

Miami-Dade County Public Schools

I Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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I Preparatory Academy

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<http://iprep.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.

Through the use of innovative teaching strategies in a culturally diverse environment, students will have access to technology, participate in internships, and will develop the valuable skills to become responsible global citizens.

Provide the school's vision statement.

iPreparatory Academy is committed to educating students of diverse backgrounds and socioeconomic statuses in an environment that promotes respect fosters collaboration and is academically challenging. iPreparatory Academy provides a safe, supportive, and dynamic learning environment with a rigorous Global Focus curriculum, ultimately producing students who have acquired the necessary skills and knowledge to become culturally respectful and responsible global citizens.

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
Pujadas, Barbara	Principal	<p>Developing a data-driven SIP aligned with school goals.</p> <p>Setting SMART objectives for improvement.</p> <p>Allocating resources and conducting regular evaluations.</p> <p>Providing professional development for staff.</p> <p>Engaging stakeholders through communication and collaboration.</p> <p>Supporting teachers in implementing effective instructional practices.</p> <p>Analyzing data to address achievement gaps and challenges.</p> <p>Cultivating a positive school culture and climate.</p> <p>Collaborating with district and external partners.</p> <p>Ensuring compliance and reporting.</p> <p>Involving students and parents in the improvement process.</p> <p>Emphasizing cultural competence and equity.</p> <p>Strategizing for continuous improvement and sustainability.</p>
Gonzalez, Angela	Assistant Principal	<p>Collaborating on SIP development.</p> <p>Analyzing data for improvement areas.</p> <p>Supporting action plan execution.</p> <p>Assisting teacher development.</p> <p>Monitoring progress and evaluation.</p> <p>Engaging parents and the community.</p> <p>Addressing student behavior issues.</p> <p>Assisting in crisis management.</p> <p>Reporting SIP outcomes.</p> <p>Supporting equity considerations.</p> <p>Promoting sustainable improvements.</p>
Machado, Nelson	Other	<p>Data collection and analysis for improvement areas.</p> <p>Collaborating with stakeholders on SIP strategies.</p> <p>Planning and coordinating assessments aligned with SIP goals.</p> <p>Monitoring progress and providing data-driven insights.</p> <p>Training staff on assessment protocols.</p> <p>Reporting assessment results to stakeholders.</p> <p>Ensuring data privacy and compliance.</p> <p>Aligning assessments with curriculum and instruction.</p> <p>Supporting resource allocation for SIP implementation.</p> <p>Promoting continuous improvement in assessment practices.</p>
Lopez, Catherine	Magnet Coordinator	<p>Aligning magnet program with SIP goals.</p> <p>Analyzing magnet program data for improvement.</p> <p>Collaborating with school leadership.</p> <p>Setting magnet program goals.</p> <p>Recruiting and enrolling students.</p> <p>Aligning curriculum and instruction.</p> <p>Providing professional development.</p> <p>Monitoring magnet program progress.</p> <p>Engaging parents and the community.</p>

Name	Position Title	Job Duties and Responsibilities
		Allocating resources strategically. Promoting cultural competence and equity. Establishing partnerships and collaborations. Marketing the magnet program. Planning for program sustainability. Ensuring compliance and reporting.
James, Tamelia	School Counselor	Providing student support and counseling. Analyzing data for student needs. Collaborating on goal setting. Planning interventions and programs. Engaging with stakeholders. Participating in professional development. Contributing to a positive school culture. Advocating for students' needs. Implementing prevention strategies. Reporting and documentation. Demonstrating cultural competence. Engaging in crisis response. Promoting parent and community engagement. Supporting equity and access initiatives. Contributing to school improvement efforts.
Morera, Gigi	Assistant Principal	Collaborating on SIP development. Analyzing data for improvement areas. Supporting action plan execution. Assisting teacher development. Monitoring progress and evaluation. Engaging parents and the community. Addressing student behavior issues. Assisting in crisis management. Reporting SIP outcomes. Supporting equity considerations. Promoting sustainable improvements.
Bonachea, Luis	Assistant Principal	Collaborating on SIP development. Analyzing data for improvement areas. Supporting action plan execution. Assisting teacher development. Monitoring progress and evaluation. Engaging parents and the community. Addressing student behavior issues. Assisting in crisis management. Reporting SIP outcomes. Supporting equity considerations. Promoting sustainable improvements.

