

Miami-Dade County Public Schools

Everglades Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Everglades Preparatory Academy

2251 E MOWRY DR, Homestead, FL 33033

<http://www.evergladesacademy.com/>

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 Everglades Preparatory Academy is to provide students with a well rounded Middle School education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement.

The vision of Everglades Preparatory Academy is to provide students with challenging and rigorous curricula enabling students to be well prepared for high school and life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

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
Marrero, Aida	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. Work often includes attending school functions after hours, such as basketball games, concerts, plays, parent conferences, and school board meetings. Having a visible presence shows interest and dedication to students. Often problems arise which need immediate attention, such as a student disciplinary issue or a call from a worried parent whose child is struggling in the classroom.
Baquero, Miguel	Assistant Principal	The Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
Felix, Jameelah	Assistant Principal	The Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring,

Name	Position Title	Job Duties and Responsibilities
		and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
Escobar, Danella	Assistant Principal	The Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
Belliveau, Amanda	Instructional Coach	An instructional coach supports teachers and professors by providing ongoing professional development, building their teaching skills, and assisting them in applying new knowledge. Essential Duties and Responsibilities of an Instructional Coach • Supports the philosophy and vision of the school system in which he or she is employed. • Facilitates the professional and intellectual development of teachers and aides. • Helps to build positive relationships between teachers and administrators. • Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general. • Communicates information between students, teachers, administrators and the community in general. • Reacts to changes within the school system or facility professionally. • Supports the value of education within society as a whole. • Works with teachers to find effective ways to deal with behavioral issues in the classroom.

Name	Position Title	Job Duties and Responsibilities
Moore, Theola	Instructional Coach	•Puts various tutoring programs into place and recruits teachers to host them. An instructional coach supports teachers and professors by providing ongoing professional development, building their teaching skills, and assisting them in applying new knowledge. Essential Duties and Responsibilities of an Instructional Coach •Supports the philosophy and vision of the school system in which he or she is employed. •Facilitates the professional and intellectual development of teachers and aides. •Helps to build positive relationships between teachers and administrators. •Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general. •Communicates information between students, teachers, administrators and the community in general. •Reacts to changes within the school system or facility professionally. •Supports the value of education within society as a whole. •Works with teachers to find effective ways to deal with behavioral issues in the classroom. •Puts various tutoring programs into place and recruits teachers to host them.
Grant-Nesmith, Brittne	Instructional Coach	An instructional coach supports teachers and professors by providing ongoing professional development, building their teaching skills, and assisting them in applying new knowledge. Essential Duties and Responsibilities of an Instructional Coach •Supports the philosophy and vision of the school system in which he or she is employed. •Facilitates the professional and intellectual development of teachers and aides. •Helps to build positive relationships between teachers and administrators. •Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general.

Name	Position Title	Job Duties and Responsibilities
Brown-Morgan, Tia		•Communicates information between students, teachers, administrators and the community in general. •Reacts to changes within the school system or facility professionally. •Supports the value of education within society as a whole. •Works with teachers to find effective ways to deal with behavioral issues in the classroom. •Puts various tutoring programs into place and recruits teachers to host them. An instructional coach supports teachers and professors by providing ongoing professional development, building their teaching skills, and assisting them in applying new knowledge. Essential Duties and Responsibilities of an Instructional Coach •Supports the philosophy and vision of the school system in which he or she is employed. •Facilitates the professional and intellectual development of teachers and aides. •Helps to build positive relationships between teachers and administrators. •Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general. •Communicates information between students, teachers, administrators and the community in general. •Reacts to changes within the school system or facility professionally. •Supports the value of education within society as a whole. •Works with teachers to find effective ways to deal with behavioral issues in the classroom. •Puts various tutoring programs into place and recruits teachers to host them.

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.

All stakeholders are involved in the completion, review, and approval of the SIP through school site meetings and EESAC meetings. Their input is utilized in the SIP to ensure focus in the most critical areas and develop action steps to mitigate areas of weakness.

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 is regularly monitored through data collection from student achievement on PM assessments, daily attendance record, and school site meetings such as parent conferences, faculty meetings, and EESAC meetings.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	ATSI
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)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	14	14	13	41	
One or more suspensions	0	0	0	0	0	0	26	42	41	109	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	3	0	6	
Course failure in Math	0	0	0	0	0	0	0	17	14	31	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	28	35	43	106	
Level 1 on statewide Math assessment	0	0	0	0	0	0	24	39	14	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	27	18	14	59

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	31	43	48	122	
One or more suspensions	0	0	0	0	0	0	2	7	7	16	
Course failure in ELA	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	3	9	9	21	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	38	67	46	151	
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	53	36	133	
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	0	0	0	0	63	84	48	195

