

Miami-Dade County Public Schools

Dr. Toni Bilbao Preparatory Academy



2021-22 Schoolwide Improvement Plan

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Dr. Toni Bilbao Preparatory Academy

8905 NW 114TH AVE, Doral, FL 33178

[no web address on file]

Demographics

Principal: Gloria Vega L

Start Date for this Principal: 7/21/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: No Grade 2016-17: No Grade
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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Dr. Toni Bilbao Preparatory Academy

8905 NW 114TH AVE, Doral, FL 33178

[no web address on file]

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-8	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2020-21	2019-20	2018-19
Grade		B	B

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SIP Authority

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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 Dr. Toni Bilbao Preparatory Academy is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

Provide the school's vision statement.

Dr. Toni Bilbao Preparatory Academy and the multicultural community it serves will work cooperatively with key stakeholders and parents to improve student achievement and prepare learners to become vital contributors to a global, bilingual society.

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
Crews, Tracey	Principal	As the principal, serving in the capacity of instructional and organizational leader, it is necessary to oversee all programs and policies to ensure successful outcomes, high quality educational experiences and services for the students in a nurturing, supportive and safe environment. Additionally, the principal is responsible for observing teacher instructional practices and provide feedback to improve teacher effectiveness. As a result of instructional teacher practices, opportunities for professional development and adult learning are implemented to enhance student achievement. The principal is also responsible for monitoring student progress through ongoing data chats, standards-based lesson plan development and lesson effectiveness through classroom walk-throughs and observations. The principal is also responsible for recruiting and retaining effective teachers and staff to build capacity and continuity in closing the student achievement gap. The principal monitors and works with the ESE Chairperson to ensure that the students with disabilities are receiving their services and that they are on track for progress. Finally, the principal oversees all operational duties such as but not limited to, budget, property inventory and building customer relationships.
Garneff, Maritza	Teacher, K-12	Ms. Garneff is the Professional Development Liaison and Teacher Leader on the Professional Learning Support Team (PLST). She is responsible for proposing and closing out professional development courses for the school. She serves as a mentor and team leader for other teachers and staff members. She also serves on the EESAC committee.
Ortega, Mayra	Teacher, K-12	Ms. Ortega is the Digital Innovation Teacher Leader on the Professional Learning Support Team (PLST). She is responsible for participating in Leadership Team meetings. She serves as a mentor and team leader for other teachers and staff members in the area of digital resources.
Vega, Gloria	Assistant Principal	As the Assistant Principal, serving in the capacity of instructional and organizational leader, works to assist the principal in overall administration of instructional programs and school site operations. Responsibilities include but are not limited to, working with the principal to oversee the operations of the school, curriculum alignment, master scheduling, and all safety procedures. Additionally, she oversees the progress monitoring of students in grades K through 6th grade through data chats and teacher effectiveness. She is responsible for coordinating and monitoring the i-Ready Implementation Plan, Dual Language/BISO and Cambridge programs, and facilitates weekly collaborative planning for reading and math. She also oversees the ESOL Coordinator and monitors the ELL student performance in alignment with their ACCESS. She serves as the lead for the Teacher Leaders on the Professional Learning Support Team (PLST). She is responsible planning professional development for staff based on needs assessments. She serves as the School Assessment Coordinator and conducts the test administrator trainings.
Downs, Gladys	Teacher, K-12	Ms. Downs is the New and Early Career Teacher Leader on the Professional Learning Support Team (PLST). She is responsible for participating in Leadership Team meetings. She collaborates with the PD Liaison to prepare and conduct

Name	Position Title	Job Duties and Responsibilities
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professional development meetings for the new and early career teachers. She serves as a mentor and team leader for other teachers and staff members. She also serves on the EESAC committee as Recording Secretary.

