

Miami-Dade County Public Schools

Doral Academy



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	13

Doral Academy

2450 NW 97TH AVE, Doral, FL 33172

<http://doralacademy.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Doral Academy is to provide a challenging curriculum that is technologically infused, where academic excellence, character development and individual growth are nurtured through differentiated support in a safe and motivating environment that prepares students to become life long learners and active members of their community.

Provide the school's vision statement.

The vision of Doral Academy Inc. is to provide a high quality K-12 seamless education that maximizes upon student potential and kindles a pursuit of lifelong learning.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Cuesta, Eleonora	Principal
Simon, Elizabeth	Assistant Principal
Perez, Anna	Teacher, K-12
Melian, Jeanette	Instructional Coach
Bencomo, Arianna	Instructional Coach
Melero, Rebecca	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

*Eleonora Cuesta, Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing intervention support and documentation and adequate professional development to support student achievement at the school. The Principal oversees the administration of Rtl skills of school staff, and communicates with parents regarding school-based plans and activities.

*Elizabeth Simon, Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of academic and behavior intervention programs. Attends meetings and relays pertinent information to the Rtl team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students.

*Rebecca Melero, ESE Program Specialist: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

*Anna Perez, Lead Teacher, Jeanette Melian, Reading Coach and Arianna Bencomo, Curriculum Coach: Provide data to the Rtl Team based on state, district and school-wide based assessments, meet with grade-levels to provide curriculum and planning support and work with new teachers to provide mentoring and coaching.

The school leadership team works together, using all available data and resources to make sound instructional decision which will impact all students.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	0	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	2	7	0	0	0	0	0	0	0	12

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	1	0	3	0	0	0	0	0	0	0	4	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	1	1	0	3	0	0	0	0	0	0	0	12
Retained Students: Previous Year(s)	0	2	1	1	0	0	0	0	0	0	0	0	0	4

Date this data was collected

Wednesday 9/5/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	2	1	1	2	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	1	1	2	3	8	0	0	0	0	0	0	0	15

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	1	1	2	8	0	0	0	0	0	0	0	13

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	2	1	1	2	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	1	1	2	3	8	0	0	0	0	0	0	0	15

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	1	1	2	8	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is the fifth grade ELA with 80% of the students scoring 3 or above. The learning gains for this component are also low at 67% of the students making gains. Fifth grade Mathematics is also the lowest component at 87% of the students scoring a 3 or above, and the learning gains for this group of students is also low at 63%. Overall learning gains for third through fifth grade in ELA was 69% and in Mathematics was 67%.

Which data component showed the greatest decline from prior year?

The data component showing the greatest decline is fifth grade ELA with a 3% drop from the previous year's scores and fourth grade Mathematics with a 5% decline from the previous year's scores.

Which data component had the biggest gap when compared to the state average?

None of the components had a gap as compared to the state average as all grade levels are performing at 30-40% above the state average.

Which data component showed the most improvement? Is this a trend?

The data components that showed the most improvement are fourth grade ELA which increased by 6% of the students scoring a 3 or above as well as fifth grade Mathematics which showed an increase of 4% of students scoring a 3 or above.

Describe the actions or changes that led to the improvement in this area.

The actions that led to improvements in the two areas are: 1. grade level planning using the District Pacing guides for ELA and the state item specifications to target standards at the item level. 2. Identification of students working below grade level and providing intervention in both ELA and Mathematics. 3. Curriculum Council Meetings scheduled every quarter to discuss the implementation of curriculum strategies and students in need of additional academic assistance. 4. Grade level planning support by the Reading Coach and Curriculum Coach. 5. Use of I-Ready and other external resources to support classroom instruction. 5. Fidelity to differentiated Instructional Groups. 6. Frequent analysis of data by teachers.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	88%	62%	56%	85%	54%	52%
ELA Learning Gains	69%	62%	55%	75%	56%	52%
ELA Lowest 25th Percentile	67%	59%	48%	66%	52%	46%
Math Achievement	90%	69%	62%	91%	62%	58%
Math Learning Gains	67%	64%	59%	75%	60%	58%
Math Lowest 25th Percentile	64%	55%	47%	74%	49%	46%
Science Achievement	77%	58%	55%	82%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	4 (0)	5 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (2)	0 (1)	0 (1)	0 (2)	0 (6)
Level 1 on statewide assessment	0 (0)	0 (1)	0 (1)	3 (2)	2 (3)	7 (8)	12 (15)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	95%	61%	34%	57%	38%
	2017	93%	58%	35%	58%	35%
Same Grade Comparison		2%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	90%	60%	30%	56%	34%
	2017	84%	57%	27%	56%	28%
Same Grade Comparison		6%				
Cohort Comparison		-3%				
05	2018	80%	59%	21%	55%	25%
	2017	83%	54%	29%	53%	30%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	91%	67%	24%	62%	29%
	2017	95%	65%	30%	62%	33%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	90%	68%	22%	62%	28%
	2017	95%	68%	27%	64%	31%
Same Grade Comparison		-5%				
Cohort Comparison		-5%				
05	2018	87%	66%	21%	61%	26%
	2017	83%	60%	23%	57%	26%
Same Grade Comparison		4%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	77%	56%	21%	55%	22%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	50	45	44	53	30	43					
ELL	85	69	68	87	63	67	58				
ASN	100			100							
HSP	88	69	66	89	68	64	76				
WHT	87	72		87	48						

