

Miami-Dade County Public Schools

I Preparatory Academy



2022-23 Schoolwide Improvement Plan

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I Preparatory Academy

1500 BISCAYNE BLVD STE 129, Miami, FL 33132

<http://iprep.dadeschools.net>

Demographics

Principal: Barbara Soto Pujadas

Start Date for this Principal: 7/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (86%) 2018-19: A (83%) 2017-18: A (87%)
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.

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I Preparatory Academy

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<http://iprep.dadeschools.net>

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-12	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Pujadas, Barbara	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.
Soto Pujadas, Barbara	Assistant Principal	Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the district-approved curriculum program considering individual school needs. Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short-range plans for the school. Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal. Assists in supervising student enrollment, records, attendance, and health requirements. Develops plans for emergency situations cooperating with staff and public safety agencies. Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs. Relates to students with mutual respect while carrying out a positive and effective discipline policy. Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary. Has knowledge of local policies and state and federal laws relating to minors. Performs other related duties as needed.
Lopez, Catherine	Magnet Coordinator	The magnet lead teacher assists the school principal and magnet teachers with implementing the magnet theme program and recruiting students. Provides instructional leadership in the design, development, and implementation of the unique magnet curriculum; teaches some portion of the course offerings in the program and provides demonstration teaching for the magnet program/school staff.
Villucci, Molly	Teacher, K-12	Teachers develop curriculum and lesson plans, and present those lessons to their students, individually or in groups. They track the progress of their students and create reports to inform parents about their progress. Teachers are responsible for maintaining a safe and respectful classroom environment in order to optimize student capabilities and develop their love of learning. Test Chairperson ESSAC Chairperson Internship Coordinator https://www.floridacims.org/plans/54698/edit/42005#abody4 AP Coordinator

Name	Position Title	Job Duties and Responsibilities
Machado, Nelson	Teacher, K-12	Teachers develop curriculum and lesson plans, and present those lessons to their students, individually or in groups. They track the progress of their students and create reports to inform parents about their progress. Teachers are responsible for maintaining a safe and respectful classroom environment in order to optimize student capabilities and develop their love of learning.
Sanders, Lauri	Teacher, ESE	The Exceptional Student Education (ESE) Instructor manages instructional programs for special-needs students as part of the IDEA grant. The ESE Instructor regularly consults with students and parents through phone, internet, and various curriculum tools, to ensure that each child successfully completes their instructional program. The ESE Instructor participates in all steps of the IEP process. In addition, the ESE Instructor works closely with other teachers and district professionals to ensure that the school's special education program is successful and complies with federal and state regulations.
James, Tamelia	School Counselor	The Guidance Counselor's primary function is to ensure students achieve their learning and career goals. They will counsel students in choosing an appropriate path for success based on student experience and learning outcomes. The Guidance Counselor will offer students guidance throughout their course of study and career opportunities based on the courses taken. The Guidance Counselor will assist students with inquiries and process required student records and reporting.
Morera, Gigi	Teacher, K-12	Teachers develop curriculum and lesson plans, and present those lessons to their students, individually or in groups. They track the progress of their students and create reports to inform parents about their progress. Teachers are responsible for maintaining a safe and respectful classroom environment in order to optimize student capabilities and develop their love of learning.

Demographic Information

Principal start date

Wednesday 7/20/2022, Barbara Soto Pujadas

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.*

15

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

749

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.

