West Lakes Preparatory Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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West Lakes Preparatory Academy

8435 W 36TH AVE, Hialeah, FL 33018

[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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Lumpkin, Richelle	Principal	The principal is responsible for planning, organizing and supervising all functions essential to the operation of the school. The principal ensures the school is effective, efficient and a safe learning environment. The principal also oversees areas such as School Operations, School Improvement Plan (SIP), Curriculum , Professional Development, Plant Operations, Certification, Technology, elementary Master Schedule, Custodians and Discipline.
Cave, Annelle	ELL Compliance Specialist	The ECL is responsible for all ELL testing, and compliance documentation. The ECL will provide assistance to teachers with ELL students.
Martinez, Gloria	Teacher, ESE	The ESE Chair is responsible for all ESE testing, and compliance documentation. The ESE Chair will provide assistance to teachers with ESE students.
Mulet, Jessica	Teacher, K-12	This is a professional position responsible for the instruction of one or more subjects to fifth grade students.

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 is the initial group of stakeholders that reviews and analyzes data to determine the needs and focus of the school. This group of stakeholders is responsible for identifying the areas of focus and action steps the school will take. This plan is then shared with the Educational Excellence School Advisory Committee (EESAC); Stakeholders (parents, teachers, and community members) have an opportunity to ask questions, make suggestions, provide feedback, and request modifications to the plan that will address the academic and cultural needs of the school.

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

The SIP implementation will be monitored weekly and quarterly. Weekly, school administrators will monitor implementation of SIP action steps to ensure support and guidance is being provided to meet the expected outcome. Quarterly, the school leadership team will engage in school implementation reviews throughout the school to identify evidence of implementation. During debrief, school assessment data will be reviewed and analyzed to determine next steps and modifications.

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-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	66%
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) 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: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	5	6	5	3	4	5	3	2	33
One or more suspensions	0	0	0	0	0	2	0	0	1	3
Course failure in English Language Arts (ELA)	0	1	0	3	1	0	0	0	0	5
Course failure in Math	0	1	0	2	1	1	6	11	1	23
Level 1 on statewide ELA assessment	0	0	0	3	13	11	17	15	10	69
Level 1 on statewide Math assessment	0	0	0	3	8	13	15	7	5	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	14	15	17	14	24	28	24	139
	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	1	0	4	8	8	13	9	5	48

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	5	2	3	1	2	2	5	4	24
One or more suspensions	0	0	0	0	0	0	0	0	2	2
Course failure in ELA	0	0	3	5	1	0	0	1	0	10
Course failure in Math	0	0	1	1	2	3	2	3	0	12
Level 1 on statewide ELA assessment	0	0	0	7	5	13	20	7	12	64
Level 1 on statewide Math assessment	0	0	0	6	12	15	19	9	9	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	19	11	13	27	20	24	121

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	2	6	5	12	16	4	7	52

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	6	0	0	0	0	0	6
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	5	2	3	1	2	2	5	4	24
One or more suspensions	0	0	0	0	0	0	0	0	2	2
Course failure in ELA	0	0	3	5	1	0	0	1	0	10
Course failure in Math	0	0	1	1	2	3	2	3	0	12
Level 1 on statewide ELA assessment	0	0	0	7	5	13	20	7	12	64
Level 1 on statewide Math assessment	0	0	0	6	12	15	19	9	9	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	19	11	13	27	20	24	121

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	2	6	5	12	16	4	7	52

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	6	0	0	0	0	0	6
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*	64	61	53	66	62	55	64		
ELA Learning Gains				68			63		
ELA Lowest 25th Percentile				60			48		
Math Achievement*	68	63	55	66	51	42	55		
Math Learning Gains				79			46		
Math Lowest 25th Percentile				63			43		
Science Achievement*	64	56	52	45	60	54	50		
Social Studies Achievement*	71	77	68	86	68	59	65		
Middle School Acceleration	87	75	70	86	61	51	48		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	79	62	55	70	75	70	67		

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	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	689
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

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	43			
ELL	63			
AMI				
ASN	88			
BLK	72			
HSP	71			
MUL				
PAC				
WHT	88			

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	64			

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	50			
ELL	61			
AMI				
ASN	81			
BLK	64			
HSP	68			
MUL				
PAC				
WHT	79			
FRL	65			

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	64			68			64	71	87			79
SWD	29			36			50				4	58
ELL	57			64			60				5	79
AMI												
ASN	83			92							2	
BLK	63			81							2	
HSP	62			65			64	78	86		7	78
MUL												

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	92			83							2	
FRL	54			56			60	69	76		7	80

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	66	68	60	66	79	63	45	86	86			70
SWD	44	48	43	53	65	44	38	75				38
ELL	58	66	60	59	74	54	33	75				70
AMI												
ASN	83	60		92	90							
BLK	70	69		55	63							
HSP	64	69	62	65	80	62	42	85	83			68
MUL												
PAC												
WHT	83			75								
FRL	61	66	59	63	78	57	42	82	79			65