Demographic Information

Principal start date

Friday 7/21/2017, Gloria Vega L

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.*

7

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.*

44

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

633

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

1

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

7

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	36	59	107	125	84	126	92	0	0	0	0	0	0	629
Attendance below 90 percent	3	2	3	9	3	12	3	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	9	2	4	1	0	0	0	0	0	0	20
Course failure in Math	0	1	2	5	7	10	7	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	25	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	10	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	12	32	51	28	30	35	0	0	0	0	0	0	188

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	1	0	7	5	12	10	0	0	0	0	0	0	35

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	1	0	6	2	2	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/21/2021

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	70	125	154	106	138	112	0	0	0	0	0	0	0	705
Attendance below 90 percent	3	3	8	5	12	3	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	4	5	2	0	0	0	0	0	0	0	20
Course failure in Math	0	3	2	7	10	9	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	29	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	13	0	0	0	0	0	0	0	19

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	1	2	7	12	14	0	0	0	0	0	0	0	36

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	1	0	6	2	2	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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				58%	63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement				61%	67%	62%		65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		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	41%	60%	-19%	58%	-17%
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		-41%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		-62%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Our school uses a variety of progress monitoring tools by grade level which includes data collection from i-Ready, Performance Matters, PowerBi, and textbook assessments. Diagnostic assessment results from AP1, AP2, and AP3 for kindergarten through sixth grade is used for placement of intervention and remediation in reading and math. I-ready data is used to progress monitor usage and pass rate. Performance Matters platform is used for data collection and analysis for kindergarten through sixth for the mathematics, reading, and science. Bi-Weekly Assessments are used for reading in kindergarten through fifth grade. Topic Assessments are used in mathematics for kindergarten through sixth grade. For fifth grade science, the science baseline, quarterly and midyear assessments are administered.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		33.6	46.4	68.1
	Economically Disadvantaged		35.8	49.1	60.4
	Students With Disabilities		15.0	20.0	40.0
	English Language Learners		12.5	20.5	45.0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		37.2	45.5	65.5
	Economically Disadvantaged		34.0	50.9	64.2
	Students With Disabilities		20.0	40.0	55.0
	English Language Learners		20.0	17.9	45.0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.7	46.0	65.0
	Economically Disadvantaged	28.3	41.7	53.3
	Students With Disabilities	17.6	17.6	35.3
	English Language Learners	25.0	33.3	66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.3	39.4	60.6
	Economically Disadvantaged	21.7	33.3	51.7
	Students With Disabilities	17.6	11.8	35.0
	English Language Learners	8.3	50.0	75.0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.6	57.6	65.6
	Economically Disadvantaged	41.5	54.7	62.3
	Students With Disabilities	8.7	30.4	30.4
	English Language Learners	0	0	45.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.7	43.0	63.3
	Economically Disadvantaged	30.2	47.2	57.7
	Students With Disabilities	17.4	26.1	35.0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.9	45.2	64.3
	Economically Disadvantaged	44.6	46.4	72.4
	Students With Disabilities	5.9	0	12.5
	English Language Learners	12.5	25.0	25.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.6	51.2	75.6
	Economically Disadvantaged	35.7	53.6	80.4
	Students With Disabilities	0	5.9	29.4
	English Language Learners	0	12.5	50.0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.1	55.2	56.7
	Economically Disadvantaged	26.2	40.5	47.6
	Students With Disabilities	14.3	21.4	28.6
	English Language Learners	17.3	57.1	42.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.4	50.5	64.1
	Economically Disadvantaged	28.6	38.1	56.1
	Students With Disabilities	14.3	28.6	46.2
	English Language Learners	14.3	42.9	42.9
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	33.0	0
	Economically Disadvantaged	0	20.0	0
	Students With Disabilities	0	22.0	0
	English Language Learners	0	15.0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	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	24	42		17	22	10	50				
ELL	49	64	58	58	33	21	38				
HSP	54	62	56	57	29	19	45				
FRL	49	56	60	50	20	16	23				
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	33			64							
ELL	46			53							
HSP	57			60							
FRL	50			63							

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

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	48
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
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:

The school participated in Grade 3 FSA assessment in ELA Reading and Math for the first year in 2019. The school to district comparison shows a decrease in the Achievement gap in 3rd grade in both FSA ELA Reading by 19% percentage points with the school at 41% and district at 60% and

Math by 5% percentage points with the school at 62% and the district at 67%.