6

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	57	59	59	63	68	71	58	63	50	50	66	46	39	749
Attendance below 90 percent	11	2	5	4	6	4	4	1	3	1	5	2	3	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in Math	0	0	1	1	0	1	0	0	0	0	0	1	1	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	0	2	0	0	1	0	0	0	0	4
Level 1 on 2022 statewide FSA Math assessment	0	0	1	5	1	2	0	0	2	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	0	1	1	1	1	0	0	0	0	0	0	0	4

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	1	1	0	0	0	0	0	0	0	0	0	2	
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

Thursday 7/7/2022

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	58	60	65	68	69	74	71	54	74	76	68	40	41	818	
Attendance below 90 percent	1	5	4	4	5	4	1	4	2	6	3	3	18	60	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Course failure in Math	0	0	2	1	2	0	0	0	0	0	2	1	1	9	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	3	0	0	1	2	0	0	0	0	8	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	2	3	0	0	5	0	0	0	0	17	
Number of students with a substantial reading deficiency	0	3	8	11	4	4	4	7	11	8	0	0	0	60	

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

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	1	1	0	1	4	2	1	5	0	1	0	0	16	
Students retained two or more times	0	0	0	0	0	0	1	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	90%	62%	55%				92%	63%	61%
ELA Learning Gains	75%						72%	61%	59%
ELA Lowest 25th Percentile	78%						71%	57%	54%
Math Achievement	89%	51%	42%				93%	67%	62%
Math Learning Gains	78%						75%	63%	59%
Math Lowest 25th Percentile	78%						69%	56%	52%
Science Achievement	83%	60%	54%				88%	56%	56%
Social Studies Achievement	98%	68%	59%				98%	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	91%	60%	31%	58%	33%
Cohort Comparison		0%				
04	2022					
	2019	89%	64%	25%	58%	31%
Cohort Comparison		-91%				
05	2022					
	2019	88%	60%	28%	56%	32%
Cohort Comparison		-89%				
06	2022					
	2019	92%	58%	34%	54%	38%
Cohort Comparison		-88%				
07	2022					
	2019	98%	56%	42%	52%	46%
Cohort Comparison		-92%				
08	2022					
	2019	84%	60%	24%	56%	28%
Cohort Comparison		-98%				

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	97%	67%	30%	62%	35%
Cohort Comparison		0%				
04	2022					
	2019	94%	69%	25%	64%	30%
Cohort Comparison		-97%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	93%	65%	28%	60%	33%
Cohort Comparison		-94%				
06	2022					
	2019	86%	58%	28%	55%	31%
Cohort Comparison		-93%				
07	2022					
	2019	100%	53%	47%	54%	46%
Cohort Comparison		-86%				
08	2022					
	2019					
Cohort Comparison		-100%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	85%	53%	32%	53%	32%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-85%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	83%	43%	40%	48%	35%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	68%	30%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	73%	25%	71%	27%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	63%	26%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	54%	39%	57%	36%

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	75	80		82							
ELL	89	77	92	86	75		80				
ASN	100	91									
BLK	84	75	69	85	84	92	75		91		
HSP	92	74	83	88	74	72	82	100	85	100	89
MUL	91			80							
WHT	89	75	70	92	79	81	85	92	80		
FRL	88	75	82	81	79	78	79	100	76	100	95
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	59	46		70							
ELL	84	69	65	78	45	45	75	85			
ASN	92										
BLK	84	72	70	71	40	29	66	91	75	100	70
HSP	91	72	71	83	46	38	87	92	76	100	96
WHT	89	71	75	84	51	47	88	80	91		
FRL	81	65	60	70	39	33	70	84	74	100	84
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	70	47		74	53		80				
ELL	91	74	75	100	81	100	87				
ASN	100	91									
BLK	82	65	67	88	74	70	73		82	100	60

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
HSP	94	77	78	94	75	71	93	100	87	100	71
WHT	92	66	63	94	73	65	87	100	100		
FRL	88	66	68	88	68	63	81	100	75	100	69

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	86
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	945
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	79
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	83
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	96
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	82
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	85
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	86
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	83
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	85
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?

When comparing data from 2020-2021 to the 2021-2022 administration of the FSA, data showed a positive trend in most categories.

In Mathematics, there was a seven percentage point increase in the Mathematics Overall Achievement for Grades 3-8 (from 82 to 89). Additionally, there was a 31 percentage point increase in Mathematics Learning Gains (from 47 to 78) and a 39 percentage point increase in Math Learning Gains for the Lowest 25% (from 39 to 78).