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
FRL	86	66	63	87	64	64	71				
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	50	33	36	64	47	50	64				
ELL	82	66	53	90	72	68	57				
ASN	83			100							
HSP	86	70	58	91	72	70	76				
WHT	94	75		97	90		100				
FRL	84	70	57	88	73	71	73				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Reading (ELA) Learning Gains
Rationale	FSA data indicates that 88% of students in third through fifth grade achieved a 3 or higher on the 2018 FSA ELA, their learning gains were at 69%. This was a decrease of 1% from the previous year. Increasing a student's learning gain is important as it measures how much growth has occurred in that academic year.
Intended Outcome	Students in third through fifth grade will increase their learning gains in ELA by 3% as evidenced by results of the 2019 FSA ELA.
Point Person	Eleonora Cuesta (ecuesta@dadeschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Explicitly model summarizing and synthesizing strategies during whole group and in DI groups. 2. Use the Shared Inquiry Model for questioning and discussions during whole group and DI groups. 3. Use data from I-Ready and STAR to place students in Differentiated Instructional groups. 4. Place students identified as the lowest 25th% in Wonder Works Intervention. 5. Provide ELA "push-in" intervention assistance to classes with a high number of students working below grade level. 6. Assign 45 minutes of I-Ready lessons on a weekly basis.
Person Responsible	Elizabeth Simon (esimon@dadeschools.net)
Plan to Monitor Effectiveness	
Description	The effectiveness of the action plan will be monitored through administrative classroom walk-through visits, monitoring grade level weekly plans, I-Ready Response to Instruction Report, IPEGS Formal Observations, participation in weekly grade level planning meetings by the curriculum coaches, and monitoring of student classwork and assessments.
Person Responsible	Eleonora Cuesta (ecuesta@dadeschools.net)

Activity #2	
Title	Mathematics Learning Gains
Rationale	Although 90% of students in third through fifth grade achieved a 3 or higher on the 2018 FSA Mathematics, their learning gains were 67% which is a drop of 6% from the previous year. Increasing a student's learning gain is important as it measures how much growth has occurred in that academic year.
Intended Outcome	Students in third to fifth grade will increase their learning gains in Mathematics by 3% as evidenced by the results of the 2019 FSA Mathematics.
Point Person	Eleonora Cuesta (ecuesta@dadeschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Use available Mathematics Baseline Data to place students in the appropriate Differentiated Instructional groups. 2. Provide Mathematics "push-in" intervention assistance to classes with a high number of students working below grade level. 3. Utilize explicit vocabulary strategies for Mathematics academic vocabulary. 4. Utilize Learning Logs to have students explain their thinking in writing when solving real-world word problems.
Person Responsible	Elizabeth Simon (esimon@dadeschools.net)
Plan to Monitor Effectiveness	
Description	The effectiveness of the action plan will be monitored through administrative classroom walk-through visits, monitoring grade level weekly plans, IPEGs Formal Observations, participation in weekly grade level planning meetings by the curriculum coaches, and monitoring of student classwork and assessments.
Person Responsible	Eleonora Cuesta (ecuesta@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Doral Academy establishes a positive relationship with families through participation at the many school-wide events that take place throughout the school year. Through parent workshops, events, and committees such as: FSA State Testing Parent Night, SAT Parent Night, Open House, Hispanic Heritage, Grandparent's Night, Book Fair, The Family Literacy Conference, Career Day, Honor Roll Assemblies, Character Trait celebration, Sporting events, Field Day, the EESAC and Parents in Action committees are all opportunities for parents to become involved in the school and become more informed on how to help their child with academics.

Doral Academy communicates with parents through various methods. Connect ED messages are sent out on a regular basis, flyers for special events and celebrations are sent out, teachers email important

information to parents via their parent distribution lists, the school website provides up to date information on all of the school activities and events.

Parents are kept informed of their child's progress through emails, phone calls or parent conferences with their child's teacher, the parent portal, through the Quarterly District progress report, and through the Quarterly report card.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Doral Academy employs two full time counselors that meet with and assist students as needed. Students experiencing personal or academic social-emotional needs meet with the counselor(s) one to two times per week. The counselor(s) also provides small group counseling sessions with students that have been retained or are experiencing academic difficulties.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Preschoolers are screened during the summer months for Kindergarten readiness to determine the specific skills and knowledge of students. Low-performing students are targeted and enrolled in the Wonder Works Reading Intervention Program. Parents attend an Open House in August where they are presented with an overview of the Kindergarten program. Moreover, they are informed about the support provided by the school and teachers. They also receive a packet that describes ways they can assist their child make the transition into Kindergarten.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team's role at Doral Academy is to impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and prevention of student failure through early intervention. The school leadership team will meet regularly in order to systematically analyze available student academic and behavior data and allocate resources to improve student learning. Throughout the data analysis process, the leadership team examines the validity and effectiveness of the program delivery. During the leadership meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Once a deficient area is identified, a goal is established to determine the expected growth during the next 4-8 weeks. During this time period, on-going progress monitoring will take place to monitor the effectiveness of the strategies put into place. At the end of the 4-8 weeks, the leadership team will reconvene in order to evaluate the results of the intervention and make adjustments in the instructional model as needed. The team will discuss interventions being implemented by teachers as well as strategies being used to strengthen weak content clusters. Interim Assessment data, progress monitoring data, and trend information will be used to monitor successful implementation of the School Improvement Plan. Additionally, the team will discuss students that are at-risk and below grade level and provide remediation strategies with fidelity. The team will evaluate school-wide professional development plans and training opportunities to enhance teaching and learning.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

n/a

Part V: Budget	
Total:	\$2,750.00