Name	Position Title	Job Duties and Responsibilities
Rivera, Zamantha	Instructional Media	Integrating resources with curriculum to support the SIP goals. Selecting data-driven resources to address academic needs. Promoting literacy and reading programs. Assisting with technology integration. Teaching research and information literacy skills. Collaborating on project planning. Providing professional development. Curating diverse and inclusive resources. Collecting library usage data for insights. Supporting students with unique needs. Collaborating with stakeholders. Teaching digital citizenship. Monitoring program effectiveness. Managing the library budget strategically. Communicating the library's role in the SIP.
Sanders, Lauri	Teacher, ESE	Collaborating on SIP goals with the team. Using data to target interventions. Individualizing education plans (IEPs). Adapting instruction for diverse learners. Co-teaching for inclusion. Monitoring and adjusting student progress. Participating in professional development. Engaging parents and guardians. Supporting behavior management. Providing assessment accommodations. Reporting data for SIP evaluations. Aligning teaching with SIP objectives. Promoting cultural sensitivity. Problem-solving with the team. Contributing to sustainable improvements.

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.

Involving stakeholders in the School Improvement Plan (SIP) development is vital for creating a comprehensive and well-supported plan. The first step is to form a SIP team consisting of school leaders, teachers, staff, and possibly community representatives to lead the process and coordinate stakeholder involvement. The team begins by collecting relevant data on academic performance, behavior, attendance, and stakeholder feedback, which helps identify improvement areas. Key stakeholders include school leadership, teachers, parents, students and families, and business or community leaders, each offering unique perspectives. The SIP team then develops strategies to engage stakeholders effectively, including surveys, focus groups, town hall meetings, workshops, and individual meetings.

Surveys are distributed to parents, students, teachers, and staff to gather their input on various aspects of the school's performance and challenges. Focus groups and meetings are held to facilitate in-depth discussions on specific topics related to the SIP. Town hall meetings and workshops are organized to encourage open dialogue and collaboration, allowing stakeholders to openly share their thoughts and ideas on the school improvement process. The SIP team reviews all the collected data and feedback, identifying common themes and priorities of different stakeholder groups.

Based on the data and stakeholder input, the SIP team sets specific goals and objectives for school improvement, prioritizing these goals and outlining action steps to achieve them. A draft of the SIP is then developed, incorporating the identified purposes, strategies, and action steps, along with evidence of stakeholder input. Stakeholders are invited to provide feedback on the draft plan's content, feasibility, and alignment with their needs and expectations.

The SIP team carefully considers the feedback received and makes necessary revisions to the plan. The final SIP is then presented to the school leadership team for approval. Once approved, the SIP is implemented, and progress is continuously monitored. Stakeholders are kept engaged throughout the implementation process through periodic updates, progress reports, and opportunities for feedback. This inclusive approach ensures that the School Improvement Plan reflects the school community's collective vision, priorities, and commitment, fostering a sense of ownership and support for the plan's successful implementation and outcomes.

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))

Regular monitoring of the School Improvement Plan (SIP) is crucial to ensure its effective implementation and measure its impact on student achievement, particularly for those students with the most significant achievement gap. The school regularly collects and analyzes data on student performance, including standardized test scores, formative assessments, and other relevant academic indicators. Data is disaggregated to identify specific subgroups, such as students from low-income backgrounds, English language learners, and students with disabilities, who may face significant achievement gaps. The SIP team, school leaders, and teachers conduct progress monitoring, reviewing the progress made toward meeting the established goals and objectives of the SIP. They assess whether the implemented strategies and interventions are producing the desired outcomes. Regular data review meetings are conducted to discuss the findings and trends, focusing on areas of success and those that require improvement, paying particular attention to the needs of students facing significant achievement gaps.