2021 data findings:

ELA Achievement increased 12 percentage points from 41% in 2019 to 51% in 2021.

Math Achievement decreased 5 percentage points from 62% in 2019 to 57% in 2021.

Based on the school's baseline for FSA learning gains data for 2021, a decrease of 32% is demonstrated for Math at 31% as compared to ELA at 63%.

Based on the school's baseline for FSA learning gains of the lowest quartile data for 2021, a decrease of 37% is demonstrated for Math at 19% as compared to ELA at 56%.

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

2019 data findings:

The school participated in Grade 3 FSA assessment in ELA Reading and Math for the first year in 2019. The Students with Disabilities (SWD) subgroup fell below the 41% threshold according to the Federal Index and is the greatest need for improvement.

2021 data findings:

Based on 2021 FSA assessment in Math, there was a decrease of 5 percentage points from 62% proficient in 2019 to 57% proficient in 2021.

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:

This was the first year for our school to administer FSA assessments and more than half of the students were ELL less than two years and did not count towards the proficiency. We identified the need to support teachers to incorporate differentiated instruction to help meet the needs of our SWD, ELL and L25 subgroups in Reading and Math.

2021 Data Findings:

We will be strategic with aligning resources and include Ongoing Progress Monitoring (OPM) in our collaborative planning to guide the differentiation needed to mitigate the learning loss of the ELL, SWD and L25 subgroups in Reading and Math.

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

2019 data findings:

The school participated in Grade 3 FSA assessment in ELA Reading and Math for the first time in 2019. Grade 3 FSA Math Proficiency was 21 percentage points higher at 62% than ELA Reading at 41%.

2021 data findings:

Based on Progress Monitoring data, the most improvement was a 24% increase for Grade 3 ELA and 30% increase for Grade 5 Math when comparing i-Ready AP1 to AP3.

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

2019 data findings:

We had been successful as we focused on implementing standards-based instruction and data-driven decision-making. Administrators attended weekly collaborative planning sessions to provide support and carefully align resources.

2021 data findings:

We had been successful as we focused on data-driven decision-making and took advantage of extended learning opportunities.

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

The strategies that will need to be implemented in order to accelerate learning are Data-driven Instruction, Differentiated Instruction, Interventions, MTSS/RTI, Extended Learning Opportunities, and Standards-Based Collaborative Planning.

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.

8/31/21-10/11/21. The School Leadership Team (SLT) will collaborate with the PLST to develop professional learning sessions on using data to drive instruction (October 2021), utilizing OPM data to monitor student progress (November and December 2021), and data-driven decision making as mid-year data becomes available (February 2021). Administrators will conduct data chats and provide individualized feedback including next steps on a weekly, bi-weekly, and monthly basis. Push-in support will be implemented with teachers based on needs to support specific needs of SWD, ELL and L25 students (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the SLT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with during school interventions, after school tutoring, and Saturday Academies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated the needs for SWD, ELL and L25 subgroups in Math. The 2021 FSA Math data decreased 5 percentage points from 62 in 2019 to 57 in 2021. The learning gains for 2021 Math was 31% as compared to ELA at 63%. We are not meeting the needs of all learners in these subgroups, therefore it is evident that we must improve our ability to differentiate instruction and mitigate the learning loss.

Measurable Outcome: If we successfully implement Differentiation, then our proficiency and learning gains of students, including SWD, ELL and L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 FSA ELA and Math Assessments. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments. Teachers will deliver planned lessons so that all students within the classroom can learn effectively regardless of differences in ability.

Monitoring: The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with classroom walk throughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation for SWD, ELL, and L25 students. Data Analysis of formative assessments for these students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings and Collaborative Planning meetings to ensure teachers are remediating standards. Extended learning opportunities will be prioritized for those students who are not showing growth on Ongoing Progress Monitoring (OPM).