Analysis of the ELA data shows an upward trend in most categories. For example, there was an increase of 3 percentage points in Grades 3-10 in ELA Learning Gains (from 72 to 75) and an increase of 6 percentage points in ELA Learning Gains for the Lowest 25% (from 72 to 78). However, the Overall ELA Achievement remained the same at 90%.

There was an increase in Social Studies achievement as well, where data showed a rise of 10 percentage points (from 88 to 98). Finally, there was a significant increase in Total Points Earned when comparing the 2021 to 2022 administration of the FSA, with a rise of 102 points overall (843 to 945).

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

Based on the results of 2022 state assessments, the following are areas that need improvement:

Grade 3 FSA Mathematics: even though there was an increase of 4 percentage points when comparing 2021 to 2022 (from 75 to 79), there is still an 18 percentage point decrease compared to pre-pandemic scores in 2019.

Grade 5 FSA Mathematics: even though there was an increase of 6 percentage points when comparing 2021 to 2022 (from 79 to 85), there is still an eight percentage point decrease compared to pre-pandemic scores in 2019.

Grade 5 NGSSS Science: even though there was an increase of 1 percentage point when comparing 2021 to 2022 (from 79 to 80), there is still a five percentage point decrease when comparing to pre-pandemic scores in 2019.

Grade 8 NGSSS Science: even though the scores remained the same when comparing 2021 to 2022 (80), there is still a three percentage point decrease compared to pre-pandemic scores in 2019.

Grade 4 ELA: there was a decrease of 5 percentage points when comparing 2021 to 2022 (from 90 to 85).

Grade 7 ELA: there was a decrease of 2 percentage points when comparing 2021 to 2022 (from 90 to 88), and there was a ten percentage point decrease compared to pre-pandemic scores in 2019.

Grade 8 ELA: there was a decrease of 10 percentage points when comparing 2021 to 2022 (from 94 to 84); this score of 84 is the same as pre-pandemic scores in 2019.

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

Two thousand twenty-two data findings: Although there were significant increases in ELA, Mathematics, and Science compared to the 2021 FSA data, students still had some difficulty reaching desired pre-pandemic 2019 achievement levels. Additional differentiation strategies are needed to tailor to the needs of individual students.

A comprehensive process exists to identify students' individualized needs via the development of 504 and IEPs. While these practices have contributed to student achievement, iPreparatory Academy sees the need for teachers to enhance their practice through increased professional learning related to differentiation of instruction. In addition, iPreparatory Academy's Mental Healthy Support specialist works one-on-one and small group basis with students needing additional social-emotional support to access education.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When analyzing data components based on 2022 FSA Assessments, the following areas showed the most improvement:

2022 FSA Mathematics scores across all grade levels showed a positive increase when comparing data from 2021 to 2022. The following is a breakdown by grade level: Grade 3 increased by four percentage points (from 75 to 79), Grade 4 increased by five percentage points (from 88 to 93), Grade 5 increased by six percentage points (from 79 to 85), Grade 6 increased by seven percentage points (from 89 to 96) and Grade 7 increased by 14 percentage points (from 81 to 95).

2022 FSA ELA scores also showed a positive increase in most grade levels when comparing data from 2021 to 2022. For example, the following grade levels displayed an increase in data: Grade 3 increased by two percentage points (from 88 to 90), Grade 5 increased by one percentage point (from 88 to 89), Grade 6 increased by eight percentage points (from 82 to 90), and Grade 10 rose by one percentage point (from 97 to 98).

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

Many factors contributed to this improvement. First, all students participated in in-person learning for the 2021-2022 school year. Changes to quarantine protocol also allowed for the continuity of instruction, thus assisting with learning loss.

In-person learning allowed students to participate in rigorous whole-group, small-group, and targeted differentiated instruction.

Additionally, iPreparatory Academy offered after-school tutoring and Saturday Academy for identified students in Grades 2 through High School.

