

Miami-Dade County Public Schools

Dr. Toni Bilbao Preparatory Academy



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

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: 8/16/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2021-22 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	2021-22: A (66%) 2018-19: B (60%) 2017-18: 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	N/A
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Crews, Tracey	Principal	
Vega, Gloria	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 walkthroughs 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 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 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.
Santos, Yesenia	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 7th 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 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

Name	Position Title	Job Duties and Responsibilities
		mentor and team leader for other teachers and staff members. She also serves on the EESAC committee as Recording Secretary.
Abreu, Jessica	Other	Ms. Abreu serves as the ESE instructional leader of the department and behavioral management teacher. She uses data to determine ESE student needs and increase student achievement; assist with professional development needs. She takes part in student testing and IEP meetings.

Demographic Information

Principal start date

Tuesday 8/16/2022, Gloria Vega L

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

629

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	65	54	57	103	97	80	101	72	0	0	0	0	0	629
Attendance below 90 percent	0	14	2	8	3	5	9	5	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	6	12	4	4	4	1	0	0	0	0	0	33
Course failure in Math	0	1	2	6	8	6	9	10	0	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	17	15	21	15	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	5	15	25	15	0	0	0	0	0	68
Number of students with a substantial reading deficiency	0	1	9	30	20	22	27	19	0	0	0	0	0	128

Using the table above, complete the table below with the number of students by current grade level who have 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	2	2	16	10	15	21	13	0	0	0	0	0	79

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	14	1	0	0	0	0	0	0	18
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 8/10/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	62%	55%				58%	63%	61%
ELA Learning Gains	77%							61%	59%
ELA Lowest 25th Percentile	78%							57%	54%
Math Achievement	67%	51%	42%				61%	67%	62%
Math Learning Gains	69%							63%	59%
Math Lowest 25th Percentile	64%							56%	52%
Science Achievement	42%	60%	54%					56%	56%
Social Studies Achievement		68%	59%					80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	60%	-19%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		-41%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		-62%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	61	64	31	54	54	10				
ELL	66	79	77	67	74	70	36				
HSP	67	78	78	68	69	64	42				
WHT	69			46							
FRL	63	75	74	63	73	70	42				
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							

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
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	69
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2022 data findings:

ELA Achievement increased 13 percentage points from 54% in 2021 to 67% in 2022.

Math Achievement increased by 10 percentage points from 57% in 2021 to 67% in 2022.

Based on the school's baseline for FSA learning gains data for 2022, there was an increase 38% in Math demonstrated for Math and 14% in ELA.

Based on the school's baseline for FSA learning gains of the lowest quartile data for 2022, there was an increase of 45% in Math and a 22% increase in ELA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2022 data findings:

Based on 2022 Science assessment, there was a decrease of 2 percentage points from 2021-2022. In 2021 the Science assessment score was 45% and in 2022 it went down to 43%.

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

2022 Data Findings:

Strategically 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 2022 state assessments, showed the most improvement?

2022 data findings:

Based on Progress Monitoring data, the most improvement was in ELA FSA levels 3-5 scores with a 13% increase. The ELA FSA score went from 54.22 in 2021 to 67.30 in 2022..

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

2022 data findings:

We successfully focused on data-driven instruction and extended learning opportunities. We employed differentiated instruction, small groups, 1:1 mini conferencing, and providing immediate feedback. We also Infused the IXL program from beginning of the school year.

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.

The School Leadership Team (SLT) will collaborate with the PLST to develop professional learning sessions on using data to drive instruction, utilizing OPM data to monitor student progress, and data-driven decision making as mid-year data becomes available. 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). Teachers will also be given time to collaborate on Standards-Aligned Instruction via collaborated planning.

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. In-house professional development will be offered to enhance B.E.S.T standards. Extended Learning opportunities will be provided with during school interventions, after school tutoring, and Saturday Academies.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 59% of the 3rd grade students are proficient in ELA, 56% of the fourth grade students are proficient in ELA, 51% of the 5th grade students are proficient in mathematics and 42% of the 5th grade students in science are proficient. The 2021 proficiency data shows 50% of the 3rd grade students are proficient in ELA, 59% of the 4th grade students in ELA, 51% of the 5th grade student in Mathematics and 47% are proficient in Science. Based on the data, professional learning communities have been proven to be effective to learn the B.E.S. T. standards and collaborate to positively impact student achievement.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.

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:

Yesenia Santos (ysantos@dadeschools.net)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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

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

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

8/31-10/14- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups. As a result, the collaborative opportunities will positively impact student achievement.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

8/31-10/14- Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary. As a result, the data tracking will identify the individual needs of each student which will positively impact overall student achievement.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

8/31-10/14- Provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible Gladys Downs (gdowns79@dadeschools.net)

10/31-12/16-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 Yesenia Santos (ysantos@dadeschools.net)

10/31-12/16-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 Gloria Vega (glopez4@dadeschools.net)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the review of 2022 achievement data, our school will focus on the area of instructional practice as it relates to the B.E.S.T. Standards. We selected this overarching area based on our learning gains data from 2021 and 2022 that demonstrated a drop in our learning gains, specifically in Science. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our standards-based instruction by providing the scaffolding of grade-level content in order to make learning gains and move towards proficiency.

