

Miami-Dade County Public Schools

Stellar Leadership Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Stellar Leadership Academy

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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.

Stellar Leadership Academy provides a quality, empowering and personalized educational choice options for at risk and under-served students in grades 9-12.

Provide the school's vision statement.

To educate, train and inspire our students in a learning environment that models the values of integrity, teamwork, perseverance and personal responsibility, and where respect is the foundation of productive relationships, such that each of our graduates possesses the knowledge and character to meet the challenges of learning, working and living in the 21st Century.

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
		<p>The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff ensures implementation of intervention support and documentation. The principal ensures adequate professional development to support RTI implementation and communicates with parents regarding school-based RTI plans and activities. The principal approves and allocates the resources as well as ensure that all SIP planning is completed and properly executed.</p>
Kemp, Angela	Other	<p>The Director of Curriculum and Compliance (DCC) and Intervention Specialist coordinates and facilitates the SST process and SST Intervention Plan. The DCC and Intervention Specialist will provide support to the principal to ensure that the instructional personnel successfully implements all Rtl goals as it relates to student achievement, interventions, professional development, and all other school based decisions. The Exceptional Student Education (ESE) Coordinator, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.</p>
Ramontal, Mosiah	Dean	<p>The Dean, will schedule and facilitate regular RTI, Data / Academic status updates and Literacy Team Meetings. He ensures that all members attend the meetings and follows up with progress monitoring of the action steps. He monitors the implementation of the schools Rtl model which is used as a three-tiered approach to interventions in the areas of academics and behavior. He reviews data to determine appropriate interventions. In addition, he ensures that parents are provided sufficient information regarding the reading level of their child and makes recommendations for before / after school intervention sessions for grades 11 and 12.</p>
Young, Ashley	Dean	<p>The Student Services Dean, will schedule and facilitate regular RTI and Literacy Team Meetings. He ensures that all members attend the meetings and follows up with progress monitoring of the action steps. He monitors the implementation of the schools Rtl model which is used as a three-tiered approach to interventions in the areas of academics and behavior. He reviews data to determine appropriate interventions. In addition, he ensures that parents are provided sufficient information regarding the reading level of their child and makes recommendations for before / after school intervention sessions</p>
McKay-Chung, Roxanne	Teacher, ESE	<p>The Exceptional Student Education (ESE) Teacher, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general</p>

Name	Position Title	Job Duties and Responsibilities
		education teachers through such activities as co-teaching.
Wright, Shawanda	Registrar	The registrar / enrollment specialist will recruit and enroll students. They are responsible for inputting data and the initial start of the transition lab
Clark, Theodore	Teacher, ESE	The Exceptional Student Education (ESE) Teacher, participates in student data collection, integrates core instructional activities/ materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching

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 involved all the stakeholders by first providing professional development days to present the SIP process to them and engage them in the process. After a meeting with the leadership team, to review the data and outline the areas of need, there was a staff / faculty meeting and PD SIP Day. All members of the faculty were involved in the process of analyzing the data then creating the SIP goals / area of need. An ESSAC meeting date was established to present the SIP draft in which the staff had created. At this time, the ESSAC which includes parents, students, business or community leaders, were able to provide input and make additional adjustments to the SIP were necessary or needed.

The School Advisory Council is used to fulfill these requirements.

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 Reading teacher, ESE Specialist, ESOL Specialist and members of the leadership team meet bi-weekly to monitor the progress of the SIP. The SIP is also monitored and reviewed by the ESSAC quarterly.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12

Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	52%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
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	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

Indicator	Grade Level									Total	
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days				0	0	0	0	0	0	0	106
One or more suspensions				0	0	0	0	0	0	0	
Course failure in ELA				0	0	0	0	0	0	0	
Course failure in Math				0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment				0	0	0	0	0	0	0	159
Level 1 on statewide Math assessment				0	0	0	0	0	0	0	137
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	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	134

The number of students identified retained:

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

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

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

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

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

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

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

The number of students identified retained:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	1			17			0		
ELA Learning Gains				19			19		
ELA Lowest 25th Percentile									
Math Achievement*	3			0			0		
Math Learning Gains							20		
Math Lowest 25th Percentile									
Science Achievement*	11						0		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	3						3		
Middle School Acceleration									
Graduation Rate	18			9			12		
College and Career Acceleration	7			14			20		
ELP Progress									

