to students' individual needs. Teachers will continually make adjustments to their instruction and implement new techniques obtained during Professional Learning sessions.

### 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.

The Math Department Chairperson along with the Professional Development Liaison will organize regular workshops, seminars, and training sessions for geometry teachers to enhance their content knowledge and teaching methodologies. As a result of this action step, teachers will be able to individualize instruction to meet the needs of their students.

**Person Responsible:** Lianett Hechavarria (305595@dadeschools.net)

**By When:** August 14-September 29, 2023

The school administration will encourage peer collaboration and observation to facilitate the sharing of effective teaching techniques among educators. As a result of this action step, the teachers will be able to implement best practices learned through peer collaboration.

**Person Responsible:** Anna Navarro (amnavarro@dadeschools.net)

**By When:** August 14-September 29, 2023

Math teachers will be able to integrate technology tools such as interactive geometry software, graphing calculators, and virtual reality simulations to make abstract concepts more tangible and visually appealing. As a result of this action step, students will be able to integrate technology into their learning on a daily basis.

**Person Responsible:** Lianett Hechavarria (305595@dadeschools.net)

**By When:** August 14-September 29, 2023

### #3. Positive Culture and Environment specifically relating to Early Warning System

#### 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.

The 2022-2023 Early Warning Systems data indicated 24% of students were absent 16-30 days in comparison to the 2021-2022 Early Warning Systems data where 19% of students were absent 16-30 days. This shows a 5 percent increase in student absences.

#### Measurable Outcome:

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

If we successfully implement our student attendance action plan, students with 16-30 absences will decrease by 3 percent.

#### Monitoring:

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

The Attendance Review Committee, led by the Assistant Principal, members will meet monthly to monitor student absences and identify the root cause, and the school counselor will work with families to provide support and/or services that can assist families in solving these truancy issues.

#### Person responsible for monitoring outcome:

[no one identified]

#### 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 Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will be utilized to reward and recognize the effort our students and families put forth in coming to school. Student absences will be strategically monitored on a weekly basis to prevent a pattern of excessive absences as well as to provide immediate support in getting those students to attend school.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The targeted evidenced based strategy of attendance initiatives was selected in order to further build a relationship between home and school as well as to stress the importance of how coming to school each day impacts learning. Attendance initiatives will assist the Attendance Review Committee to reward, track and develop a plan of action to decrease absences as they track weekly attendance logs.

#### 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.

Attendance will be monitored on a daily basis by teachers and on a weekly basis by the at school's Attendance Review Committee led by the Assistant principal, in order to identify truant students who are displaying a truant trend. Appropriate action will then be taken to ensure that parents are notified and a

plan of action to support attendance is taking place. As a result, daily monitoring of attendance will serve to identify trends and offer support in an effort to increase our attendance rates.

**Person Responsible:** Anna Navarro (amnavarro@dadeschools.net)

**By When:** August 14-September 29, 2023

The Registrar and the Assistant Principal will monitor attendance reports and chart students who come to school daily. Identified students will be rewarded with incentives from Administration. This celebration of their educational dedication and commitment, will result in academic progress towards the school's goal.

**Person Responsible:** Anna Navarro (amnavarro@dadeschools.net)

**By When:** August 14-September 29, 2023

The Attendance Review Committee, led by the Assistant Principal, will conduct frequent student drawings, where randomly selected students who are in attendance will receive a small incentive as a reward for coming to school. As a result, these random drawings will motivate all learners to come to school on a daily basis, increasing our attendance rates.

**Person Responsible:** Anna Navarro (amnavarro@dadeschools.net)

**By When:** August 14-September 29, 2023

**#4. 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.

The 2023 AP English Language data shows 52% of students received a passing score of 3 or higher, as compared to the 2022 AP English Language data which shows 86% of students received a passing score of 3 or higher. Based on the data, we will focus on benchmark-aligned instruction to address this critical need.

**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 5% of students will score a passing score of 3 or higher on the 2024 AP English Language Exam.

**Monitoring:**

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

The leadership team will conduct monthly data chats and AP English Language teachers will adjust instruction based on current data in real time and continue with regular walkthroughs to ensure quality instruction is taking place.

**Person responsible for monitoring outcome:**

Alina Diaz-Blanco (pr7571@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 of: Comprehensive Skill Building. Comprehensive skill building will assist in breaking down skill, incorporating variety of strategies in instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Benchmark-aligned instruction will lead to teachers to using relevant, recent, and aligned standards to plan instruction for their AP students. Teachers will continually make adjustments to their instruction and guide students through strategies for understanding complex texts.

**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.

Analyze the specific skills required for success on the AP English Language exam, such as close reading, rhetorical analysis, argumentative writing, and synthesis. Clearly communicate these skills to the students.

**Person Responsible:** Mylene Feiler (mfeiler@dadeschools.net)

**By When:** August 14-September 29, 2023

The ELA teachers will design lessons that expose students to a wide range of texts, from historical speeches to contemporary articles. As a result, this will help them develop the ability to analyze different writing styles and purposes.

**Person Responsible:** Mylene Feiler (mfeiler@dadeschools.net)

**By When:** August 14-September 29, 2023

ELA teachers will guide students through strategies for understanding complex texts, identifying rhetorical devices, and crafting well-structured essays. Provide step-by-step approaches to tackle each aspect of the exam. As a result, the students will be able to better understand lesson concepts.

**Person Responsible:** Mylene Feiler (mfeiler@dadeschools.net)

**By When:** August 14-September 29, 2023

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).