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I Preparatory Academy

1500 BISCAYNE BLVD STE 129, Miami, FL 33132

http://iprep.dadeschools.net

Demographics

Principal: Barbara Soto Pujadas

Start Date for this Principal: 7/20/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (83%) 2017-18: A (87%) 2016-17: A (84%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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I Preparatory Academy

1500 BISCAYNE BLVD STE 129, Miami, FL 33132

<http://iprep.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

This plan is pending approval by the Dade County School Board.

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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Carvalho, Alberto	Principal	<p>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.</p>
Soto Pujadas, Barbara	Assistant Principal	<p>Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs.</p> <p>Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short-range plans for the school.</p> <p>Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.</p> <p>Assists in the supervision of student enrollment, records, attendance, and health requirements.</p> <p>Develops plans for emergency situations, in cooperation with staff and public safety agencies.</p> <p>Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs.</p> <p>Relates to students with mutual respect while carrying out a positive and effective discipline policy.</p> <p>Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary.</p> <p>Has knowledge of local policies, state and federal laws relating to minors.</p> <p>Performs other related duties as needed.</p>
Diaz, Aillette	Assistant Principal	<p>Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs.</p> <p>Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short-range plans for the school.</p> <p>Assists the principal in the overall administration of the school and assumes</p>

Name	Position Title	Job Duties and Responsibilities
		<p>leadership of the school in the absence of the principal.</p> <p>Assists in the supervision of student enrollment, records, attendance, and health requirements.</p> <p>Develops plans for emergency situations, in cooperation with staff and public safety agencies.</p> <p>Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs.</p> <p>Relates to students with mutual respect while carrying out a positive and effective discipline policy.</p> <p>Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary.</p> <p>Has knowledge of local policies, state and federal laws relating to minors.</p> <p>Performs other related duties as needed.</p>
Lopez, Catherine	Other	<p>The Lead Teacher is responsible for general administrative duties as assigned, for supervision of subordinate staff, and for planning, preparing, and implementing daily activities, monitoring children's progress, and maintenance of related records for assigned classrooms.</p>
Hernandez, Laura	Magnet Coordinator	<p>The Lead Teacher is responsible for general administrative duties as assigned, for supervision of subordinate staff, and for planning, preparing, and implementing daily activities, monitoring children's progress, and maintenance of related records for assigned classrooms.</p> <p>Coordinates the identification of eligible students for the Magnet Program. Assists school site personnel in counseling, programming, discipline, and supervision, and transportation of students during extracurricular activities and field trips.</p>
Villucci, Molly	Teacher, K-12	<p>Teachers develop curriculum and lesson plans, and present those lessons to their students, individually or in groups. They track the progress of their students and create reports to inform parents about their progress. Teachers are responsible for maintaining a safe and respectful classroom environment in order to optimize student capabilities and develop their love of learning.</p> <p>Test Chairperson ESSAC Chairperson Internship Coordinator AP Coordinator</p>

Name	Position Title	Job Duties and Responsibilities
Machado, Nelson	Teacher, K-12	Teachers develop curriculum and lesson plans, and present those lessons to their students, individually or in groups. They track the progress of their students and create reports to inform parents about their progress. Teachers are responsible for maintaining a safe and respectful classroom environment in order to optimize student capabilities and develop their love of learning.

Demographic Information

Principal start date

Sunday 7/20/2008, Barbara Soto Pujadas

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

28

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

879

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	65	72	73	75	73	82	59	74	88	68	45	42	879
Attendance below 90 percent	1	1	1	0	0	1	1	2	3	3	0	1	2	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	1	1	2	0	0	0	1	2	7
Course failure in Math	0	0	0	0	0	1	0	3	1	1	0	1	1	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	1	1	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	0	1	1	0	1	3	7
Number of students with a substantial reading deficiency	0	3	8	11	4	4	4	7	11	8	0	0	0	60

The number of students with two or more early warning indicators:

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

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	0	0	0	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	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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	
Number of students enrolled	66	68	69	68	74	80	66	71	72	75	53	42	39	843
Attendance below 90 percent	1	1	0	0	1	1	2	3	2	0	2	2	5	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	1	2	0	0	0	1	2	0	7
Course failure in Math	0	0	0	0	1	0	4	1	1	1	1	1	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	0	0	1	1	0	1	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	1	1	0	2	3	0	8