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	31	43	48	122	
One or more suspensions	0	0	0	0	0	0	2	7	7	16	
Course failure in ELA	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	3	9	9	21	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	38	67	46	151	
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	53	36	133	
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	0	0	0	0	63	84	48	195	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	39	56	50	47	58	54
ELA Learning Gains	49	56	48	48	58	54
ELA Lowest 25th Percentile	45	48	38	40	52	47
Math Achievement*	46	55	54	47	58	58
Math Learning Gains	64	64	58	48	56	57
Math Lowest 25th Percentile	68	63	55	41	54	51
Science Achievement*	35	51	49	37	52	51
Social Studies Achievement*	59	73	71	55	74	72
Middle School Acceleration	41			76		
Graduation Rate						
College and Career Acceleration						
ELP Progress	14			64		

** 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)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	10
Percent Tested	99

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

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	33	Yes	3	
ELL	37	Yes	3	
AMI				
ASN				
BLK	53			
HSP	46			
MUL				
PAC				
WHT	47			
FRL	45			

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)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

[illegible]

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
WHT	37	47		39	65							
FRL	39	47	41	46	65	69	33	56	41			13

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	38	37	22	30	26	20	26	56	45			24
SWD	17	19	8	17	22	16	23	37				13
ELL	26	36	29	23	20	16	8	55				24
AMI												
ASN												
BLK	35	29		36	19		8	60				
HSP	37	37	24	29	27	22	27	56	44			25
MUL												
PAC												
WHT	55	47		33	18							
FRL	36	34	18	29	24	19	22	55	46			21

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	47	48	40	47	48	41	37	55	76			64
SWD	23	61	60	26	29	20		40				
ELL	29	40	38	39	39	33	20	35				64
AMI												
ASN												
BLK	40	48	50	46	54	47	41	25				
HSP	45	46	40	45	46	38	34	60	71			63
MUL												
PAC												
WHT	82	70		68	61		60	67	100			
FRL	44	45	38	45	46	39	34	53	75			68

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
07	2023 - Spring	39%	50%	-11%	47%	-8%
08	2023 - Spring	33%	51%	-18%	47%	-14%
06	2023 - Spring	46%	50%	-4%	47%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	44%	58%	-14%	54%	-10%
07	2023 - Spring	36%	48%	-12%	48%	-12%
08	2023 - Spring	66%	59%	7%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	26%	40%	-14%	44%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	56%	25%	50%	31%

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

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	65%	15%	63%	17%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	68%	-23%	66%	-21%

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.

Based on progress monitoring and the 2023 state assessments, the greatest need for improvement lies within the core content area of ELA which influences the student performance in all content areas especially in science and social studies.

Contributing factors to last year's low performance include a lack of consistent teacher and instructional coach support. Trends include lack of student motivation, lack of consistent student attendance, lack of qualified teachers available for hire, and the loss of the ELA/Reading Instructional Coach.

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

The data component showing the greatest decline from the prior year is 8th gr ELA. Factors contributing to this need for improvement include lack of student motivation, lack of consistent student attendance, lack of qualified teachers available for hire, and the loss of the ELA/Reading Instructional Coach. To address this need for improvement, an incentive program to increase student motivation is to be put into place, increase marketing to attract qualified teachers, detailed monitoring and increase parent communication concerning student attendance, and grow leadership within the school to place an ELA/Reading Instructional Coach.

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 data component with the greatest gap when compared to the state average was 8th gr Science with a difference of 24%. A contributing factor to this gap is the same student performance on the FAST ELA as ELA is a subject which greatly affects Science through vocabulary and comprehension.

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

The data component shown to have the most improvement is 8th Gr math and middle school acceleration with an increase of 9% and 10% respectively. New actions that were taken were mandatory student participation in afterschool tutoring as well as an enhancement in identifying standards for differentiated instruction.

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

Two potential areas of concern are discipline and ELA student performance.

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

Our highest priority for school improvement in the upcoming school year is ELA and Science.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

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 school data, the area of focus will be ELA SWD as there continues to be deficient performance in all school grade components. A focus on these students will directly impact the total population. Additionally, this focus will positively affect all our students as school-wide and classroom strategies are implemented.

Measurable Outcome:

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

As a result of the 2023 ELA FSA results, it is our goal to increase our SWD ELA Achievement to 35% as this focus will positively affect SWD ELA LG and LG L25% school grade components.

Monitoring:

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

This area of focus will be monitored through student performance on standard aligned assessments and FAST PM1 and PM2 data reports.

Person responsible for monitoring outcome:

Tia Brown-Morgan (tbmorgan@charterk12.com)

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.)

Use close reading strategies, use content specific complex text to develop text dependent questions and embedding annotation skills

* Teach strategies for participating in rigorous discussion and responding to text dependent questions

* Build endurance in students' ability to read multiple complex texts during intervention time.

* Principal, Assistant Principal and Reading Coach will monitor effectiveness of core instruction and interventions focusing on: Complex rigorous tasks, grade level appropriate complex tasks and aligned and rigorous standards-based reading centers.

* Provide teachers with necessary resources and materials to implement and execute interventions and differentiated instruction.

* Lesson plans will reflect rigor, focus of the standards, and implementation of provided accommodations as outlined in the student IEP

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategies are based off research based best practices.

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.