Identifying any barriers or challenges hindering the successful implementation of the SIP or affecting the progress of students with achievement gaps is a priority. This may include insufficient resources, professional development needs, or other external factors. Stakeholders, including teachers, parents, and community partners, are engaged to gather feedback and insights on the plan's effectiveness, ensuring a broader perspective on the ground-level impact of the SIP and its interventions.

Based on data analysis, feedback, and identifying barriers, the SIP team revises and refines the strategies and action steps outlined in the plan. They focus on implementing evidence-based interventions and best practices that have shown promise in addressing the specific needs of students with achievement gaps. New targets and timelines are set to ensure continuous improvement, focusing on reducing the achievement gap and improving overall student performance.

Teachers and staff are provided professional development to enhance their instructional practices and meet the unique needs of students with achievement gaps. Ongoing support is offered to students with achievement gaps, including targeted interventions, tutoring, and additional resources to help them succeed.

The school communicates the progress of the SIP to stakeholders, including parents and the broader community, to maintain transparency and foster support for the improvement efforts. The SIP team regularly reviews the revised plan's implementation and monitors its impact, making data-driven decisions to ensure continuous improvement.

An annual comprehensive review of the SIP is conducted, making revisions as necessary based on data trends and the changing needs of students. This cyclical monitoring, editing, and improvement process ensures that the SIP remains a dynamic and responsive document tailored to the school's and its students' evolving needs. By following this systematic approach to monitoring and revising the SIP, the school ensures that the plan remains effective, impactful, and aligned with the State's academic standards, significantly reducing the achievement gap and improving student outcomes.

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)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	43%
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)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) 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	4	0	0	0	0	4	1	1	0	10	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	4	0	0	4	0	0	8	
Course failure in Math	0	0	0	2	1	4	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	2	1	3	1	0	3	10	
Level 1 on statewide Math assessment	0	0	0	3	1	4	0	0	0	8	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	0	2	1	8	2	2	6	23	
	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	4	0	4	1	0	0	9

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	2	0	0	0	0	0	2
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	11	2	5	4	6	4	4	1	3	51	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	2	0	0	2	
Course failure in Math	0	0	1	1	0	1	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	1	0	2	0	0	1	4	
Level 1 on statewide Math assessment	0	0	1	5	1	2	0	0	2	11	
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		

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	1	1	1	1	0	0	0	4

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	1	1	0	0	0	0	0	2
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	11	2	5	4	6	4	4	1	3	40	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	2	0	0	2	
Course failure in Math	0	0	1	1	0	1	0	0	0	3	
Level 1 on statewide ELA assessment	0	0	0	1	0	2	0	0	1	4	
Level 1 on statewide Math assessment	0	0	1	5	1	2	0	0	2	11	
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		

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	1	1	1	1	0	0	0	4

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	1	1	0	0	0	0	0	2
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*	89	61	53	90	62	55	90		
ELA Learning Gains				75			72		
ELA Lowest 25th Percentile				78			72		
Math Achievement*	91	63	55	89	51	42	82		
Math Learning Gains				78			47		
Math Lowest 25th Percentile				78			39		
Science Achievement*	83	56	52	83	60	54	84		
Social Studies Achievement*	97	77	68	98	68	59	88		
Middle School Acceleration	100	75	70	85	61	51	81		
Graduation Rate	100	76	74	100	53	50	100		
College and Career Acceleration	93	73	53	91	78	70	88		
ELP Progress		62	55		75	70			

* 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	93
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	742
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	86
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	945
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	79			
ELL	78			
AMI				
ASN	100			
BLK	86			
HSP	92			
MUL	88			
PAC				
WHT	96			

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%
FRL	90			

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	79			
ELL	83			
AMI				
ASN	96			
BLK	82			
HSP	85			
MUL	86			
PAC				
WHT	83			
FRL	85			