The number of students with two or more early warning indicators:

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

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	0	0	0	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	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				92%	63%	61%	93%	62%	60%
ELA Learning Gains				72%	61%	59%	78%	61%	57%
ELA Lowest 25th Percentile				71%	57%	54%	83%	57%	52%
Math Achievement				93%	67%	62%	92%	65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				75%	63%	59%	75%	61%	58%
Math Lowest 25th Percentile				69%	56%	52%	73%	55%	52%
Science Achievement				88%	56%	56%	90%	57%	57%
Social Studies Achievement				98%	80%	78%	95%	79%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	91%	60%	31%	58%	33%
Cohort Comparison						
04	2021					
	2019	89%	64%	25%	58%	31%
Cohort Comparison		-91%				
05	2021					
	2019	88%	60%	28%	56%	32%
Cohort Comparison		-89%				
06	2021					
	2019	92%	58%	34%	54%	38%
Cohort Comparison		-88%				
07	2021					
	2019	98%	56%	42%	52%	46%
Cohort Comparison		-92%				
08	2021					
	2019	84%	60%	24%	56%	28%
Cohort Comparison		-98%				
09	2021					
	2019	98%	55%	43%	55%	43%
Cohort Comparison		-84%				
10	2021					
	2019	95%	53%	42%	53%	42%
Cohort Comparison		-98%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	97%	67%	30%	62%	35%
Cohort Comparison						
04	2021					
	2019	94%	69%	25%	64%	30%
Cohort Comparison		-97%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	93%	65%	28%	60%	33%
Cohort Comparison		-94%				
06	2021					
	2019	86%	58%	28%	55%	31%
Cohort Comparison		-93%				
07	2021					
	2019	100%	53%	47%	54%	46%
Cohort Comparison		-86%				
08	2021					
	2019					
Cohort Comparison		-100%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	85%	53%	32%	53%	32%
Cohort Comparison						
08	2021					
	2019	83%	43%	40%	48%	35%
Cohort Comparison		-85%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	68%	30%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	73%	25%	71%	27%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	71%	29%	70%	30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	63%	26%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	54%	39%	57%	36%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady diagnostic results - Grades 3-8
 Midyear assessments - Grades 9-11

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.0%	75.4%	89.4%
	Economically Disadvantaged	46.2%	72.0%	84.6%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47.0%	60.0%	74.2%
	Economically Disadvantaged	38.5%	52.0%	61.5%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57.6%	77.6%	83.6%
	Economically Disadvantaged	42.9%	72.4%	82.8%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.4%	59.7%	77.6%
	Economically Disadvantaged	34.5%	51.7%	75.9%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	90.9%	86.4%	92.4%
	Economically Disadvantaged	90.5%	66.7%	90.5%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47.0%	75.8%	84.9%
	Economically Disadvantaged	28.6%	52.4%	61.9%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70.4%	81.7%	85.9%
	Economically Disadvantaged	69.6%	91.3%	87.0%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46.5%	85.9%	93.0%
	Economically Disadvantaged	39.1%	87.0%	95.7%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.4%	76.9%	84.6%
	Economically Disadvantaged	45.2%	64.5%	77.4%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57.7%	73.1%	89.7%
	Economically Disadvantaged	35.5%	71.0%	83.9%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	55.6%	N/A
	Economically Disadvantaged	N/A	34.0%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.3%	77.8%	73.0%
	Economically Disadvantaged	63.6%	77.3%	72.7%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71.4%	84.1%	81.0%
	Economically Disadvantaged	63.6%	72.7%	72.7%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78.6%	72.9%	74.3%
	Economically Disadvantaged	75.0%	70.8%	75.0%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67.1%	74.3%	70.0%
	Economically Disadvantaged	79.2%	87.5%	62.5%
	Students With Disabilities	N/A	NA	N/A
	English Language Learners	N/A	NA	N/A
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	94.0%	N/A
	Economically Disadvantaged	N/A	87.0%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83.8%	80.9%	69.1%
	Economically Disadvantaged	88.5%	73.1%	65.4%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70.6%	52.9%	38.2%
	Economically Disadvantaged	73.1%	50.0%	34.6%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	70.0%	N/A
	Economically Disadvantaged	N/A	71.0%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	91.0%	N/A
	Economically Disadvantaged	N/A	100%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	83.0%	N/A
	Economically Disadvantaged	N/A	81.0%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	96.0%	N/A
	Economically Disadvantaged	N/A	100.0%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	59	46		70							
ELL	84	69	65	78	45	45	75	85			
ASN	92										
BLK	84	72	70	71	40	29	66	91	75	100	70
HSP	91	72	71	83	46	38	87	92	76	100	96