Person responsible for monitoring outcome: Gloria Vega (glopez4@dadeschools.net)

Evidence-based Strategy: Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy: Differentiated Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/31-10/11-Implement consistent use of data trackers on a shared Teams group. Data will include results from SAT or FSA, i-Ready Diagnostic and Growth Monitoring, ELA and Math assessments, and Tier 2 and 3 intervention progress monitoring. As a result of the use of data trackers in student DI work folders, there will be evidence of goal setting and an increase of usage, pass rate, and ongoing progress monitoring.

Person Responsible: Gloria Vega (glopez4@dadeschools.net)

8/31-10/11-Target students for reading remediation in phonics, vocabulary, and comprehension. Target students for math remediation of pre-requisite skills and lowest standards in math. As a result of targeting students for remediation, there will be evidence of targeted and strategic interventions which will result in an increase of students leveling up for the midyear diagnostic assessment period.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

8/31-10/11-Plan differentiated lessons to accelerate learning according to the data trends for standards mastery. As a result of providing work at different levels, students will be provided remediation based on their specific needs.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

8/31-10/11-Monitor student work products are differentiated and aligned to student data analysis and needs. As a result of monitoring work products and checks for understanding during core instruction, there will be an increase of feedback and a decrease in the number of students that require standards remediation.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

11/1-12/21-Facilitate collaborative planning time to provide support to teachers for aligning resources to targeted students based on data. As a result of collaborative planning time, there will be an increase of support to ensure students are tracking their data and receiving differentiated instruction aligned to the data.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

11/1-12/21-Conduct parent workshops and data chats with targeted students and parents. As a result of the workshops and data chats, parents will be informed and provided extended learning opportunities based on student needs.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

1/31-4/29/22-Conduct parent workshops and data chats with targeted subgroups of students and their parents to share diagnostic growth results and projected state test levels. As a result of the workshops and data chats, parents will be informed and provided extended learning opportunities based on student needs in reading and math.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

1/31-4/29/22-Conduct writing conferences to provide feedback and target mini-lessons based on student needs. As a result of the conferencing, students will apply the learning to their writing assignments and scores will increase.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Professional Learning. We selected the overarching area of Professional Learning based on our findings that teachers are expressing in the climate survey, PD needs assessment, and student achievement data results. The 2021 FSA demonstrated a decrease of 5 percentage points for Math from 62% in 2019 to 57% in 2021.

Measurable Outcome: If we successfully implement Professional Learning, then instructional planning and delivery will have a positive impact on student learning and staff development. This will be evidenced by a 5% increase on the 2021-2022 climate surveys.

Monitoring: The PLST will plan professional learning opportunities aligned to the needs assessment from the teachers and collect the data from the course evaluations.

Person responsible for monitoring outcome: Maritza Garneff (maritzagarneff@gmail.com)

Evidence-based Strategy: Within the Targeted Element of Professional Learning, our school will focus on the evidence-based strategy of: Standards-based Instruction and Differentiated Instruction.

Rationale for Evidence-based Strategy: Professional Learning will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs and aligned to the standards. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/31-10/11-Provide professional development for teachers on effective implementation of differentiated instruction and standards-based instruction. As a result, teachers will develop classroom systems that are conducive to small group instruction including grouping charts and student journals. In addition, lessons will be aligned to the new Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) standards for Grades K-2 and integrated for Grades 3-6.

Person Responsible Maritza Garneff (maritzagarneff@gmail.com)

8/31-10/11-Teachers will develop lesson plans during collaborative planning that identify differentiated instruction including student groups and resources. As a result of the professional learning during planning sessions, lessons will be scaffolded and aligned to student needs and instructional delivery will be evident during classroom walk-throughs.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

8/31-10/11-Utilize pacing guides, planning cards, Achievement Level Descriptors (ALD), and item specifications to align instruction for standards mastery. As a result of utilizing resources during collaborative planning, the alignment of instructional planning and instructional delivery to the standards will be evident during classroom walk-throughs.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

8/31-10/11-Teachers will provide standards-aligned lessons and track student progress towards standards mastery in reading and math. As a result, teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

11/1-12/21-Survey teachers participating in Teacher Choice to identify their strengths and areas of improvement. As a result of the survey, teachers can be grouped for professional learning communities.

