

Miami-Dade County Public Schools

# Isaac: Integrated Science And Asian Culture Academy



2015-16 School Improvement Plan

## Isaac: Integrated Science And Asian Culture Academy

301 WESTWARD DR, Miami Springs, FL 33166

[ no web address on file ]

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	56%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	100%

### School Grades History

Year	2014-15	2013-14
Grade	I*	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of ISAAC Academy is to prepare our students to enter our global economy by emphasizing Science and Mathematics instruction with an innovative English-Mandarin Chinese dual language program with the aim of developing bilingual, biliterate students who can think critically and solve problems as a means to make a difference in their communities and for the common good.

##### Provide the school's vision statement

The vision of ISAAC Academy is to provide a loving, caring, safe and supportive educational environment for our students, teachers, and staff that promote educational excellence. A highly qualified team of educators will facilitate the learning process while modeling respect, a commitment to their community and providing an enriching learning environment of high expectations in order to empower them to become responsible, independent, productive and successful members of a diverse society.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

ISAAC Academy builds cultural relationships by utilizing its Mandarin language program as a catalyst to introduce students to other languages, cultures, music, art, etc. It enhances its program by having the students in each classroom present themselves and their culture through educational lessons on their and their parents' countries of birth and on celebrating yearly events such as Hispanic Heritage Month, Black History Month, Chinese New Year. etc.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

ISAAC Academy creates a safe and respectful environment by providing a Before School Care Program that includes a nutritious breakfast and a relaxed environment for students to interact with our staff and peers while experiencing safety and respect while on school grounds.

Students not participating in the Before School Care program, are welcomed to the school by the principal and their teacher on a daily basis.

During school hours, students are always escorted by their teachers to their corresponding areas of instruction or other activities and assisted by the principal on any and all occasions as needed.

Our after school care program is guided by academics while at the same time providing extracurricular activities such as a program called Soccer Shots-emphasized character development through a soccer skill, dance program, music program and parent requested Spanish program.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

ISAAC Academy encourages all students to follow the schools contract signed by the parents at the beginning of the school year. The contract includes the schools adherence to the MDCPS Student



Code of Conduct, classroom rules, school rules, and it provides the parents a clear and precise chain of command that is followed when students violate school rules.

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

All students at ISAAC Academy have the availability to meet one on one with their teachers, administrator and any other school staff available for their needs. If needed, a school counselor is made available as well as our Program Specialist evaluates case by case and makes sure that the student receives services as needed.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

In order to create a supportive environment that addresses the Early Warning Systems, teachers, administrators, and support staff will work together to monitor student academic progress, and promote attendance and positive school behavior, to ensure academic progress.

Early Warning System indicators are listed below:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

The school is in a new location with only Kinder and 1st graders, thus the principal along with the teacher will be responsible for monitoring student attendance, suspensions, and course failures on a quarterly basis, or even earlier if is determined that early intervention must take place.

At this time, our school does not have student in grades 3rd and up, but as it grows, all students scoring a Level 1 in ELA or mathematics statewide, standardized assessments are monitored by administration and teachers through quarterly data chats that track previous state assessment data as well as current interim assessment data. Students are placed in Tier II intervention programs and are provided tutoring.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level		Total
	K	1	
Attendance below 90 percent	1	0	1
One or more suspensions	0	0	
Course failure in ELA or Math	0	1	1
Level 1 on statewide assessment	0	0	

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

Indicator	Grade Level 1	Total
Students exhibiting two or more indicators	1	1

### **Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The school has created a blueprint for success that includes the following strategies to improve the academic performance of the targeted students:

Academics

After school tutoring program

Reading Interventions- iReady

Math Interventions- iXL-Math

Differentiated Instruction

Software Programs , iReady, iXL-Math and Reading Eggs)

Response to intervention programs

Specifically at this time, with our Kinder and 1st graders, some have demonstrated early warning signs based on the FLKRS exam for Kinder students and teacher evaluations for both grade levels. They are deficient:

1) Language and Literacy: students are not proficient in recounting key ideas and details from text. Many are still in progress.

2) Mathematical Thinking: students are not proficient in making sense of problems using simple strategies to solve them. Many are still in progress.