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

To accelerate learning, iPreparatory Academy will implement a professional development needs survey and ensure that teachers complete it with fidelity. Analysis of the professional development needs survey completed by teachers at the end of the 2021-22 school year showed that only five teachers completed the survey. For 2022-23, there needs to be at least 95% participation for the information and data yielded from the survey to be valuable and valid. The P.L.S.T. team will use the information from this survey to create in-house professional development in instructional practice, the B.E.S.T. standards, Social Emotional Learning, and leadership development. These professional development sessions will allow teachers to continue accelerating learning by providing data-driven, differentiated instruction.

Another component that iPreparatory Academy will implement to accelerate learning is to provide students with after-school tutoring sessions and Saturday Academy in the upper grades.

To address the social-emotional learning component, iPreparatory Academy will continue to utilize its mental health specialists to address the needs of students and staff.

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

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

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

iPreparatory Academy will push for more deliberate planning amongst grade levels and departments to ensure the sustainability of improvement across all grade levels and subject areas. The K-5 common planning time, and 6-12 collaboration sessions at the middle/high school level, will ensure that teachers share best practices and analyze data to guide instruction. In addition, a leadership team member will attend to ensure that implemented school-wide strategies align with the goals.

Areas of Focus

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

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#1. 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.

According to the 2022 FSA ELA proficiency data, there was a decrease in students' performance in grades 4, 7, and 8. Specifically, when comparing 2022 FSA ELA proficiency data to the 2021 FSA ELA proficiency data, grade 4 saw a decrease of 5 percentage points. Additionally, there was a decrease of 2 percentage points in Grade 7, and there was a decrease of 10 percentage points in Grade 8. Based on the data findings, there is a need to prioritize standard aligned instruction to address learner progress and student achievement. Therefore, teacher professional development relating to the B.E.S.T. standards will be critical in achieving this goal.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If 100% of E.L.A. and mathematics teachers attend at least one training in B.E.S.T. standards and implement the learned strategies, then standards-aligned instruction will occur. As a result, schoolwide mathematics and E.L.A. proficiency levels will meet or exceed 90% as measured on PM3 of the FAST assessments.

Monitoring:

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

Monitoring this area of focus occurs through submitting a professional development survey log and having teachers submit registration forms/certificates of completion for B.E.S.T. standards professional development for all teachers. In addition, there will be a review of lesson plans throughout the school year where administrators will look for evidence of B.E.S.T. standards.

Person responsible for monitoring outcome:

Catherine Lopez (catlopez@dadeschools.net)

Evidence-based

Strategy:

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

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensuring that all student products and teaching techniques align with the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

Rationale for Evidence-based

Strategy:

Explain the rationale for

The rationale for selecting standards-aligned instruction is so teachers have a better understanding of how to align instruction to the B.E.S.T. standards.

selecting this specific strategy. Describe the 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.

During the opening of schools meeting on 8/17/2022, the school leadership team will survey E.L.A. and mathematics teachers to determine which teachers have and have not attended professional development related to the B.E.S.T. standards. As a result, the school leadership team will share dates of available professional developments related to the B.E.S.T. standards.

Person Responsible Nelson Machado (331636@dadeschools.net)

From August 31 to October 14, E.L.A. and mathematics teachers that have attended the B.E.S.T. professional developments will provide support to those that have not. As a result, effective implementation of the B.E.S.T. standards will be evident in all ELA and mathematics classes.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

From August 31 to October 14, E.L.A. and mathematics teachers will establish collaborative planning time to implement the B.E.S.T. standards effectively during the first term. As a result, standards-aligned instruction will occur and overall student achievement will further accelerate.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

From August 31 to October 14, administration will conduct walkthroughs to ensure that instruction is based on the B.E.S.T. standards

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

After analyzing the results from the 8/17/2022 administration of the teacher survey concerning which E.L.A. and math teachers have attended B.E.S.T. Standards professional development sessions, we determined that 43% of the teachers at iPreparatory Academy have participated in these workshops. So, from October 31 to December 16, an additional survey will be disseminated to determine if more teachers have attended B.E.S.T. Standards professional development. We will give the new poll after the November 8 required P.D. day.