No action steps were entered for this area of focus

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

Area of Focus Description and Rationale:

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

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

Based on school data, the area of focus will be positive school culture and environment as it relates to early warning indicators of student attendance and discipline.

Measurable Outcome:

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

The specific measurable outcome will be an average daily student attendance rate of 95% and a decrease in disciplinary issues of 5%.

Monitoring:

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

These areas of focus will be monitored through daily attendance reports, family communication as it pertains to student attendance, increased positive behavioral reinforcement, and the ability for students to participate in mental counseling increased through easier communication capabilities.

Person responsible for monitoring outcome:

Danella Escobar (937740@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.)

In collaboration with the values matter District curriculum and the PBS model, the school utilizes a progressive discipline approach with students. EPA employs 2 full time counselors and a licensed Mental Health counselor to assist with not only academic support but also to address crisis situations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To support student achievement, the school provides FREE after school tutoring based on standard aligned lessons as outlined on the mapping of the FAST.

The counseling team has partnered with community organizations to provide resources to families, such as counseling and information on outreach community services. The school has also teamed with local restaurants

and businesses to raise funds for the school's various organizations.

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.

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to English Language Learners

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 school data, the area of focus will be ELA within the ELL subgroup as their continues to be deficient performance in all school grade components. A focus on these students will directly impact the total population.

Additionally, this focus will positively affect all of our students as school-wide and classroom strategies are implemented

Measurable Outcome:

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

As a result of the 2023 FAST ELA results, it is our goal to increase our ELL ELA Achievement to 41% proficiency..

Monitoring:

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

This area of focus will be monitored through student performance on standard aligned assessments and FAST PM1 and PM2 data reports

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

Use close reading strategies, use content specific complex text to develop text dependent questions and embedding annotation skills

- * Build endurance in students' ability to correctly answer multiple complex questions during intervention time.

- * Principal, Assistant Principal and Reading Coach will monitor effectiveness of core instruction and interventions focusing on: Complex rigorous tasks, grade level appropriate complex tasks, and aligned and rigorous standards based reading centers.

- * Provide teachers with necessary resources and materials to implement and execute interventions and differentiated instruction.

- * Lesson plans will reflect rigor, focus of the standards, and implementation of provided accommodations as outlined in the student ELL plan

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategy rationale based off of research based best practices

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.

No action steps were entered for this area of focus

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)).

The process that we use to review the school improvement funding allocations is through our EESAC committee. As a team we discuss and decide how we allocate the funding to purchase the resources we need to address the areas of focus.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The information is printed and shared with EESAC members, posted on the school website, and all meeting information concerning governing board meetings and EESAC meetings is sent to parents through messaging blast system.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Everglades Preparatory Academy hosts a variety of events open to families and the community such as the Hispanic Heritage Showcase, Fall Festival, Holiday Festival, Black History Showcase, Honor Roll/Award Ceremony, and our annual end-of-year theater performance. Further extracurricular clubs and sports are offered including soccer, basketball, SECME, and chess.

To support student achievement, the school provides FREE after school tutoring based on standard aligned lessons as outlined on the mapping of the FAST.

The counseling team has partnered with community organizations to provide resources to families, such as counseling and information on outreach community services. The school has also teamed with local

restaurants
and businesses to raise funds for the school's various organizations.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Everglades Preparatory Academy plans to strengthen the academic program in the school, increase amount and quality of learning time, and help provide an enriched and accelerated program especially in ELA and Science through support of an instructional coach, push-in support, implementation of differentiated instruction with fidelity, and provide afterschool tutoring.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Discipline is progressive in nature and is designed to modify the unacceptable behaviors students may exhibit. Prepared, Attitude, Respect, Responsibility =PARR. PARR is based on the Positive Behavior Support Plan designed by the Florida Department of Education. The discipline policy is implemented school-wide at EPA and is designed to deter unwanted behaviors. PARR: Prepared- Students are expected to be prepared for all classes, classroom activities and assignments while putting forth their best effort, Attitude- Students are to maintain a good attitude towards their teacher, classmates, school personnel and all aspects of the learning environment, Respect- All students are expected to show respect to their teachers, classmates and all school personal. Responsibility- It is the responsibility of the student to complete all classroom and homework assignments while putting forth their best efforts. Rules are posted in each classroom, the cafeteria, etc. anyplace where students must behave within a structured environment. The teacher is responsible for minor disciplinary infractions that may occur in the classroom. If the behavior of the student does not improve, then the parents/guardians are notified, and a conference may be requested. If misbehavior continues to occur, the administrative staff are asked to

become involved. All students must follow the school-wide discipline plan as posted in each teacher's classroom. PARR Behavior Plan Process: Step1: Teacher/Staff will have a private conversation about the inappropriate behavior and send home a "Behavior Notice". Step2: Teacher/Staff will contact parent, fill out "Detention Notice" Step3: If behavior continues, teacher/staff contact parent and contact administration.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The professional learning and other activities for teachers and school personnel include specific curriculum professional development, needs assessment, continued support from academic coaches in dissecting data and implementation of action steps, and the participation in national conferences.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

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: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$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.

Yes