2021 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 2019-20	C & C Accel 2019-20
WHT	89	71	75	84	51	47	88	80	91		
FRL	81	65	60	70	39	33	70	84	74	100	84
2019 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 2017-18	C & C Accel 2017-18
SWD	70	47		74	53		80				
ELL	91	74	75	100	81	100	87				
ASN	100	91									
BLK	82	65	67	88	74	70	73		82	100	60
HSP	94	77	78	94	75	71	93	100	87	100	71
WHT	92	66	63	94	73	65	87	100	100		
FRL	88	66	68	88	68	63	81	100	75	100	69
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	84	69		74	54						
ELL	90	69	80	94	71						
ASN	100										
BLK	86	75	76	81	72	74	73		91		
HSP	94	78	81	94	74	70	93	100	90	100	83
WHT	97	78	95	98	78	78	100			100	82
FRL	88	79	76	84	70	65	86	100	87	100	83

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	843
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	77
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

School-wide ELA Learning Gains decreased 6 percentage points from 78% to 72% as compared to the 2018 FSA data.

School-wide ELA Lowest 25th Percentile decreased 12 percentage points from 83% to 71% as compared to the 2018 FSA data.

2021 data findings:

Analysis of FSA Math data from 2019 to 2021 showed an 11% decrease in students scoring between level 3 and level 5 school-wide. Despite this drop, 82% of iPrep students still attained a passing score on the 2021 FSA Math assessments.

Analysis of FSA ELA data from 2019 to 2021 showed a 2% decrease in students scoring between level 3 and level 5 school-wide. Despite this drop, 90% of iPrep students still attained a passing score on the 2021 FSA ELA assessments.

Analysis of Grade 3 FSA ELA data from 2019 to 2021 showed a 3% decrease in students scoring between level 3 and level 5. This drop matches the decline seen county-wide in 2021. Despite this drop, 89% of iPrep third-grade students still attained a passing score on the 2021 Grade 3 FSA ELA assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings: Students with disabilities showed a 14 percentage point drop in ELA achievement from 84% to 70% as compared to the 2018 FSA data.

2021 data findings: Grade 5 ELA economically disadvantaged students scored more poorly on progress monitoring assessments than all grade 5 students. Overall, school Math achievement dropped 10 percentage points from 2019. As a whole, school Social Studies achievement dropped 11 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019 data findings: Students with disabilities had more difficulty reaching desired achievement levels based on the 2019 FSA ELA achievement data. More differentiation strategies are needed to tailor to the needs of individual students. Reading and Math interventionists worked with students to provide individualized remediation and enrichment.

2021 data findings: Virtual learning has made it difficult to provide individualized attention to students. Additional differentiation strategies are needed to tailor to the needs of individual students. A comprehensive process has been developed to identify students' individualized needs via the development of 504 and IEPs. While these practices have contributed towards student achievement we see the need for teachers to enhance their practice through increased professional learning related to differentiation of instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 data findings: The Black student subgroup showed a 7 percentage point increase in FSA Math achievement from 81% to 88% as compared to the 2018 FSA data.

The English Language Learner student subgroup showed a 6 percentage point increase in FSA Math achievement from 94% to 100% as compared to the 2018 FSA data.

2021 data findings: Grade 5 i-Ready math progress monitoring scores improved significantly from the fall to spring administrations from 57.7% to 89.7%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019 data findings: Data-driven instructions and targeted interventions contributed to this improvement.

2021 data findings: Data-driven instructions and targeted interventions contributed to this improvement. For the 2021-22 school year, teachers will engage in professional development opportunities provided by the district or in-house resources related to the upcoming B.E.S.T. standards.

What strategies will need to be implemented in order to accelerate learning?