Person Responsible Nelson Machado (331636@dadeschools.net)

From October 31 to December 16, the leadership team at iPreparatory Academy will coordinate an in-house P.D. Day conducted by district curriculum specialists in E.L.A. and Math, who will present best practices for incorporating the B.E.S.T. standards into classroom instructional plans.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus****Description**

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

The 2022 NGSSS Science Assessment data showed that scores in grades 5 and 8 are still below pre-pandemic levels from 2019. (Grade 5 went from 85% to 80%, and grade 8 went from 83% to 80%). Collaborative planning across grade levels will ensure that best practices are shared and implemented. This collaborative planning can lead to more hands-on physical/virtual labs and more theme integration within our International/Global magnet focus. This planning will also maximize student learning and mitigate learning loss.

Measurable**Outcome:**

State the

specific

measurable

outcome the

school plans

to achieve.

This should

be a data

based,

objective

outcome.

Faculty will plan collaboratively at least once a month throughout the school year, as evidenced by meeting minutes and agendas. These sessions will allow for professional enrichment opportunities targeted toward mitigating learning loss. As a result, the grade 8 science proficiency level will meet or exceed 90% on the 2023 NGSSS Science Assessment.

Monitoring:

Describe how

this Area of

Focus will be

monitored for

the desired

outcome.

Monitoring this area of focus occurs through submitting meeting minutes, agendas, and professional enrichment logs. As a result of attending these professional development/ collaborative planning opportunities, teachers will implement strategies to mitigate learning loss in science.

Person

responsible

for monitoring

outcome:

Barbara Soto Pujadas (pr7581@dadeschools.net)

Evidence-

based

Strategy:

Describe the

evidence-

based

strategy being

implemented

for this Area

of Focus.

Standards-Based Collaborative Planning is to bring teachers together to learn from one another and collaborate on projects that will improve standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities, and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale for

Evidence-

based

Strategy:

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

Explain the rationale for selecting this specific strategy. Describe the 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.

From August 31 to October 14, science teachers in grades five through eight will analyze the prior year's data and identify areas of growth within standards. As a result, instruction will be aligned to the needs of students.

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

From August 31 to October 14, science teachers in grades five through eight will establish a schedule for ongoing monthly collaborative planning sessions throughout the school year. As a result, science teachers will collaborate regularly to ensure targeted instruction is occurring.

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

From August 31 to October 14, science teachers in grades five through eight will plan for labs to ensure students are provided with hands-on experiences.

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

August 31 to October 14, science teachers will administer mini-assessments that are aligned to weekly instruction. As a result, student progress will be monitored and instruction will be adjusted as necessary.

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

iPreparatory Academy has only recently filled the Grade 8 science teaching position so we were not able to begin work on any of the steps from the 1st marking period. So, from October 31 to December 16, science teachers in grades five through eight will analyze the prior year's data and identify areas of growth within standards. As a result, instruction will be aligned to the needs of students.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

iPreparatory Academy has only recently filled the Grade 8 science teaching position, so we could not begin work on any of the steps from the 1st marking period. However, from October 31 to December 16, science teachers in grades five through eight will plan for labs to ensure students learn using hands-on experiences.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

iPreparatory Academy has only recently filled the Grade 8 science teaching position, so we could not begin work on any of the steps from the 1st marking period. So, from October 31 to December 16, science teachers will administer mini-assessments aligned to weekly instruction. As a result, teachers will monitor student progress and adjust instruction as necessary.