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	89			91			83	97	100	100	93	
SWD	79										1	
ELL	63			93							2	
AMI												
ASN	100										1	
BLK	85			85			74	100			4	
HSP	89			91			85	98	100	91	8	
MUL	83			92							2	

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
PAC												
WHT	91			95			83	95	100	100	8	
FRL	87			88			83	100		91	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	90	75	78	89	78	78	83	98	85	100	91	
SWD	75	80		82								
ELL	89	77	92	86	75		80					
AMI												
ASN	100	91										
BLK	84	75	69	85	84	92	75		91			
HSP	92	74	83	88	74	72	82	100	85	100	89	
MUL	91			80								
PAC												
WHT	89	75	70	92	79	81	85	92	80			
FRL	88	75	82	81	79	78	79	100	76	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	90	72	72	82	47	39	84	88	81	100	88	
SWD	59	46		70								
ELL	84	69	65	78	45	45	75	85				
AMI												
ASN	92											
BLK	84	72	70	71	40	29	66	91	75	100	70	
HSP	91	72	71	83	46	38	87	92	76	100	96	
MUL												
PAC												
WHT	89	71	75	84	51	47	88	80	91			
FRL	81	65	60	70	39	33	70	84	74	100	84	

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	95%	54%	41%	50%	45%
05	2023 - Spring	83%	56%	27%	54%	29%
07	2023 - Spring	90%	50%	40%	47%	43%
08	2023 - Spring	77%	51%	26%	47%	30%
09	2023 - Spring	96%	51%	45%	48%	48%
04	2023 - Spring	90%	58%	32%	58%	32%
06	2023 - Spring	95%	50%	45%	47%	48%
03	2023 - Spring	89%	52%	37%	50%	39%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	58%	42%	54%	46%
03	2023 - Spring	93%	63%	30%	59%	34%
04	2023 - Spring	94%	64%	30%	61%	33%
08	2023 - Spring	100%	59%	41%	55%	45%
05	2023 - Spring	77%	58%	19%	55%	22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	91%	40%	51%	44%	47%
05	2023 - Spring	70%	50%	20%	51%	19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	56%	44%	50%	50%

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	93%	65%	28%	63%	30%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	68%	30%	66%	32%

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.

5th Grade Science showed the lowest performance with a 70% passing proficiency rate, a 10% decrease from the year prior when the proficiency rate was 80% passing. Factors contributing to the decline in proficiency were the two science teachers in place at the beginning of the school year; one was new to the grade level and content area. The more experienced of the two went on leave, which resulted in restructuring the entire grade level. After reconfiguring the four groups into three, one of the existing 5th-grade ELA teachers was assigned the science content area. That teacher was new to the grade level this school year and new to the content area at the time of the reconfiguration.

8th Grade FAST ELA showed the lowest performance with a 70% passing proficiency rate, a 5% decrease from the year prior when the proficiency rate was 75% passing. This was 21% higher than the State average of 47% and 19% higher than the District average of 51%. Factors that contributed to the decrease in proficiency were as follows: of the two ELA teachers in place at the beginning of the school year, one was new to the school, grade level, and content area. That teacher went on leave resulting in the remaining ELA teacher providing whole-group instruction to both groups in her absence.

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

5th Grade Science showed the most significant decline with a 70% passing proficiency rate, a 10% decrease from the year prior when the proficiency rate was 80% passing. Factors contributing to the decline in proficiency were as follows; of the two science teachers in place at the beginning of the school year, one was new to the grade level and content area. The more experienced of the two went on leave, which resulted in restructuring the entire grade level. After reconfiguring the four groups into three, one of the existing 5th-grade ELA teachers was assigned the science content area. That teacher was new to the grade level this school year and unique to the content area at the time of the reconfiguration.

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.

Although our concerns on the FAST PM 3 are in 5th grade Science and 8th grade ELA, our proficiency rates for all assessed areas are higher than the District and State.