Person Responsible Gladys Downs (gdowns79@dadeschools.net)

11/1-12/21-Coordinate and facilitate professional learning communities, through Teacher Choice programs, aligned to self-identified strengths and areas of improvement. As a result, teachers will present their based practices aligned to their strengths to other teachers that identified that area as a need.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

1/31-4/29/22-Professional Learning School Team (PLST) will participate in the Spring PLST Conference 2022 to collaborate on best practices of implementing teacher development at the school site. As a result of this conference, the team will enhance professional growth and monitor the effectiveness.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

1/31-4/29/22-Coordinate and facilitate additional professional learning communities, through Teacher Choice programs, based on midyear data analysis and areas of improvement. As a result, teachers will present their based practices aligned to their strengths as evident in the midyear data.

Person Responsible Gladys Downs (gdowns79@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Through our data review of student climate survey, we noticed that the majority of students feel supported by teachers. We want to increase the number of students to feel confident and supported. In addition, struggling students demonstrate attendance issues including absences and leaving early.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning, then our students will receive quality instruction that will contribute to improving students understanding of managing emotions and coping skills. This will be evidenced by a 5% decrease in the absences and students leaving early from school as noted on the daily attendance bulletin.

Monitoring: The Leadership Team will work to connect with families who struggle with Social Emotional Learning and identify the root cause and create a plan of action to ensure the students Social Emotional Learning. The Leadership Team will mentor individual students who show concerns and connect with them bi-weekly to reward or encourage their efforts. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome: Tracey Crews (tcrews@dadeschools.net)

Evidence-based Strategy: Our school will focus on Social Emotional Learning which involves the processes where students and staff acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and self-manage emotions. This will be coordinated through a pilot program, Disability Anti-Bullying (DIAL), in collaboration from the University of North Carolina.

Rationale for Evidence-based Strategy: The rationale for selecting Social Emotional Learning is to promote the physical, emotional, and mental health of students and staff to maintain positive relationships and make responsible decisions.

Action Steps to Implement

8/31-10/11-Provide professional development for teachers on effective implementation of Social Emotional Learning. As a result, teachers will find resources in the pacing guides and other from sources.

Person Responsible Maritza Garneff (maritzagarneff@gmail.com)

8/31-10/11-Teachers will develop lesson plans that incorporate activities for Social Emotional Learning.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

8/31-10/11-Counselor will provide resources to teachers and give lessons in classes that request support.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

8/31-10/11-Teachers will survey students to monitor empathy and positive relationships.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

11/1-12/21-Implement the Disability (DIAL) anti-bullying program by receiving permission slips and beginning the training. As a result of implementing DIAL, there will be an increase of positive relationship building among students.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

11/1-12/21-Conduct monthly SEL Strong workshops for Grade 6 students. As a result of this workshop, there will be an increase in participation and collaboration among all stakeholders for Grade 6 students.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

1/31-4/29/22-Conduct parent workshops to share resources as it relates to mental health and social emotional learning. As a result of the workshops, parents will be informed and collaborate with the school about student's needs.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

1/31-4/29/22-Conduct data analysis and identify Students with Disabilities (SWD) that would benefit from inclusion in general education classes with support facilitation or consultation rather than resource setting. As a result of this analysis and identification process, there will be an increase of the school's ESE inclusion rate.

Person Responsible Victoria Hernandez (vhernandez8@ddaeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Managing Accountability System. Disaggregating data and monitoring systems to make instructional decisions will increase student achievement and assist teachers to align instruction to the needs of the students.

Measurable Outcome: If we successfully implement the Targeted Element of Managing Accountability System, our teachers will be provided the opportunity to track data, align resources, and provide differentiated instruction to mitigate learning loss for all students.