**Person
Responsible**

Catherine Lopez (catlopez@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Teacher/Staff Attendance

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

Direct instruction is more beneficial with regular teachers and support staff in place, thus improving the education of students. Data from the 2021-22 school year showed that 52% of our staff were absent 10.5 days or more within the school year. This percentage is well over the district level of 39%, but it also shows an upward trend within our school. When comparing staff attendance from 2020-21 to 2021-22, there was an increase of 33 percentage points of staff members having 10.5 or more absences (from 19% to 52%).

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

During the 2022-23 school year, our goal is to improve staff attendance by decreasing the percentage of staff members taking 10.5 days or more. iPreparatory Academy's goal is to reduce the rate from 52% to at least the pre-pandemic percentage of 39% in 2018-19. This desired decrease is a difference of 13 percentage points.

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

The school leadership team will communicate this message of collective efficacy and the importance of staff attendance throughout the school year. From the Opening of Schools theme to motivational messages during morning announcements and faculty meetings, this belief that students learn best when staff is present will be embedded throughout the school year. In addition, the school leadership team will implement incentives for staff attendance, which will be monitored quarterly by the administration.

Person responsible for monitoring outcome:

Barbara Pujadas (barbarapujadas@dadeschools.net)

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

Collective efficacy is a staff's shared belief that they can positively influence student outcomes and achievement through collective action. Research indicates that collective efficacy is the number one factor influencing student achievement. More specifically, the collective belief is that instruction is more beneficial with regular teachers and support staff.

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

Students learn best when there is continuity in instruction via their regular teachers and support staff. In addition, student achievement improves by encouraging teachers and students to hold one another accountable for their attendance. Finally, collective efficacy makes everyone responsible for overall school improvement.

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.

During the opening of schools meeting on August 17, the school leadership team will present the prior year's staff attendance data. As a result, the staff will know the preceding year's staff attendance data.

Person Responsible Catherine Lopez (catlopez@dadeschools.net)

From August 31 to October 14, the school leadership team will announce the previous day's perfect attendance during the morning announcements. As a result, the entire school will know the last day's perfect attendance.

Person Responsible Barbara Pujadas (barbarapujadas@dadeschools.net)

From August 31 to October 14, the school leadership team will implement a reward program for students and staff with perfect attendance. As a result, the students and staff with perfect attendance will receive positive affirmation.

Person Responsible Barbara Pujadas (barbarapujadas@dadeschools.net)

From August 31 to October 14, iPreparatory Academy's administrators will review staff attendance with staff members during quarterly data chats. As a result, staff members will know their attendance data.

Person Responsible Barbara Pujadas (barbarapujadas@dadeschools.net)

From October 31 to December 16, the school leadership team will continue to announce the previous day's perfect attendance by homeroom during the morning announcements. As a result, the entire school will know the last day's perfect attendance. However, this practice will need to be revised to include only those homerooms where all students, including the teacher, are present. This change is because the school leadership team observed that perfect homeroom attendance announcements were inaccurate when the teacher was absent.

Person Responsible Angela Gonzalez (angelagonzalez@dadeschools.net)

At the November 2nd faculty meeting, the school leadership team will present the first quarter staff attendance data. As a result, the staff will know the preceding quarter's staff attendance data and can make adjustments to their attendance trends.

Person Responsible Nelson Machado (331636@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention**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 2021-22 school climate survey, 43% of responding staff members disagreed or strongly disagreed that the staff morale was high at iPreparatory Academy. The disagreement with this statement increased by approximately 26% from the previous year, indicating a substantial drop in staff morale. Additionally, following the 2021-22 school year, iPreparatory Academy had six staff members, or approximately 17% of its staff, leave the school.

Measurable**Outcome:**

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

iPreparatory Academy will increase the number of staff members agreeing or strongly agreeing that staff morale is high at iPreparatory Academy by at least 25% by the end of the 2022-23 school year by scheduling quarterly school-wide team-building exercises. In addition, the iPreparatory Academy leadership team will measure and monitor the increase in morale through quarterly staff climate surveys.