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

Over the past few years, our school has been diligently analyzing various data components to identify areas of improvement in our educational approach. Among these components, it became evident that the middle grades (6, 7, 8) math performance displayed the most remarkable progress year over year.

In Grade 6, we witnessed a significant surge in math proficiency, with the results soaring from 89% in the 2020-2021 academic year to an impressive 96% in 2021-2022. Surpassing all expectations, the math performance further skyrocketed to a perfect score of 100% in the 2022-2023 academic year. Similarly, Grade 7 students showcased exceptional growth, with math proficiency climbing from 81% in 2020-2021 to an outstanding 95% in 2021-2022, ultimately reaching 100% in 2022-2023. Furthermore, Algebra 1 students demonstrated remarkable improvement, advancing from 71% proficiency in 2020-2021 to an impressive 93% in 2021-2022 and achieving a perfect score of 100% in the 2022-2023 academic year.

Our school community was thrilled to witness this exceptional progress in middle grades math performance, and we eagerly sought to capitalize on this positive trend by implementing a range of new actions.

First and foremost, we recognized the significance of acknowledging and celebrating the achievements of our students. We organized recognition ceremonies to honor the hard work and dedication of the math students who had made significant strides in their academic journey. These events motivated the students to continue their efforts and inspired their peers to strive for similar accomplishments.

Another pivotal step we took was to enhance teacher professional development in mathematics instruction. We conducted regular workshops and training sessions for our math faculty, equipping them with the latest teaching methodologies and resources to create an engaging and practical learning experience for the students. These initiatives empowered our teachers to be more attentive to individual student needs and tailor their approach accordingly.

Additionally, we established math support groups and peer tutoring programs, where students who excelled in math mentored and assisted their peers who needed additional help. This fostered a sense of camaraderie among students and reinforced their understanding of the subject matter through collaborative learning.

We implemented cross-grade collaboration activities to strengthen math proficiency across all grades further. Students from different grade levels came together to work on math projects, problem-solving

tasks, and interactive learning exercises. This collaborative approach encouraged the development of critical thinking and communication skills while reinforcing mathematical concepts.

Our commitment to data-driven decision-making played a pivotal role in identifying areas of improvement and designing targeted interventions. Regular assessments and progress monitoring enabled us to track individual student growth and remember any specific challenges that needed addressing. As a result, we were able to offer personalized support to struggling students and implement differentiated instruction based on their unique learning needs.

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

One potential area of concern is the substantial reading deficiency among 70 students as defined by Rule 6A-6.0531, F.A.C. This highlights the need to address reading challenges promptly and improve instructional strategies to support these students effectively. Additionally, assessing the effectiveness of current reading programs and providing professional development for teachers is crucial in addressing this concern.

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

1. Getting the 6th-grade students back on track: This should be the top priority as these students face immediate challenges. Identifying their learning gaps and providing targeted interventions will help them catch up and ensure a smoother academic journey in middle school.
2. Improving instruction in 8th grade ELA: Addressing the needs of 8th-grade students in English Language Arts is crucial as they approach a critical transition to high school. Enhancing instruction in ELA will improve their language and communication skills and prepare them better for the demands of higher-level education.
3. Improving instruction in 5th grade: While this is essential, it ranks third as the immediate attention should be given to the now 6th-grade students and 8th-grade ELA. However, focusing on enhancing instruction in 5th grade will create a strong foundation for future academic success and support the overall improvement of student performance across grade levels.
4. Improving staff retention rate: Many staff members left iPreparatory Academy in the previous school year. It is essential to improve staff retention rates to ensure educational continuity. Focusing on retaining high-quality staff ensures students reach their potential year after year.
5. Improving staff attendance rate: Approximately half of iPreparatory Academy's staff was absent more than ten days in the previous school year. Emphasis must be on improving staff attendance.

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 Science**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 2022-2023 FAST PM3 data, 70% of 5th grade students were proficient in science as compared to the state average of 50%, and district average of 51%. Based on the data and the identified contributing factors of personnel changes that led to grade level reconfiguration, we will implement the targeted element of science.