Keeping a focus on the B.E.S.T standards, professional learning in the area of instructional practice, supporting Social Emotional Learning, and fostering leadership development, iPrep will implement the following strategies in order to accelerate learning: continued data-driven and differentiated instruction supplemented by professional development opportunities for staff, the addition of free after-school tutoring in all subject areas along with Saturday academies focused solely on reading and math led by teacher leaders. To address the social-emotional aspects of accelerating learning additional mental health professionals have been added to iPrep schools staff.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction. Some examples of professional development opportunities include developing staff mental health leaders utilizing the district's Mental Health First Aid program, sessions acquainting staff with the upcoming B.E.S.T. standards adoption, and data analysis via Performance Matters on-demand webinars.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Professional Learning Communities will be formed to formally and informally meet weekly (K-5) and biweekly (6-12) to develop and share strategies that are aligned with school goals. A member of the leadership team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned with the goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: The State Board of Education (SBE) adopted Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for ELA and Mathematics on February 12, 2020. Based on data review, teachers will need to prepare for full implementation throughout the school year. Further, as a result of an 11% decrease in passing rates on FSA mathematics assessments school-wide in 2021 and a 2% drop in FSA ELA assessments passing rates, teacher professional development will be critical for addressing learning loss and preparation for new standards.

Measurable Outcome: By April 1 2022, 100% of teachers providing instruction in ELA and mathematics will attend professional development related to the B.E.S.T. standards.

Monitoring: This will be monitored through a professional development survey log along with the review of lesson plans throughout the school year. Administrators will be looking for attempts at the infusion of B.E.S.T. standards into lesson plans while still adhering to current standards.

Person responsible for monitoring outcome: Barbara Soto Pujadas (pr7581@dadeschools.net)

Evidence-based Strategy: Effective Curriculum and Resource Utilization refers to district curriculum and resources to maximize student learning including utilizing program materials, technology, pacing guides, task cards, and supplemental resources to support student learning.

Rationale for Evidence-based Strategy: iPrep Academy, due to its innovative learning environment and the commitment of its staff, outperforms the state and district on all required assessments. In order to further accelerate overall student achievement, we will be utilizing state-of-the-art district resources offered by the office of instructional technology to effectively implement and utilize the B.E.S.T. standards throughout the curriculum.

Action Steps to Implement

From August 31 through October 11, 2021, teachers providing instruction in ELA and Mathematics will identify and enroll in professional development opportunities, via PDMS, that are related to the B.E.S.T. standards. As a result, teachers will feel empowered to utilize district-provided resources.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From August 31 through October 11, 2021, teachers providing instruction in ELA and Mathematics will attend one professional development via PDMS related to the B.E.S.T. standards. As a result, teachers will begin integrating the B.E.S.T. standards into their lesson plans.

Person Responsible Gina Diaz (gmdiaz@dadeschools.net)

From August 31 through October 11, 2021, teachers providing instruction in ELA and Mathematics will form professional learning communities to discuss best practices for future implementation of the B.E.S.T. standards. As a result, teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Aillette Diaz (aadiatz@dadeschools.net)

From August 31 through October 11, 2021, the administration will engage with school stakeholders to begin informing them and seek feedback about the future implementation of the B.E.S.T. standards. As a result, communication between stakeholder and the school will improve.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From November 1-December 17, iPreparatory Academy ELA and math teachers who have not previously participated in professional development opportunities concerning the implementation of the upcoming B.E.S.T. standards will enroll in upcoming PD opportunities. The PD liaison will create a Microsoft survey for the faculty which will seek to verify faculty attendance at the B.E.S.T. standards professional development sessions.

Person Responsible Gina Diaz (gmdiaz@dadeschools.net)

From November 1-December 17, ELA and mathematics teachers will search for opportune times when groups of ELA and math teachers across grade levels will continue to meet in professional learning communities to discuss strategies for how to best implement the B.E.S.T. standards in the classroom.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From January 31-April 29, grade level meetings with both students and parents will be conducted by the school administration, both at school and in the evening, to discuss the 2022-2023 school year which will include introducing the new B.E.S.T. standards.

Person Responsible Aillette Diaz (aadiaz@dadeschools.net)

From January 31-April 29, iPreparatory Academy ELA and math teachers who have not previously participated in professional development opportunities concerning the implementation of the upcoming B.E.S.T. standards will enroll in upcoming PD opportunities. This will be followed up by the PD liaison who will create periodic Microsoft surveys to be sent out to the faculty verifying teacher attendance at the B.E.S.T. professional development sessions.