3) Reading Comprehension

As a result, ISAAC Academy has chosen to purchase the following intervention programs to help students with these deficiencies and others that will arise as well as a means to differentiate instruction and monitor progress.

ISAAC Academy is utilizing I-Ready as the Reading Intervention Program for all students in need of it. ISAAC Academy is utilizing iX-L Math as the Mathematics Intervention Program for all student in need of it.

Both Intervention programs allows us to retrieve reports on students specific needs thus allowing us the ability to guide the intervention strategy for each student specific needs.

Additionally, with the Charter School Digital Classroom funds, we will be purchasing a homework based reading program called Reading Eggs-which targets reading needs and it provides feedback to parents and the teacher on specific areas of deficiency in Reading.

### **Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

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

#### **Description**

Our goal for the 2015-2016 school year is to increase, or exceed the parent attendance for school wide activities.

Parents have limited knowledge and/or understanding of classroom/school participation opportunities. In order to increase parent participation for school-wide activities, regular communication will be generated via telephone and emails. Communication with parents will be ongoing, provided through teacher and school websites (updated weekly), and written communication. School Administration and Teachers will be responsible for monitoring parental involvement by frequently checking parent logs/sign-in sheets, volunteer logs, and website statistics that will assist in appraising the quantity of parents attending school activities.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The administrative team and the staff meet twice a year to review the SIP. In the beginning of the year, we analyze data and reevaluate new student population and discuss what strategies will be implemented to improved student achievement. At the end of the school year, the staff meets again to brainstorm, discuss and develop new strategies ,evaluation tools, professional developments, and instructional materials and resources to improve instruction. We discuss assessments and monitoring techniques to be used in order to ensure the SIP strategies are working and that our student achievement goals are on target, if not, we adjust accordingly.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Rivas, Sandy	Teacher, K-12
Alvarez, Ofelia	Principal

**Duties**

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

Mrs. Ofelia Alvarez, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the SIP Plan and that data collected throughout the school year is used as a guide to continuous academic instruction and instructional delivery.

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

The staff meets twice a year to review the SIP. In the beginning of the year we analyze data and discuss what strategies will be implemented to improve student achievement and reach our school goals. At the end of the year the staff created a SIP End of Year Review team that comes up with new strategies, evaluation tools, professional developments, and instructional materials and resources to improve instruction. We discuss assessments and monitoring techniques to be used in order to ensure the SIP strategies are working and that our student achievement goals are on target.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Ofelia Alvarez	Principal
Sandy Rivas	Teacher
Connie Font	Education Support Employee
Dr. Angie Sue	Education Support Employee
Damian Grass	Business/Community
Luz Chaoui	Business/Community
Aurelys Kloers	Parent
Krystine Martinez	Teacher
Nataly Parra	Teacher
Jamell Gomez	Parent
Jennifer Miehl	Parent
	Student

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

#### *Evaluation of last year's school improvement plan*

The SAC committee was given a copy of last years SIP during the first meeting for this school year on September 2, 2015 and we discussed the goals and strategies met last year for ISAAC Academy while housed at another location with a different group of students. We then agreed that due to the school moving to a new location and starting with a new group of students in Kindergarten and First grade for the 2015-2016 school year, we conducted an open forum of ideas from all members of the SAC committee on the different resources and strategies that we could implement at our school in order to ensure that we meet all our goals for our current students and that we utilize the most effective strategies to do so.

#### *Development of this school improvement plan*

The SAC meets quarterly every school year to discuss achievements and improvements that are necessary within the school. Academically, the SAC discusses scores and which resources can be used to improve upon the education of the students. On October 6, 2015 we conducted our second SAC meeting where we thoroughly reviewed this years plan and how we would utilize goals, strategies to meet those goals, and the barriers we could encounter along the way to ensure success of the proposed plan.