Monitoring:

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

At the end of each grading period, a staff climate survey administered to the staff will monitor for the desired outcome. The survey format will match the school climate survey format for reliable comparison. In addition, the iPreparatory Academy leadership team will adjust the following team-building activities based on survey results.

Person responsible for monitoring outcome:

Nelson Machado (331636@dadeschools.net)

Evidence-based Strategy:

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

Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. In addition, leaders routinely employ motivational efforts to ensure that morale remains high. Leaders also incorporate opportunities to elevate the team's morale during struggles or opportunities for improvement.

Rationale for Evidence-based**Strategy:**

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

Research indicates a positive correlation between team-building activities, morale, and staff retention. By ensuring staff morale stays high, iPreparatory Academy increases the likelihood that staff members will remain at the school. Staff continuity further promotes student achievement by providing enthusiasm at the school remains high.

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.

During the opening of schools meeting on August 17, the school leadership team will present the prior year's staff climate survey data. As a result, the staff will know the preceding year's staff climate survey data.

Person Responsible Nelson Machado (331636@dadeschools.net)

During the opening of schools meeting on August 17, the school leadership team will survey teachers to determine the underlying cause for the prior year's low staff morale. As a result, the school leadership team will know the underlying cause for the preceding year's low staff morale.

Person Responsible Gigi Morera (gmorera@dadeschools.net)

From August 31 to October 14, iPreparatory Academy's administrators will discuss staff morale with staff members during quarterly data chats. As a result, administrators and staff members will know up-to-date morale information.

Person Responsible Barbara Pujadas (barbarapujadas@dadeschools.net)

From August 31 to October 14, the school leadership team will plan and facilitate a quarterly staff team-building activity. As a result, staff will participate in a quarterly staff team-building activity.

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

From October 31 to December 16, the school leadership team will plan and facilitate a quarterly staff team-building activity. As a result, staff will participate in a quarterly staff team-building activity. This quarter's staff team-building activity will include the return, after two years, of the Favorite Storybook Character Dress Up Day and Parade on October 31, which consists of all PK-12 faculty, staff, and students. Faculty, staff, and students are encouraged to dress up in their favorite storybook character costume. This year's theme is Alice in Wonderland. In addition, elementary-age students parade through the MDCPS district offices and trick or treat.

Person Responsible Barbara Pujadas (barbarapujadas@dadeschools.net)

To continue improving staff attendance and morale, the school leadership team will disseminate a new staff morale survey at the November 2 faculty meeting and compare it to the results from the 1st faculty morale survey. This comparison allows the school leadership team to determine if they have resolved the reasons for low staff morale and if there are additional issues that need addressing.

Person Responsible Angela Gonzalez (angelagonzalez@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.

iPreparatory Academy builds a positive school culture and environment in several ways. First, iPreparatory Academy creates meaningful parental involvement at all grade levels. For example, parents and teachers meet to discuss their hopes and concerns regarding their children's education. Additionally, parents and teachers openly discuss homework, study skills, and testing. Second, iPreparatory Academy celebrates the students' and staff's achievements and good behavior. For example, iPreparatory Academy has an honor roll parade at the end of each grading period, and teachers exchange a Going the Extra Mile (GEM) award monthly. Third, iPreparatory Academy creates and maintains fun rituals and traditions for students and

teachers. Some examples include Hispanic Heritage month celebrations, pie a teacher on Pi Day, and the color run.

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

Proximal stakeholders at iPreparatory Academy include teachers, students, and students' families. Active involvement of these stakeholders promotes a positive school culture and environment. For example, teachers sponsor clubs for students after school, and parents through the PTSA sponsor events for teachers and students. iPreparatory Academy's broad stakeholders include community colleges, universities, and business partners. iPreparatory Academy's community college and university partners provide our students with dual enrollment opportunities that allow students to earn college credit while in high school. Additionally, iPreparatory Academy's business partners offer iPreparatory Academy students internships that enable students to gain valuable work experience during the school day.