Measurable Outcome:

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

With the implementation of data-driven instruction, an additional 10% (for a total of 80%) of the 5th grade students will achieve proficiency in the targeted element of science as evidenced by the 2024 end of year state assessment results.

Monitoring:

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

The administration (Barbara Soto-Pujadas) will facilitate the school curriculum team's meetings to ensure collaborative planning is taking place and that data-driven instruction is being implemented with fidelity. In addition to this, the Science Quarterly Assessments will be evaluated by the leadership team to identify trends and areas for improvement.

Person responsible for monitoring outcome:

Barbara Pujadas (barbarapujadas@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 Science, our school will focus on the Evidence-Based Intervention of: Data-Driven Instruction. Data-Driven Instruction will assist with ensuring teacher's are taking advantage of all instructional time and focusing on their student's needs. Data-Driven instruction will be monitored through instructional planning groups and data driven conversations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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.

From August 14, 2023, to September 29, 2023, the identified science teacher will attend at least two science ICADs or professional development sessions. As a result, the teacher can create and implement highly effective standards-driven lesson plans.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: This action step will be implemented by September 29, 2023.

From August 14, 2023, to September 29, 2023, The identified teacher will plan collaboratively with the department chairperson a minimum of three times. As a result, the teacher can engage students in highly effective standards-aligned lessons.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: This action step will be implemented by September 29, 2023.

From August 14, 2023, to September 29, 2023, the department chairperson and administration will assess and evaluate science curriculum and instruction in grades 3 and 4. As a result, students will be more proficient in fair game benchmarks, as evidenced by the Science Quarterly assessments.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: This action step will be implemented by September 29, 2023.

#2. Instructional Practice specifically relating to ELA**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 8th Grade, FAST ELA showed the lowest performance with a 70% passing proficiency rate, a 5% decrease from the year prior when the proficiency rate was 75%. This was 21% higher than the State average of 47% and 19% higher than the District average of 51%. Based on the data and identified contributing factors of two ELA teachers in place at the beginning of the school year, one was new to the school, grade level, and content area. That teacher went on leave, resulting in the remaining ELA teacher providing whole-group instruction to both groups in her absence. We will implement the targeted element of ELA.

Measurable Outcome:

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

With the evidence-based strategy of Reciprocal Teaching / Peer Learning, 10% more students in each grade will attain proficiency on the 2024 PM3 FAST ELA reading assessment than the 2023 PM3 FAST ELA reading assessment by June 2024.

Monitoring:

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

Our monitoring approach entails ongoing assessment analysis, formative assessments, and data-driven interventions. Regular analysis of standardized ELA assessment data will track progress and subgroup performance. Formative assessments will provide real-time insights, enabling tailored instruction and identifying support needs. Collaborative Professional Learning Communities (PLCs) will foster dialogue on effective strategies. Progress monitoring reports will document intervention outcomes. Parent and student involvement will be cultivated through communication channels. Term-end data reviews will inform refinements. This multifaceted process ensures a data-driven, dynamic improvement cycle, contributing to achieving our targeted 10% increase in proficient or advanced ELA scores.

Person responsible for monitoring outcome:

Barbara Pujadas (barbarapujadas@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.)

We are implementing Reciprocal Teaching / Peer Learning for ELA. Students will pair up to collaboratively enhance reading, writing, and comprehension skills. Research shows peer tutoring benefits tutors and tutees, promoting more profound understanding, self-confidence, and engagement. Trained teachers will guide sessions, ensuring effective strategies are employed. Regular assessments will gauge progress and inform adjustments. This intervention aligns with research on peer learning's positive impact, fostering improved ELA outcomes and contributing to our targeted proficiency increase.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reciprocal Teaching is a process developed by Palincsar & Brown (1984) where the role of "educator" is slowly passed from teacher to student as students lead peer discussions and practice using four critical reading strategies: Predicting, Clarifying, Question Generating, and Summarizing. Reciprocal Teaching is also known as Peer Learning. Peer Learning is a technique in which students develop strong oral language skills as they work together to improve their reading comprehension. The purpose of this technique is 1) To encourage students to think about what they are reading and their thought process. 2)

To allow students to collaborate to understand a text better. 3) To teach students to be actively involved in monitoring their comprehension. 4) To teach students to ask questions during reading.