Person Responsible Gina Diaz (gmdiaz@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning**Area of****Focus**

Based on a 2021 versus 2019 2% school-wide decline in Reading and an 11% school-wide decline in Math FSA passing rates, faculty needs to build on instructional practices to maximize student learning and mitigate learning loss.

Description and**Rationale:****Measurable Outcome:**

Throughout the school year, faculty will attend a minimum of two professional development and one other professional enrichment opportunity targeted towards mitigating learning loss.

Monitoring:

This will be evidenced by attendance verification of professional development and logs of professional enrichment. As a result of attending these professional development opportunities, teachers will implement learned strategies in order to mitigate learning loss in reading and mathematics.

Person responsible for monitoring outcome:

Gina Diaz (gmdiaz@dadeschools.net)

Evidence-based Strategy:

Job-Embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Rationale for Evidence-based Strategy:

Teachers learn best while working with colleagues to develop content-specific skills which will enhance student learning and mitigate learning loss.

Action Steps to Implement

From August 31 through October 11, 2021, volunteers will be solicited by the former co-chairs of the data committee to participate in the 2021-22 school-wide data committee, which will meet on a monthly basis to analyze the most recent testing data and identify students for remediation and enrichment.

Person**Responsible**

Molly Villucci (mvillucci@dadeschools.net)

From August 31 through October 11, 2021, data aggregated by the data committee will be disseminated to teachers. Teachers will then utilize their homeroom period to engage in data chats with their students and develop individualized enrichment or remediation plans.

Person**Responsible**

Aillette Diaz (aadiatz@dadeschools.net)

From August 31 through October 11, 2021, teachers will meet with their administrators to discuss their data and identify professional development opportunities that would aid in the implementation of individualized enrichment and remediation plans. One example of professional development that would support this action step would be a Performance Matters training.

Person**Responsible**

Barbara Soto Pujadas (pr7581@dadeschools.net)

From August 31 through October 11, 2021, teachers will identify colleagues with whom they wish to work to find solutions for authentic and immediate problems of practice. During informal and formal

collaborative planning sessions, teachers will discuss day-to-day teaching practices designed to enhance teachers' content-specific instructional practices with the intent of improving student learning.

Person Responsible Molly Villucci (mvillucci@dadeschools.net)

From November 1-December 17 the Data Review Committee will meet on a monthly basis to not only discuss student testing data but to also begin to implement vertical planning strategies across all grade levels as well as examine instructional strategies that can be used in individual classrooms as remediation interventions.

Person Responsible Aillette Diaz (aadiaz@dadeschools.net)

While teachers have been discussing student testing data with their students currently, administrators will begin to schedule data chats from November 1-December 17 with individual teachers which will include not only discussing the raw testing data but possible instructional strategies as well to utilize in their classrooms.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From January 31-April 29, teachers will create Baseball Card Performance reports in Performance Matters comparing their students' current testing data points to data points from the previous school year or data points from earlier in the current school year to determine if learning loss has mitigated and student achievement has progressed.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From January 32-April 29, student demographic subgroup achievement data reports will be pulled from the FLDOE to analyze if teacher classroom interventions for these student groups have resulted in learning loss being mitigated and student achievement being accelerated.

Person Responsible Nelson Machado (331636@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale: Based on the 2021 school climate survey, thirty-nine percent of students did not agree they felt support from school counselors. COVID-19 created new stressors on students and as a result, a specific focus needs to be on the social-emotional learning of students.

Measurable Outcome: Counselors will create a survey, tailored to age and grade-specific developmental needs, at the beginning of the year to gauge the social and emotional stability of students. The survey will address feelings of being overwhelmed, loneliness, frustration, and general emotional needs. Counselors will then use this data to tailor specific school-wide or individual interventions. This will help students cultivate a positive mindset and a sense of self-efficacy. This survey would be conducted also at the end of the year to gauge progress made with students. Results of positive emotional feedback should be at least 10% higher by the end of the year, although iPrep expect a larger increase.

Monitoring: Counselors will analyze survey results compiled from the initial survey by October 28, 2021. Counselors will develop a plan for addressing universal concerns amongst the student population as well as concerns in specific grades, groups, or individuals. Counselors will implement outreach and intervention plans in quarters 2 and 3.