#### *Preparation of the school's annual budget and plan*

Our SAC Committee was appraised of all budgetary matters and their input was sought out in matters concerning school safety and student achievement.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The SAC will utilize its funds to support the SIP. Our school's \$45.00 SAC money for this school year was used to help purchase the I-Ready Reading Intervention Program. All \$45.00 were spent, as the total purchase of the program for this school year was \$450.00.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Alvarez, Ofelia	Principal
Rivas, Sandy	Teacher, K-12

#### Duties

**Describe how the LLT promotes literacy within the school**

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- professional growth opportunities
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction across the curriculum
- encouraging the use of data to improve teaching and student achievement

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The 2015-2016 school year for ISAAC has provided a unique opportunity to grow the school in a new building with a new community. As a result, the school only employs one full time teacher for core curriculum and a part time teacher for the Mandarin Language Program portion of our Charter. Thus, the collaboration is innate to the conditions given and it is proving to be a very positive and successful process to model our future years after.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The administration will work arduously throughout the academic school year to retain highly qualified, certified in-field, effective teachers to the school.

The administration will provide professional development and enhance the learning possibilities for the teachers by providing coverage for teachers who wish to seek more learning opportunities.

The administration will also attend teacher job fairs in order to maintain and up-date a database of resumes.

## **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Due to the nature of our school's charter which requires the teaching of Mandarin language to all our students, we were able to hire a beginning teacher for the mandarin language. This particular teacher has experience teaching middle and high school students but is not in tune with the nature of teaching younger student. Thus, I have paired him up with our resident experience elementary teacher to help guide him in the strategies and lesson development that is conducive and productive for Kindergarten and First Graders. Additionally, I am also serving as his mentor in how to write a lesson plan, developed interactive and engaging activities and the many ways of evaluating students grasp and mastery of the objective that is not always through paper and pencil. Additionally, this teacher will attend all professional development that our current classroom teacher attends to engage him on best teaching practices while at the same time creating a learning community of educators.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

We utilize either District or State approved Reading and Mathematics series that are aligned to the Florida Standards. We utilize all MDCPS on-line programs provided to all their schools to enhance our core program. Additionally, we ensure that all the resources are been utilized by reviewing lesson plans and conducting walk-throughs/observations weekly. ISAAC also takes advantage of the districts weekly briefings where professional development opportunities, resources, etc. are shared and we disseminate this information to the staff for their professional growth and that of their students.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

ISAAC Academy meets quarterly to review data and modify instruction to fit the students' needs as identified by that data chats. We utilize I-Ready for Reading and iX-L for Mathematics as our two intervention programs to provide support and help promote differentiated instruction as needed. Our ELL students English language level is assigned via the OLPS-R or the CELLA which helps guide differentiated instruction based on each students' individual language proficiency by providing a variety of strategies to utilize within the core curricular program. Our ESE students are monitored by our program specialist and their classroom teacher where a collaborative approach is used to ensure that all ESE and Rti students are being serviced correctly.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Students NOT performing at grade level in reading , are given an extra 30 minutes daily of instruction per day to remediate and strengthen their areas of weakness by utilizing the I-Ready Intervention Program.

**Strategy Rationale**

We target reading readiness and comprehension as we realize that these students will have greater success in school if their reading is on grade level or above.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Rivas, Sandy, srivas@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students are given a pre and post test by the teacher to measure effectiveness of the program and to ensure that the benchmark been targeted for that child is mastered. The I-Ready Program also generates reports that helps us monitor non-mastery or mastery in order to help guide differentiated instruction continuously.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At ISAAC, in order to assist preschool children and their families, an orientation is held before the commencement of the school year. Kindergarten teachers are present and provide valuable information to parents. A calendar of school events is provided and school wide policies and procedures are explained.

For our current students moving on to the next grade, an orientation is provided the first week of school to ensure the students and the parents are provided with all information needed to have their child have a successful school year. At any given time, parents are welcomed to speak to the principal or teacher in order to ensure proper and successful transition.

**College and Career Readiness**

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

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies. **1a**

 G070962

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	88.0
Math Gains	76.0
Math Lowest 25% Gains	87.0
FCAT 2.0 Science Proficiency	80.0

**Resources Available to Support the Goal** **2**

- Highly Qualified Personnel
- Web Based Reading and Mathematics Programs
- I-Ready- Reading and Math
- IX-L Math
- District/State Adopted Materials
- Reading Eggs

**Targeted Barriers to Achieving the Goal** **3**

- Limited use of Differentiated Instructional Strategies within the core subjects

**Plan to Monitor Progress Toward G1.** **8**

Informative and Formative Observation data provided by ASSESSA ( A staff and data observation faculty tool.)