* 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)	CSI
OVERALL Federal Index – All Students	7
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	43
Total Components for the Federal Index	6
Percent Tested	50
Graduation Rate	18

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	29	Yes	2	2
ELL	5	Yes	2	2
AMI				
ASN				

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%
BLK	10	Yes	3	3
HSP	17	Yes	3	3
MUL				
PAC				
WHT				
FRL	11	Yes	3	3

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												
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	1			3			11	3		18	7	
SWD										29		
ELL										5		
AMI												
ASN												
BLK	9									21	0	
HSP										14	20	
MUL												
PAC												
WHT												
FRL	5			6			18	8		19	8	

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	17	19		0						9	14	
SWD										17		
ELL										5		

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
AMI												
ASN												
BLK	15	17								14	20	
HSP										5		
MUL												
PAC												
WHT												
FRL	17	19		0						10	17	

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	0	19		0	20		0	3		12	20	
SWD										8		
ELL	0	14								23		
AMI												
ASN												
BLK	0	13		0			0	0		8		
HSP	0	29		0				7		24		
MUL												
PAC												
WHT												
FRL	0	19		0	20		0	3		13	23	

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data components that are showing the lowest performance are Biology, Algebra 1 and Geometry: in that order, based upon student performance data. Contributing factors to these areas in low performance are staffing. With the loss of instructors in several of these areas as well as staff to implement focused intervention plans, performance in these areas have declined, specifically in math. Additionally, student attendance has always been an area of concern.

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

The component showing the greatest decline from 2022 to 2023, based on student performance data, is mathematics. There was a significant increase in EOC / FSA Algebra 1 scores reported from 2021 to 2022 from 0% to 11% and a decline in 2022 from 11% to 2% in 2023. Overall, this area has declined significantly. Therefore, Math is the area of concern and focus for targeted interventions. The contributing factors to this need for improvement were a lack of sufficient progress monitoring, tutoring, classroom support, and data-driven instruction.

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 components that demonstrate the greatest need for improvement and had the greatest gap when compared to the state average were in ELA lowest 25th percentile and Math lowest 25th percentile. Factors contributing to this gap, were the following: Lack of sufficient data analysis, need for more smaller group instructions, differentiated instructions, more hands-on learning experiences, more practice on standards, more support facilitation for the English Language Learners and our Exceptional Student Education students, and the lack of student attendance.

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

Overall, off-cohort graduation has improved tremendously over the last couple of years. Stellar has implemented a detailed tracking plan of credits and graduation requirements. This plan incorporates frequent student advisement and monitoring of course completion to promote student engagement and graduation gains.

Another area of improvement has been student performance in Social Studies from 6% in 2022 to 24% in 2023. It is through the targeted interventions implemented within the instruction, in social studies classes, and the consistency in the teacher that have impacted this area positively.

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

Based on the 2022 FSA Results, 9th grade ELA showed the least growth and improvement from the previous school year. Based on the ELA FAST PM3 results, 10th grade showed the least growth and improvement which is an area of concern. Another area of concern, although there was a slight decrease in 230 students with an attendance below 90% to 226 in 2023, is the lack of school attendance. In 2022 - 2023 school year 230 student attendance was below 90%.

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

The highest priorities for school improvement in the upcoming year is to increase the number of students proficient in Math and ELA by 5%. The next highest is to increase teacher professional development to support teachers in the new standards (BEST Standards and FAST Assessments) along with additional resources and support for teachers in order to retain them. The next would be to increase the number of students in school above 90% by 10%.

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 Math**Area of Focus Description and Rationale:**

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

The 2023 Algebra I FSA / EOC results showed a decline in student achievement from 11% in 2022 to 2% in 2023. This is a steady significant decline considering the school saw an increase in math scores from 2021 of 0% to 2022 11%.

Measurable Outcome:

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

The measurable outcome will be a minimum of 5% increase in the Algebra I FSA / EOC in all grade levels.

Monitoring:

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

This area of focus will be monitored through the use of

- 1) Designated Dean for the Math Department and the addition of a math interventionist
- 2) Administrations Classroom Visits
- 3) Progress Monitoring and Data Analysis

Person responsible for monitoring outcome:

Mosiah Ramontal (mramontal@stellarleadershipacademy.org)

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 evidenced-based strategy being implemented is an Instructional Focus Calendar and Shared Assessments for Progress Monitoring. The evidence-based intervention being implemented for this Area of Focus will be utilized from the B.E.S.T. standards for Math Algebra I National Geographic Learning and to add an additional Math interventionist to do more small group targeted instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing this strategy and evidence-based intervention, all math teachers will pace their content appropriately, and shared assessments will allow for data analysis and data-driven instruction, interventions, and reteaching.