Person responsible for monitoring outcome: Barbara Soto Pujadas (pr7581@dadeschools.net)

Evidence-based Strategy: Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Rationale for Evidence-based Strategy: This approach promotes physical, emotional, mental health of students and employees within and beyond school.

Action Steps to Implement

From August 31 to October 11, 2021, upper and lower academy counselors will create a social-emotional needs survey tailored to the age and grade-specific developmental needs. As a result, counselors will have data to analyze the social-emotional needs of students.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From August 31 to October 11, 2021, upper and lower academy counselors will administer a social-emotional needs survey tailored to the age and grade-specific developmental needs. As a result, counselors will have data to analyze the social-emotional needs of students. Surveys will be administered during student homeroom periods.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From August 31 to October 11, 2021, upper and lower academy counselors will analyze the social-emotional needs surveys tailored to the age and grade-specific developmental needs. As a result, counselors will devise and implement intervention programs for students such as group and individual counseling sessions and referrals to in-house mental health professionals.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From August 31 to October 11, 2021, counselors will use this data to tailor specific interventions school-wide or with specific individuals. This will help students cultivate a positive mindset and a sense of self-efficacy. This survey would be conducted throughout the year to gauge progress made with students.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From November 1-December 17 the school counselor and the in house mental health providers will meet to create and then administer to students an additional social-emotional survey tailored to age and grade specific needs gauging how they are currently feeling as the school year has progressed in order to determine what types of interventions maybe needed currently.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From November 1-December 17 during the upper and lower faculty meetings, Discovery Education's educator and student resources concerning social-emotional already prepared classroom activities will be presented during the upper and lower faculty meetings. Discovery Education is an additional resource that can be used in individual classrooms for social-emotional learning and can be accessed by all faculty through the MDCPS portal.

Person Responsible Molly Villucci (mvillucci@dadeschools.net)

From January 31 to April 29, iPrep will attempt to hire additional part time personnel who will assist in implementing interventions focusing on student social-emotional needs such as student small group sessions, parent sessions and individual counseling sessions.

Person Responsible Aillette Diaz (aadiaz@dadeschools.net)

From January 31 to April 29, iPrep's school-based mental health professionals will begin to utilize more informal meetings with students to ascertain current student feelings and offer support.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on data from the 2020-21 Staff Climate Survey, leadership development is identified as a critical need. Analysis of the data from the 2021 school climate survey shows that 51% of teachers feel overwhelmed. Increasing the number of leaders in our building will not only offer support to teachers who may be feeling overwhelmed but will also give those teachers who are ready to grow as leaders the opportunity.

Measurable Outcome: Our iPrep Leadership Team is currently comprised of our principal, two assistant principals, and two teacher leaders. Our goal is to increase our leadership team by adding three more teacher leaders by the end of the year. This would be a 5% increase based on the staff size.

Monitoring: This area of focus will be monitored by a quarterly review of attendance, agendas, and minutes from Leadership Team meetings.

Person responsible for monitoring outcome: Catherine Lopez (catlopez@dadeschools.net)

Evidence-based Strategy: Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

Rationale for Evidence-based Strategy: Due to the majority of teachers feeling overwhelmed, we felt that empowering our teachers and providing them opportunities for growth and development would result in a decrease in teacher stress. Teachers will have the opportunity to share their knowledge and areas of expertise with other teachers in our school building, thus fostering camaraderie and self-efficacy amongst teachers.

Action Steps to Implement

From August 31 through October 11, 2021, the lower academy lead teacher will create and disseminate a survey that solicits areas of expertise that staff may possess such as curriculum, technology, team building, parent communication techniques, etc.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

From August 31 through October 11, 2021, the results of the survey will be analyzed and distributed to the staff. As a result, teachers will have immediate go-to mentors who will act as additional leadership support at the worksite.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

From August 31 through October 11, 2021, and going forward, teachers will have the opportunity to meet and collaborate with these "expert" mentors as needed.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

From August 31 through October 11, 2021, area "experts" will report back to the administration any recurring overarching issues that may need more formal professional development.

Person Responsible Barbara Soto Pujadas (pr7581@dadeschools.net)

From November 1-Dec. 17 the elementary school lead teacher, Cathy Lopez, will attend upper and lower academy faculty meetings as well as to formal and informal collaborative faculty planning sessions to

review the results of the faculty "expertise" survey so that teachers know who they can go to with questions, thus adding additional leadership support at our school.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

From November 1-December 17 the iPreparatory Academy leadership team will meet monthly to review feedback from the faculty "experts" concerning any issues that have arisen with assistance they have provided and where professional development activities may be valuable.