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.

From August 14, 2023, to September 29, 2023, Peer Tutor Training: Implement a structured training program for peer tutors, equipping them with effective teaching strategies, communication skills, and techniques for providing constructive feedback. As a result, training sessions will be led by experienced ELA teachers, ensuring tutors are well-prepared to support their peers' learning needs.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: September 29, 2023

From August 14, 2023, to September 29, 2023, Structured Tutoring Sessions: Facilitate regular peer tutoring sessions during designated ELA class periods. Tutors and tutees will follow a structured curriculum, engaging in activities that target reading comprehension, writing skills, and critical analysis. As a result, these sessions will be guided by specific learning objectives and aligned with classroom instruction.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: September 29, 2023

From August 14, 2023, to September 29, 2023, Ongoing Assessment and Feedback: Establish a system of continuous assessment to track the progress of tutors and tutees. Regular reviews will gauge improvements in ELA skills and identify areas needing additional attention. Tutors and tutees will receive constructive feedback from teachers, enabling them to refine their strategies and enhance their learning experiences. As a result, adjustments to the tutoring program will be based on assessment outcomes, ensuring its effectiveness in achieving our desired proficiency increase.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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 2022-2023 teacher data, 14 teachers transferred, resigned, or retired. Based on the data and the identified contributing factors of poor job satisfaction, we will implement the targeted element of teacher retention and recruitment.

Measurable Outcome:

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

With the evidence-based strategy of Mentorship Programs, at least 15% more of the teachers will return for the 2024-25 school year compared to the number of teachers that returned for the 2023-24 school year as measured by an end-of-year returning staff survey administered June 2024.

Monitoring:

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

The progress toward achieving the desired outcome of increased teacher retention will be closely monitored through a comprehensive data-driven approach. Regular reviews will be conducted at the end of each academic year to compare the number of retained teachers between the 2023-2024 and 2022-2023 school years. Additionally, mid-year evaluations will track teacher satisfaction and engagement through anonymous surveys and focus group discussions. These quantitative and qualitative data points will provide insights into the effectiveness of implemented strategies, allowing for timely adjustments and enhancements to our Positive Culture and Environment initiatives. Our improvement team will analyze the data collected to ensure alignment with the established target, fostering a continuous improvement cycle to realize our retention rate goal.

Person responsible for monitoring outcome:

Barbara Pujadas (barbarapujadas@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.)

The evidence-based intervention focuses on Mentorship Programs. Grounded in research an effective teacher retention strategies, the TSGP encompasses personalized mentoring, professional development, and collaborative platforms. New teachers will be paired with experienced mentors to provide guidance and support, fostering a sense of belonging and skill development. Monthly professional development sessions will address pedagogical innovations and classroom management techniques. Moreover, a digital platform will facilitate cross-grade collaboration and resource sharing. Continuous feedback loops, including teacher surveys and regular mentor-mentee check-ins, will gauge the program's impact. By nurturing a culture of support and growth, the TSGP aims to enhance teacher job satisfaction, positively influencing retention rates and the overall school environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mentorship Programs refer to the implementation and maintenance of mentoring programs, including teacher-to-teacher, student-to-student, and teacher/staff-to-student. Effective Mentorship Programs include regularly scheduled meetings between the mentor and mentee(s) with a purposeful conversation with set objectives. Mentorship can help develop students' social-emotional competencies, create a sense of belonging, and increase valuing of school.

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.