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?

Yes

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 Dean / instructional Coach will create an instructional focus calendar that will focus on targeted data driven instruction, which will be followed by all Math Teachers. The school will hire an additional Math interventionist to provide targeted small group instruction.

Person Responsible: Mosiah Ramontal (mramontal@stellarleadershipacademy.org)

By When: On going progress monitoring

#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.

Students with multiple absences have been a constant barrier to the school providing the targeted instruction this population needs. The overall attendance rate has been below a 80%, due to the pandemic, student truancy; family health or financial concerns, poor school climate, transportation problems, and differing community attitudes towards education are among the conditions that are often associated with the students' frequent absence from school.

Measurable Outcome:

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

Students with chronic absenteeism will decrease significantly over the next five years. Moreover, student attendance rate will increase at a rate of 5% annually and will be projected to be above 90% within 5 years.

Monitoring:

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

This area of focus will be monitored through attendance tracker, truancy data and reports and the attendance review committee intervention meetings.

Person responsible for monitoring outcome:

Angel Chaisson (937051@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 school will focus on engaging students in learning and instruction to meet any serious and longstanding attendance goals through the creation of a positive school environment and improve the home-school relationship by developing incentives to motivate students to attend school, home visits and addition professional development for all stake holders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school. In addition, there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school. To support the school's efforts to combat chronic absenteeism the schools has outlined proactive ideas and strategies to engage educators, families and the community in an effort to improve student attendance. Engaging families and creating a positive school climate are two key strategies for improving attendance.

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. 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.

The school will improvement of writing skills across the core subject areas and curriculum which will increase the ELA scores. According to the FAST/ FSA/EOC proficiency scores the school had a significant decrease from 2021 from 17% to 3% and a slight increase in 2022 from 3% to 10%.

Measurable Outcome:

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

Students will demonstrate a 5% overall improved performance in ELA/Reading.

Monitoring:

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

This will be monthly weekly by utilizing the research based READ180 program with fidelity.

This area of focus will be monitored through the use of

- 1) Reading/ELA Coach
- 2) Administrations Classroom Visits
- 3) Progress Monitoring and Data Analysis

Person responsible for monitoring outcome:

Angela Kemp (akemp@stellarleadershipacademy.org)

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.)

Students will be receiving small group instruction to teach strategies in their weakest reporting category and receive additional intervention through the READ180 program. The school will utilize the READ180 program with fidelity.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing this strategy, READ180 program, all ELA teachers will pace their content appropriately, and shared assessments will allow for data analysis and data-driven instruction, interventions, and reteaching.

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?

Yes

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 instructional Coach will create shared assessments, from READ180 program, for each unit which will be used by all grade level ELA Teachers and will drive data analysis and progress monitoring.

Person Responsible: Ramone Davis (rdavis@stellarleadershipacademy.org)

By When: On going progress monitoring

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 school Governing Board, ESSAC and school-based leadership team will review the data and do an assessment of needs to ensure that the resource allocation practices at the school reflect an understanding of the need to eliminate existing inequities and close the achievement gap. This will be done by reviewing the school improvement plan in the monthly and quarterly meetings to identify the area of the greatest need. Once identified the dollar amount to assist in closing the achievement gap in that area will be identified. The ESSAC, school site administration and Governing Board will monitor the progress in those areas and the ESSAC and governing board will approve the funding and monitor the funding distributed.

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.

Some methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders are automated calls, emails, and texts; social media; flyers and brochures; and backpack notifications. Moreover, parents and stakeholders are disseminated and provided related information through on-campus conferences, open house, back-to-school night, and Title I parent resource visits and varied scheduled Title I activities. Engaging all stakeholders in building a shared understanding and vision for this work and planning of the SIP as well as articulating progress is a continuous aspect of overall school improvement. Stakeholders are provided the opportunity to provide suggestions and recommendations and are articulated in a user-friendly manner that allows stakeholders clarity and comfort in understanding the purpose of the SIP and setting clear expectations of the process. This includes making decisions and communicating with stakeholders about their role in the improvement process, how and when they will participate, how their input will be incorporated, and how information will be shared. For stakeholders who are not educators—such as students, families, and community members—it is essential building up their knowledge base about what school climate improvements are and how they work, so that they can engage in this process in an informed and effective way. A language interpreter is provided upon request.