Person Responsible Aillette Diaz (aadiatz@dadeschools.net)

From January 31 to April 29 the elementary lead teacher will conduct informal and formal surveys with the faculty requesting how extensively they are utilizing the faculty "expert" guidebook that was compiled.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

From January 31-April 9, math teacher Nelson Machado will continue meeting with individual teachers during the school day to illustrate how to create reports in Performance Matters that will dive deeper into the available data to include how ESE, economically disadvantaged and ELL students are performing on the assessments.

Person Responsible Nelson Machado (331636@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

iPrep ranks top in the state for the least number of violent incidents per 100. iPrep ranks in the top 5% of schools in the state for property incidents, and in the middle of the statistics for drug/public order incidents. iPrep reported 10 in-school suspensions in 2019, and less than 10 for the two previous years. No out-of-school suspensions occurred in that reporting period.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

iPrep works to establish positive relationships amongst staff, faculty, and all professionals within the school and county.

According to the staff climate survey, 100% of teachers believe their students are receiving a good education. This mirrors the student climate survey responses. Further, 97% of staff feel that their leadership respects them and their contributions while 92% agree with a sense of career satisfaction. Over half the staff (51%) frequently feel overloaded and overwhelmed. This is likely due to the effects of COVID-19 creating new and additional responsibilities for teachers.

iPrep works to foster a greater sense of community within the students. Because iPrep is not a traditional school with athletics, extracurricular clubs must fill that gap. iPrep can work to foster a greater sense of ownership and pride amongst the students for their school. Eighty-one percent of respondents feel their teachers give them good feedback about how they are performing in class. However, 42% of respondents felt that knowledge gained in class did not help them outside of school. iPrep could further reinforce how school lessons apply outside of school. iPrep staff will work to bridge the gap between academic knowledge and application to real-life circumstances.

iPrep has an active and engaged K-12 PTSA group. Parents and families are very involved in their children's education. Parents and families often request teacher meetings and look for opportunities to support the school. iPrep seeks to foster an environment of trust and respect between its staff and families and students. iPrep can continue to ensure the school's high academic and behavioral expectations are widely known and understood.

Social and emotional learning will be a top priority coming into the new school year because many students have been affected by the inability to attend school physically. Returning to school this year will be important in fostering the social and emotional learning that is critical for all ages. iPrep has hired a new counselor for the Upper Academy which will help in this process. There has been improvement in social and emotional learning over the last two school years. In 19-20, 60% of students indicated they thought teachers cared about them as individuals, and in 20-21, that number increased to 70%. Similarly, 67% of students thought iPrep had an overall positive climate that helps them learn, increasing to 76% in 20-21. Overall social and emotional learning is improving, but the effects of COVID-19 will surely need to be remediated. On top of this, iPrep is committed to providing an environment of inclusiveness and equity for students, families, and staff.

According to the 2021 student survey, 93% of respondents agreed they felt safe and secure in the school. iPrep will continue to practice and exercise physical safety beginning with student drop-off and pickup procedures, implementing monthly fire, lockdown and active assailant drills, and applying COVID cleansing policies. Safety protocols will require the continued education of parents, students, and staff.

With close proximity to the M-DCPS administrative offices, iPrep is often toured by visiting administrative officials, school board members from Miami-Dade, and dignitaries from foreign nations. This promotes an atmosphere of professionalism and pride among the staff and students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents/Families will support students directly at home with encouragement, emotional support, space, and equipment to complete work, nutrition, extracurricular activities. Teachers will provide instruction to students, encouragement, space, opportunity to complete work, and emotional support. Students will come to school prepared and ready to learn from teachers, maintain school behavior, and honor standards. Administration will provide organized and orderly support to all stakeholders with priority to parents, teachers, and students. They will also be the liaison between district and state personnel, provide training

opportunities, and provide emotional support and encouragement to teachers. School staff will maintain facility and operations for all stakeholders. The School Board will pass school policy that supports students and teachers. School Police will provide physical security in the event of any incident. Additionally, the local community will provide support to the school as a member of the community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00