**Person Responsible**

Ofelia Alvarez

**Schedule**

Weekly, from 8/28/2015 to 6/9/2016

**Evidence of Completion**

Teacher Observations (formal and informal); Individual Student performance, and Student/Teacher data chats.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key


**G1.** Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies. **1**

 **G070962**

**G1.B3** Limited use of Differentiated Instructional Strategies within the core subjects **2**

 **B185011**

**G1.B3.S1** Students will work in small groups to encourage the use of newly learned computer and curricular materials through differentiated instruction. Cooperative Learning activities using LAFS. Students will have opportunities to complete individualized instruction through I-Ready, Small Guided groups, Reading eggs, and the district approved core Reading series. **4**

 **S196476**

### Strategy Rationale

Students need different types of strategies to target any and all deficiencies through the use of differentiated instruction in order to succeed in all core subjects.

### Action Step 1 **5**

Classroom Instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.

#### Person Responsible

Ofelia Alvarez

#### Schedule

Weekly, from 8/17/2015 to 6/9/2016

#### Evidence of Completion

Administrative Walk-through documentation

### Action Step 2 5

Classroom Focus Wall (Objectives, targets, group work) must be updated weekly to show core instructional adaptations.

**Person Responsible**

Sandy Rivas

**Schedule**

Weekly, from 8/17/2015 to 6/9/2016

**Evidence of Completion**

Faculty Tools (ASSESSA) will be used to record weekly observations.

### Action Step 3 5

We will collect data from our Computer based program, I-Ready.

**Person Responsible**

Sandy Rivas

**Schedule**

Quarterly, from 9/28/2015 to 6/9/2016

**Evidence of Completion**

Lesson Plans, I-Ready generated individual report per student.

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administrator will conduct walk-through observations, informal and informal observations in order to monitor the fidelity of the implementation of the program.

**Person Responsible**

Ofelia Alvarez

**Schedule**

Weekly, from 8/28/2015 to 6/9/2016

**Evidence of Completion**

The administration will use Faculty Tools (ASSESSA) and IPEGS.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

The principal will conduct detailed observations to ensure that the students are being taught utilizing differentiated instruction in all core areas: ELA, Mathematics, Science and Social Studies.

**Person Responsible**

Ofelia Alvarez

**Schedule**

Quarterly, from 8/28/2015 to 6/9/2016

**Evidence of Completion**

Data chats will be conducted as well as walk-through observations.

**G1.B3.S2** Teacher will utilize CRISS strategies to Implement evidence-based differentiated instruction across the curriculum. 4

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**Strategy Rationale**

Evidence based differentiated instructional strategies will help all students across all subject areas.

**Action Step 1** 5

The math and science teachers will use iX-L Math, Gizmos, and district adopted math and science materials and curriculum to ensure that differentiated instruction is integrated across the core subjects.

**Person Responsible**

Ofelia Alvarez

**Schedule**

Daily, from 8/28/2015 to 6/9/2016

**Evidence of Completion**

The school principal will be responsible for collecting, reviewing reports and conduct follow up data meetings.

## Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The principal will conduct walk through observations.

### Person Responsible

Ofelia Alvarez

### Schedule

Weekly, from 8/28/2015 to 6/9/2016

### Evidence of Completion

The principal will use Faculty Tools. (ASSESSA)

## Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

The principal will conduct detailed science and math observations to ensure that the MAFS science standards are being taught and the differentiated instruction used effectively.

### Person Responsible

Ofelia Alvarez

### Schedule

Quarterly, from 8/28/2015 to 6/9/2016

### Evidence of Completion

Walk through observations as well as data chats will be conducted.