Monitoring: The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development including Social Emotional Learning, Differentiation, and Professional Learning. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers will make instructional decisions to implement the initiatives.

Person responsible for monitoring outcome: Tracey Crews (tcrews@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Managing Accountability System, we will focus on the evidence-based strategy of data-driven decision making.

Rationale for Evidence-based Strategy: The rationale for selecting Managing Accountability Systems is to focus on data-driven decision making to monitor student progress and make adjustments as needed. Instructional delivery will be effective and there will be an increase in learning demonstrated in all progress monitoring assessments.

Action Steps to Implement

8/31-10/11-Provide professional development for teachers to implement the new Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) standards and Social Emotional Learning activities aligned to initiatives and school goals. As a result, teachers will become familiar with the new standards and how to support students to build confidence.

Person Responsible Maritza Garneff (maritzagarneff@gmail.com)

8/31-10/11-Teachers will track student progress through data points from Reading and Math. As a result of tracking student progress through available data points, there will be a close monitoring system to identify the needs and take immediate actions.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

8/31-10/11-SLT will schedule and conduct virtual data chats in order to meet the goals set for the school grade and achievement, learning gains, lowest 25% and subgroups. As a result of providing the support identified during data chats, there will be additional time for lessons with targeted groups, a second teacher led center, and an increase in students making progress.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

8/31-10/11-Provide follow up support as identified during data chats in order to meet the goals set for the school grade and achievement, learning gains, lowest 25% and subgroups. As a result of providing the

support identified during data chats, there will be additional time for lessons with targeted groups, a second teacher led center, and an increase in students making progress.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

11/1-12/21-Monitor data trackers for school-wide, classes, and students to identify effectiveness of instruction and additional support needed for targeted groups. As a result of monitoring data trackers, there will be an opportunity to adjust and remediate to increase learning gains.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

11/1-12/21-Provide extended learning opportunities based on progress monitoring data. As a result of providing extended learning opportunities, there will be an increase in the number of students receiving remediation and mitigating learning loss.

Person Responsible Tracey Crews (tcrews@dadeschools.net)

1/31-4/29/22-Monitor attendance of students participating in the extended learning opportunities before and after school. As a result of monitoring attendance, groups will be adjusted and additional student support based on needs will be identified.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

1/31-4/29/22-Disaggregate the midyear data and pull diagnostic results to share with teachers, students, and parents. As a result of the data analysis, all stakeholders will be informed on the projected outcome of school-wide student achievement in reading and math.

Person Responsible Gloria Vega (glopez4@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.

Based on a school to district comparison of disciplinary data on the PowerBi Dashboard, the school is demonstrating below the district and Tier 1 school averages of students with 1 referral and more than 1 referral. The primary area of concern are the number of student referrals in the intermediate grades is more evident than the primary grades. The school will monitor the behavior and discipline data to identify and take action on the issues that arise this school year.

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.

Our Strengths within School Culture are in Communication with Stakeholders and Team Building. Our school creates experiences throughout the year to engage with parents and families to ensure they have necessary information to support their children. Staff are provided opportunities to take part in Committee Involvement and Team-Building activities. We also ensure information is provided to all stakeholder through our school wide communication using Class Dojo and our Teams and Schoology page for staff and groups set up by teacher leaders to communicate consistently. We continue to build our staff in ensuring our classrooms are highly engaging and foster the highest level of expectations for learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders and Counselors (our School Leadership Team). The Principal’s role is to monitor and oversee all the school’s initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the academic programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback and support from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		510-Supplies	4011 - Dr. Toni Bilbao Preparatory Academy	General Fund	636.0	\$7,500.00
<i>Notes: Supplemental and Test Preparation Materials</i>						
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$500.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
			4011 - Dr. Toni Bilbao Preparatory Academy	General Fund	636.0	\$500.00	
			<i>Notes: Incentives for attendance, core values, and other initiatives</i>				
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems					\$0.00
					Total:	\$8,000.00	