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	64	63	48	55	46	43	50	65	48			67
SWD	45	58	29	52	59	40	25	65				43
ELL	58	70	58	53	49	52	39	61	36			67
AMI												
ASN	79			93								
BLK	50			31								
HSP	63	63	47	53	45	45	47	67	43			67
MUL												
PAC												
WHT	80			70								
FRL	63	59	41	54	44	37	44	64	48			64

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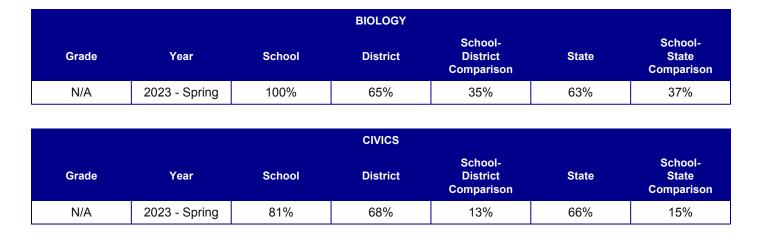
An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	56%	14%	54%	16%
07	2023 - Spring	52%	50%	2%	47%	5%
08	2023 - Spring	53%	51%	2%	47%	6%
04	2023 - Spring	56%	58%	-2%	58%	-2%
06	2023 - Spring	49%	50%	-1%	47%	2%
03	2023 - Spring	56%	52%	4%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	60%	58%	2%	54%	6%
07	2023 - Spring	80%	48%	32%	48%	32%
03	2023 - Spring	58%	63%	-5%	59%	-1%
04	2023 - Spring	66%	64%	2%	61%	5%
08	2023 - Spring	47%	59%	-12%	55%	-8%
05	2023 - Spring	67%	58%	9%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	26%	40%	-14%	44%	-18%
05	2023 - Spring	58%	50%	8%	51%	7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	56%	29%	50%	35%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	68%	13%	66%	15%

III. Planning for Improvement

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

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

The component with the lowest performance was 8th grade Science at 31% achievement, which is an 11% increase over the previous year. The contributing factor relates to personnel and is also attributed to the number of level 1 and 2 (ELA) students placed in 8th grade science. Higher performing students in the 8th grade (levels 3, 4, 5, in ELA) are enrolled in Biology.

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

Overall, there were no significant declines in data from the prior year. There was a minor decline in the area of 7th grade Civics; In the 2021-2022 school year, Civics proficiency was 86% compared to 82% during the 2022-2023 school year, a decline of 4 percentage points.

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.

The greatest gap when comparing school data to the state average is in 8th grade Science. The state average is 47% and the school average is 31%. As explain, all students enrolled in 8th grade Science are students who scored level 1 or 2 in the ELA assessment.

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

The data component that showed the most significant improvement is Mathematics, with a 7-percentage point increase overall from 66% in the 2021-2022 school year to 73% in the 2022-2023 school year. We attribute this increase to a more focused and tailored planning and collaboration with the mathematics department. Teachers common planned and shared best practices on a regularly scheduled basis.

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

At this time, the only area of concern is 8th grade Science.

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

1. 8th Grade Science

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 SSA assessment data, 31% of 8th grade students were proficient in Science compared to the state average of 47%. Based on the data and identified contributing factors of having a high number of ELL students with a lack of exposure to vocabulary and content; student readiness levels limit the availability to master grade level tasks. We will implement the targeted element of science instruction.

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

By September 29, 2023, we will implement standard-based science instruction aligned to the areas of deficiency as identified on 2022-2023 SSA results. This implementation will lead to a 35% proficiency on the SSA taken by 8th grade students at the end of the 2023-2024 school year.

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

The administrative team will conduct data-chats to review the 2022-2023 SSA taken by 8th grade science students and Performance Matters data on topic assessments.

Person responsible for monitoring outcome:

Richelle Lumpkin (pr3001@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 strategy of differentiated instruction. Teachers will execute lessons to target the students' areas of need based on the 2022-2023 SSA results and the results of each science topic assessment, baseline, and mid-year assessment.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of the evidence-based strategy of differentiated instruction will provide lessons based on the learning target. Teachers will explicitly deliver differentiated lessons to guide students through the science standards. Students will show evidence of mastering the objectives through their work samples/assessments, which will assist in accelerating all students to their full academic potential.

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 administrative team will meet with the 8th grade science teachers to conduct a review and analysis of data from the 2022-2023 8th grade SSA. Through this data review, teachers will be able to identify areas/ standards of previous deficiency.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

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

Science assessment data trackers will be implemented beginning the the baseline assessment. Teachers and students will update and review data trackers after each assessment (baseline, mid-year, and topic assessments). Utilizing the data tracker, teachers will be able to provide feedback, and remedial lessons to students.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

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

Administration will conduct walk-throughs to ensure that standard-aligned differentiated instruction is being implemented with fidelity. Administration will be able to see through work samples the implementation of differentiated instruction based on areas of deficiency.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

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

#2. Positive Culture and Environment specifically relating to Other

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

Based on the data review, our school will implement the Targeted Element of student attendance. According to our 2022-2023 Power BI data, 39% of our students had 10 or more absences which is equivalent to the 2022-2021 Power BI data where 39% of students had 10 or more absences. The percentage of student absences stayed stationary compared to last year.