The school website www.stellarleadershipacademy.net

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))

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. Partnerships are essential for helping students achieve at their maximum potential increasing parent and community involvement. Collaborative efforts will enable greater recognition and school support. Parents, families and other community stakeholders are encouraged to attend Title I activities and visit the Title I Parent Resource Center to get a first-hand experience of school improvement in action. The school's mission and vision are communicated throughout the school. All Parents, families and other community stakeholders are aware of the school's mission and vision and are in support of the ongoing efforts for continuous improvement and attainment of its overall focus and intent.

All Parents, families and other community stakeholders are kept informed of the school's and child's progress. Parents are informed quarterly of their child's academic and behavioral progress. Teachers are in constant contact with parents through the school's 3/5 Call Log Program. Automated calls are generated to stakeholders providing school and student progress. The Student of the Month Program is an additional way to showcase those students working toward increasing student achievement. Also, teachers showcase student achievement posted on the school's Credit Completion Star Wall and in-classroom Wall of Achievement or Focus Walls with assignments and assessments that demonstrate academic progress and modeled achievement. Parents, families, and other community stakeholders are invited to participate in walkthroughs.

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 II of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school by gaining buy-in and support from all stakeholders. Professional development will be a focal means to providing the necessary strategies and techniques that will foster evidence-based results and improvement. This will also enhance, enrich, and accelerate the instructional curriculum.

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))

The plan of the school is to gather all funds together from varied sources and resources into a comprehensive framework that will offer a better chance of increasing the academic achievement of all students. In coordination and integration with the varies programs and resources, to encourage this approach and better leverage all available funding, a schoolwide flexible plan will be implemented to use Title I funds in coordination with, or consolidate funds from, other federal, state and local funds as defined.

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))

The school provides an ideal context for prevention, intervention, positive development, and regular communication between school and families. Strategic plans are district- and state- adopted and being implemented with fidelity by the school. The school also offers caring relationships and regular, consistent connections between students and staff both in person and virtually. School-employed and district-shared mental health professionals (i.e., school psychologists, school counselors, school social workers, and school nurses) provide specialized services prescribed essentially for individualized services for students. These services help to improve student achievement and behavior and relations with adults and peers.

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))

Varied strategies are being implemented to prepare high school students for postsecondary education and employment opportunities. Dual-Credit programming, career and technical preparation, certification programming are some opportunities that provide students with awareness of postsecondary opportunities and the workforce. Project-based activities also allow for awareness of postsecondary opportunities and the workforce. School partnerships with businesses and colleges and universities help to broaden secondary school students' access to coursework to earn postsecondary credit while still in high school.

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).

Positive Behavioral Interventions and Supports (PBIS) and Multi-tiered System of Supports (MTSS) are practical means to garner positive behavioral interventions and systems used to achieve important behavior changes. These approaches are an alternative to aversive interventions used with students with significant disabilities who engage in extreme forms of self-injury and aggression or behaviors that need immediate modification. These approaches also enhance the schools' ability to design effective environments that are conducive to quality teaching and learning.

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))

Professional learning and other activities to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects are well-designed personalized professional learning opportunities and are used to positively impact adult and child learner growth. The content is made to be relevant, useful, and timely. Teachers have agency and autonomy in terms of when, how, and what they choose to engage with. A needs assessment survey provides the school with the necessary information to create a learning environment worthy of participation for overall improvement. Training opportunities include time for practice, reflection, and adaptation over substantial periods of time. Facilitators foster social connection and active learning. The experience is based on quality, systematic and systemic programming that enable and support

engagement.

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))

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: Math				\$56,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	160	7015 - Stellar Leadership Academy	UniSIG		\$48,000.00
			<i>Notes: The school will address learning loss in Math by hiring an additional hourly math interventionist.</i>			
	5100	520	7015 - Stellar Leadership Academy			\$8,000.00
			<i>Notes: The school will purchase additional National Geographic Algebra I B.E.S.T standards textbooks and teachers editions that align to the new B.E.S.T. standards assuring student receive the highest quality of instruction.</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				\$15,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	7015 - Stellar Leadership Academy	UniSIG		\$15,250.00
			<i>Notes: The school will purchase the evidence based READ180 program to assist in increasing the ELA scores.</i>			
Total:						\$71,250.00

Budget Approval

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

Yes