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Classroom Instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.	Alvarez, Ofelia	8/17/2015	Administrative Walk-through documentation	6/9/2016 weekly
G1.B3.S2.A1	The math and science teachers will use iX-L Math, Gizmos, and district adopted math and science materials and curriculum to ensure that differentiated instruction is integrated across the core subjects.	Alvarez, Ofelia	8/28/2015	The school principal will be responsible for collecting, reviewing reports and conduct follow up data meetings.	6/9/2016 daily
G1.B3.S1.A2	Classroom Focus Wall (Objectives, targets, group work) must be updated weekly to show core instructional adaptations.	Rivas, Sandy	8/17/2015	Faculty Tools (ASSESSA) will be used to record weekly observations.	6/9/2016 weekly
G1.B3.S1.A3	We will collect data from our Computer based program, I-Ready.	Rivas, Sandy	9/28/2015	Lesson Plans, I-Ready generated individual report per student.	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Informative and Formative Observation data provided by ASSESSA ( A staff and data observation faculty tool.)	Alvarez, Ofelia	8/28/2015	Teacher Observations (formal and informal); Individual Student performance, and Student/Teacher data chats.	6/9/2016 weekly
G1.B3.S1.MA1	The principal will conduct detailed observations to ensure that the students are being taught utilizing differentiated instruction in all core areas: ELA, Mathematics, Science and Social Studies.	Alvarez, Ofelia	8/28/2015	Data chats will be conducted as well as walk-through observations.	6/9/2016 quarterly
G1.B3.S1.MA1	The administrator will conduct walk-through observations, informal and informal observations in order to monitor the fidelity of the implementation of the program.	Alvarez, Ofelia	8/28/2015	The administration will use Faculty Tools (ASSESSA) and IPEGS.	6/9/2016 weekly
G1.B3.S2.MA1	The principal will conduct detailed science and math observations to ensure that the MAFS science standards are being taught and the differentiated instruction used effectively.	Alvarez, Ofelia	8/28/2015	Walk through observations as well as data chats will be conducted.	6/9/2016 quarterly
G1.B3.S2.MA1	The principal will conduct walk through observations.	Alvarez, Ofelia	8/28/2015	The principal will use Faculty Tools. (ASSESSA)	6/9/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies.

**G1.B3** Limited use of Differentiated Instructional Strategies within the core subjects

**G1.B3.S1** Students will work in small groups to encourage the use of newly learned computer and curricular materials through differentiated instruction. Cooperative Learning activities using LAFS. Students will have opportunities to complete individualized instruction through I-Ready, Small Guided groups, Reading eggs, and the district approved core Reading series.

### PD Opportunity 1

We will collect data from our Computer based program, I-Ready.

#### Facilitator

Literacy Coach

#### Participants

Teachers and Administrator

#### Schedule

Quarterly, from 9/28/2015 to 6/9/2016



## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies.

### **G1.B3** Limited use of Differentiated Instructional Strategies within the core subjects

**G1.B3.S1** Students will work in small groups to encourage the use of newly learned computer and curricular materials through differentiated instruction. Cooperative Learning activities using LAFS. Students will have opportunities to complete individualized instruction through I-Ready, Small Guided groups, Reading eggs, and the district approved core Reading series.

#### **PD Opportunity 1**

Classroom Instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.

#### **Facilitator**

Ofelia Alvarez

#### **Participants**

All K-4 teachers

#### **Schedule**

Weekly, from 8/17/2015 to 6/9/2016

## Budget

### Budget Data

1	G1.B3.S1.A1	Classroom Instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.				\$0.00
2	G1.B3.S1.A2	Classroom Focus Wall (Objectives, targets, group work) must be updated weekly to show core instructional adaptations.				\$0.00
3	G1.B3.S1.A3	We will collect data from our Computer based program, I-Ready.				\$440.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2004 - Isaac: Integrated Science/Asian Culture Acad	School Improvement Funds		\$440.00
			Notes: The \$5.00 per student given the SAC committee has been allotted towards the purchase of the I-Ready Program.			

Budget Data			
4	G1.B3.S2.A1	The math and science teachers will use iX-L Math, Gizmos, and district adopted math and science materials and curriculum to ensure that differentiated instruction is integrated across the core subjects.	\$0.00
Total:			\$440.00