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

If we successfully transition to The B.E.S.T. Standards, our students will increase their learning gains by a minimum of 10 percentage points as evidenced by the 2023 State Assessments.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for targeted standards and specifically look for Data Analysis of formative assessments to observe student progress to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Yesenia Santos (ysantos@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the B.E.S.T Standards, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains in Science and Math as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data-driven conversations to drive instructional planning and insure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan B.E.S.T. Standards 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14-Teachers will develop lesson plans that are inclusive of the B.E.S.T standards. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect B.E.S.T standards.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

8/31-10/14- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups. As a result, the collaborative opportunities will positively impact overall student achievement.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

8/31-10/14-Provide Professional Development for teachers on effective implementation of the new FL B.E.S.T. Standards as it applies to project-based learning and the STEAM curriculum. As a result, teachers will develop project-based lessons aligned to the BEST Standards utilizing STEAM concepts, which directly targets the need for more focused and sustained learning experiences.

Person Responsible Gladys Downs (gdowns79@dadeschools.net)

8/31-10/14-Using progress monitoring data from Power Bi and Performance Matters to address the loss of learning and assist students at the beginning of the school year to recover content knowledge and achieve proficiency. As a result, students that are struggling will be identified and remediation strategies can be developed to positively impact overall student achievement.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

10/31-12/16- Continue to provide professional development on Power BI and Performance Matters to identify and address struggling students through progress monitoring as we continue to transition to the BEST Standards.

Person Responsible Gladys Downs (gdowns79@dadeschools.net)

10/31-12/16- Continue to provide support and resources to teachers to familiarize themselves with how to align the BEST ELA/MATH standards in the Science curriculum.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

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. In the student climate survey 89% of students strongly agreed/agreed on question 11 which stated, " My teachers believe that I can succeed". Although a high number this result reflects a 3% drop from 2021 where 93% of students highly agreed/agreed to the same questions. We want to increase the number of students to feel confident and supported.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 by the end of the 2022-2023 school year.

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

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:

Gloria Vega (glopez4@dadeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

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.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy.
 Describe the

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.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14-Teachers will develop lesson plans that incorporate activities for Social Emotional Learning. As a result, student individual needs will be met increase attendance by providing the support necessary for student to attend school.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

8/31-10/14-Counselor will provide resources to teachers and give lessons in classes that request support. As a result, teachers will be better equipped to support all student needs.

Person Responsible Jessica Abreu (abreujn@dadeschools.net)

8/31-10/14-Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards. As a result, students will be motivated to attend school and attendance will increase.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

8/31-10/14-Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences. As a result, student attendance will increase which will positively increase student achievement.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

10/31-12/16-Conduct monthly SEL Strong workshops afterschool available to all students. As a result of this workshop, there will be an increase in participation and collaboration among all students.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

10/31-12/16-The Educational Excellence School Advisory Council (EESAC) will recruit new parent and student members, and encourage increased participation on a monthly basis to address the implementation plan for schoolwide social emotional learning.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development**Area of Focus
Description
and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Leadership was flagged as a concern to be addressed, comparing the Staff School Climate Survey results from 2022-2023 from Power Bi (Leadership and Relationships). The data indicated a 43% disagreed and 25% strongly disagreed with the statement, "I feel my ideas are listened to and considered."

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

If we engage more individuals in shared leadership opportunities, then the school will empower students and staff to communicate effectively thus fortifying targeted academic investments.

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

Teachers will be granted greater opportunity to actively engage in important decisions relating to the school's operations/ functions. Staff members will participate in extended curricular activities, maximizing leadership development and optimal outcomes in every endeavor. To ensure that we continue to capitalize upon leadership development, administrators will continue to promote and build staff morale by creating a welcoming and equitable environment collaborating with other stakeholders valuing ideas that will lead to school improvement. The Professional Learning Support Team (PLST) will continue to empower teachers and staff, to promote leadership opportunities.

Person responsible for monitoring outcome:

Yesenia Santos (ysantos@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The school will engage in Shared Leadership by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. Said leadership roles include opportunities for teachers, staff members, students, parents, and community partners to take ownership for positive contributions

Rationale for Evidence-based

Last year's enforced protocols were factors that negatively impacted leadership opportunities and communication. This school year we will capitalize upon a variety of media and methodology to validate the voices and address the uniqueness of all

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

stakeholders. If we provide targeted professional development opportunities which develop Mindfulness, stakeholders will yield more positive mindsets. As realistic expectations for students are communicated with fidelity and integrity, then a unified vision and voice will be developed, reinforcing positive behaviors and Cambridge learner attributes.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14-The school will engage in administrative cabinet meetings, weekly grade level meetings, and monthly curriculum chairperson meetings. EESAC meetings will also be hold monthly. The PTSA will hold meetings open to all school community stakeholders. As a result, leadership for the school will be shared with additional stakeholders.

Person Responsible Gladys Downs (gdowns79@dadeschools.net)

8/31-10/14-Grade-level/departments meetings will be held weekly to address District PD updates, differentiation, cross-curricular connections, and Best Practices, such as ICADs, and Social Emotional Learning (SEL) initiatives. As a result, teachers will be able to share strategies to positively impact student achievement.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

8/31-10/14-Emphasis for various staff members to participate and/ or serve as representatives for various school site Initiatives will be vigorously advertised. Weekly briefings will be shared with all staff regarding these opportunities. As a result, teacher participation in District initiatives will increase which will benefit all school stakeholders.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

8/31-10/14-Staff will work towards becoming more adept with the utilization of a variety of stimulating strategies that will enhance stakeholder involvement, student engagement, and student learning. As a result, there will be an improvement in the overall positive culture of the school.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

10/31-12/16-The Administrative Team will conduct walk-throughs and data chats with teachers, and will solicit teacher feedback, empowering them to be present and vocal in targeting instructional practices.

Person Responsible Gloria Vega (glopez4@dadeschools.net)

10/31-12/16-The administrative Team will continue to provide opportunities and encourage staff members to share their knowledge in their areas of expertise with other staff members during collaborative planning and leadership meetings.

Person Responsible Yesenia Santos (ysantos@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.