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

If the school effectively implements attendance initiatives for students, then the percentage of absent students who have 10 or more absences will decrease by a minimum of 4 percentage points as evidenced by the 2024 School Climate Survey.

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

Teachers will monitor attendance, create their own incentive plans, and will follow attendance procedure protocols consistently. The school's Attendance Review Committee will be responsible for school-wide incentives, following up with stakeholders, and creating necessary documents regarding truancy.

Person responsible for monitoring outcome:
Richelle Lumpkin (pr3001@dadeschools.net)

Evidence-based 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 Initiative of Student Attendance, our school will focus on the evidenced-based strategy of student initiatives. Teachers will create incentives for students in the classroom, and the Attendance Review Committee will incentivize students at the school-wide level.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Attendance Initiatives will assist in decreasing the number of student absences. Attendance Initiatives will be implemented at the classroom level, grade level, and school-wide level.

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.

A school-wide survey will be conducted to determine the most desired incentives by students. Incentives will be used to motivate students to attend school daily.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

By When: By September 15th, this action step will be fully implemented.

Homeroom teachers will monitor their attendance daily on an attendance tracker. As a result, good attendance is promoted and a monthly reward such as a homework pass will be offered to the class with the best attendance.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

By When: By September 15th, this action step will be fully implemented.

Teachers will monitor excessive attendance issues and make contact with parents after three tardies or absences. Teachers will conduct parent meetings to discuss attendance. As a result, student attendance will improve.

Person Responsible: Annelle Cave (mrscave@dadeschools.net)

By When: By September 15th, this action step will be fully implemented.

#3. 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 2022-2023 FAST data, 49% of 6th grade students were proficient in English Language Arts on the PM3 assessment as compared to the District 2022-2023 FAST data, 50% of 6th grade students were proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
By September 29, 2023, we will implement standard-based instruction in the area of ELA that is aligned to the areas of deficiency as identified by the 2022-2023 FAST PM3 results. The implementation will lead to a 55% proficiency on the FAST PMS3 taken by 6th grade students at the end of the 2023-2024 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
The administrative team will conduct data-chats to review the 2023-2024 FAST PM3 taken by 6th grade ELA students, newly taken FAST PM 1, FAST PM 2 and Performance Matters data on unit assessments.
Person responsible for monitoring outcome:
Richelle Lumpkin (pr3001@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 English Language Arts, our school will focus on the evidence-based strategy of differentiated instruction. Teachers will execute lessons to target the students' areas of need based on the 2022-2023 FAST PM3 results and the results of each unit assessment.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
The implementation of the evidence-based strategy of differentiated instruction will provide lessons based on the learning target. Teachers will explicitly deliver differentiated lessons to guide students through the ELA standards. Students will show evidence of mastering the objectives through their work samples/assessments, which will assist in accelerating all students to their full academic potential.
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.
Administration will conduct a data chat with 6th grade ELA teachers to review and analyze data from PM#1 in 6th grade, and current students previous data.
Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

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

ELA data trackers will be implemented in ELA classes. Trackers will be updated after each unit assessment. Teacher and students will utilize data to inform instruction and differentiated instruction supports.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

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

Administration will conduct walk-throughs to ensure that standard-aligned differentiated instruction is being implemented with fidelity. Administration will look for evidence (work samples) of implemented differentiated instruction based on areas of deficiency.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

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

#4. Positive Culture and Environment specifically relating to Other

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

Enrollment is a crucial area of focus at this time as the school looks forward to building and growing the middle school component of the K-8 Center. With competitive middle school neighboring programs offering a traditional middle school, retention and enrollment of our students is crucial. A focus to begin recruitment and retention in the primary grades will be essential in building rapport with families and the community.

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

Through this area of focus, the school enrollment numbers from the 2022-2023 school year during the February FTE, will increase by 2% in comparison to enrollment during the 2021-2022 school year.

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

Administration will monitor enrollment through the FTE periods. The administrative team will promote enrollment through various advertisement strategies such as flyers, district events, and community involvement.

Person responsible for monitoring outcome:

Richelle Lumpkin (pr3001@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 Student Enrollment, our school will focus on the evidence-based strategy of Communicate with Stakeholders. The administrative team will promote school enrollment by advertising the school and its programs through outreach activities.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

School enrollment initiatives will increase student enrollment at the school site. Communicating with stakeholders through community outreach events and activities will promote awareness of school information.

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.

School will advertise and implement a Kindergarten "Meet your teacher" and registration drive. Parents will have the opportunity to meet the Kindergarten teachers and register for school during the event.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

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

Meet and Greet opportunities will be implemented prior to the beginning of the school year for all grade levels. Flyers and additional school information will be available on social media and in print at the main office.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

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

Primary grades will implement one monthly activity to welcome families into the school campus. Special activities throughout the year will be advertised on social media platforms to increase awareness of school programs increasing student enrollment.

Person Responsible: Richelle Lumpkin (pr3001@dadeschools.net)

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

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).

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Science	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No