From August 14, 2023, to September 29, 2023, Mentorship Pairing and Training: New teachers will be paired with experienced mentors based on subject area and grade level. Mentors will receive specialized training in effective mentoring techniques, communication skills, and emotional support. As a result, regular mentor-mentee meetings will provide a safe space for sharing experiences, seeking guidance, and developing teaching skills.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: September 29, 2023

From August 14, 2023, to September 29, 2023, Professional Development Pathways: A structured professional development plan will encompass workshops, seminars, and online courses. These opportunities will focus on pedagogical innovations, classroom management, technology integration, and student engagement. As a result, teachers will have the autonomy to choose relevant pathways based on their individual needs and goals.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: September 29, 2023

From August 14, 2023, to September 29, 2023, Digital Collaboration Platform: An online platform will be established to facilitate communication and resource sharing among teachers across grades and disciplines. This platform will encourage collaborative lesson planning, idea exchange, and peer-to-peer support. As a result, regular virtual meetings and forums will foster a sense of community and enable teachers to learn from each other's experiences, thus promoting a positive and collaborative culture.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: September 29, 2023

#4. Positive Culture and Environment specifically relating to Teacher Attendance**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 2022-2023 teacher attendance data, 46% of teachers had 10.5+ days absent. Based on the data and the identified contributing factors of a cultural shift away from responsibility and duty toward personal happiness, we will implement the targeted element of teacher attendance.

Measurable Outcome:

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

With the evidence-based strategy of Team Building Activities, 75% of teachers will attend school for a minimum of 95% of the academic year as measured by staff attendance reports by June 2024.

Monitoring:

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

Teacher attendance and the progress toward the desired outcome of a 95% attendance rate will be actively monitored through a multifaceted approach. We will maintain a real-time digital attendance system that records daily teacher presence. Regular attendance reports will be generated and reviewed by the administration. In addition, monthly reviews of attendance trends will be conducted during leadership team meetings, allowing for timely adjustments to strategies if needed. Surveys and feedback sessions will engage teachers in sharing their perceptions of the school culture and its impact on attendance. These data points will collectively enable us to gauge the success of our initiatives, make informed decisions, and ensure alignment with our goal of fostering a positive culture and environment conducive to consistent teacher attendance.

Person responsible for monitoring outcome:

Barbara Pujadas (barbarapujadas@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.)

The evidence-based intervention for improving teacher attendance and cultivating a positive culture involves implementing Team Building Activities. This program encompasses regular professional development workshops on stress management, work-life balance, and effective classroom management techniques. Additionally, a mentorship initiative pairs experienced teachers with newcomers to provide guidance and support. To enhance communication and collaboration, monthly staff meetings will feature recognition of outstanding contributions and successes. These evidence-based strategies are informed by research on teacher well-being and engagement, and they aim to create an environment where teachers feel valued, empowered, and equipped to manage challenges, ultimately leading to increased attendance and a more positive school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

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.

From August 14, 2023, to September 29, 2023, Wellness Workshops: Regular wellness workshops will focus on stress reduction, time management, and self-care techniques. As a result, these evidence-based sessions will equip teachers with practical tools to manage challenges effectively, improve overall well-being, and reduce factors that may contribute to absenteeism.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: September 29, 2023

From August 14, 2023, to September 29, 2023, Mentorship Program: A mentorship initiative will be established, pairing experienced teachers with newcomers. Mentors will provide guidance, share best practices, and offer emotional support, fostering a sense of community and reducing feelings of isolation among teachers. As a result, this creates an environment where educators feel connected and supported, increasing job satisfaction and attendance.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: September 29, 2023

From August 14, 2023, to September 29, 2023, Monthly Recognition and Communication: Monthly staff meetings will incorporate a segment recognizing outstanding teacher contributions. This platform will celebrate achievements, share success stories, and highlight collaborative efforts. As a result, improved communication will strengthen the sense of belonging, boost morale, and encourage sustained engagement, reinforcing the positive culture and environment that supports consistent teacher attendance.

Person Responsible: Barbara Pujadas (barbarapujadas@dadeschools.net)

By When: September 29, 2023