Integrated Science And Asian Culture (Isaac) Academy

2016-17 Schoolwide Improvement Plan

Integrated Science And Asian Culture (Isaac) Academy

301 WESTWARD DR, Miami Springs, FL 33166

www.isacacademy.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2015-16	2013-14	
Grade	A	A	

*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

N/A

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Integrated Science And Asian Culture (Isaac) Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

ISAAC Academy has a diverse population of students. Each student's background and culture is recognized throughout the year during school events and activities such as Hispanic Heritage Month, and Grandparent's Night. Teachers create and build relationships with their students and families throughout the school year. Beginning of school "Getting to Know You" surveys provide teachers with information about each student, About Me posters, which feature information about the student, their culture and their family are displayed in classrooms and around the school. Open House, Parent Workshops, The Family Literacy Conference, Required Parent-Teacher conferences two times per year, and the use of technology such as the Class Dojo App are additional ways that the school builds on-going relationships with the children and their families.

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

At Doral Academy, school administrators, teachers, school staff, students and community members are all partners in creating a welcoming learning environment. Teachers work to create a positive classroom climate that has rules and norms that are followed, and where positive peer relationships are nurtured. The school learning environment as a whole provides a sense of belonging, acceptance, and safety (emotional, psychological and physical).

c. 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 follows the Code of Student Conduct as its main behavioral plan. Students and parents are introduced to this plan and the behavioral expectations at the beginning of the school year. In addition to the Code of Student Conduct, the school implements a school-wide behavioral incentive program called, "Caught You Being Good." This plan rewards students for doing the right

thing in the classroom, special area classes, the hallways, and in the cafeteria. As part of the behavioral incentive program, the school also implements the Character Trait of the month where one student is selected from each class that exemplifies a specific character trait. These students are recognized on the morning announcements once a month and their photo is displayed on a main hallway bulletin board.

d. 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 a Program Specialist who evaluates case by case and makes sure that student services are provided as needed.

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

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

The school's Early Warning System includes the RtI Team and the Attendance Review Committee (ARC). These teams monitor the Early Warning System indicators on a quarterly or as needed basis. Parents of students who exhibit excessive absences are notified and asked to attend a meeting with the ARC. Students who begin to exhibit low academic performance, are placed in the appropriate intervention program and/or are referred to the RtI team.
The current indicators are: Students who have an attendance below 90 percent, students with one or more suspensions, students with a course failure in English Language Arts or Mathematics, Students who received a Level 1 on a statewide assessment in English Language Arts or Mathematics, students who failed two or more courses in any subject, and students who were retained.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Retention	1	0	0	1	0	0	0	0	0	0	0	0	0	2

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

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

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

The school implements several strategies for students identified as exhibiting two or more Early Warning System. Students exhibiting academics indicators, are placed in the Wonder Works Reading Intervention Program, Math Morning Tutoring Program and/or the Saturday Academy. In addition, students complete i-Ready lessons in grades 3rd - 5th. Soar to Success is used as a Math intervention program. For Math fluency, students complete lessons in Reflex Math.The Writer's Workshop assists students with their writing fluency. Teachers also work with these students in small differentiated instructional groups in the classroom setting.

Parents of students with excessive absences and tardies meet with the Attendance Review Team (ART) once every 9 week period where an action plan is developed to ensure that the student's absences and/or tardies decrease.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

ISAAC Academy establishes a positive relationship with families through participation at the many school-wide events that take place throughout the school year. Through parent workshops and events such as FSA State Testing Parent Night, SAT Parent Night, Open House, Chinese New Year, Hispanic Heritage, Book Fair, The Family Literacy Conference, Career Day, Honor Roll Assemblies, and Field Day are all opportunities for parents to become involved in the school and become more informed on how to help their child with academics.

ISAAC Academy communicates with parents through various methods. Connect ED messages are sent out on a regular basis, teachers email important information to parents via their parent distribution lists, the school website provides up to date information on all of the school activities and events. Parents are kept informed of their child's progress through emails, phone calls or parent conferences with their child's teacher, the parent portal, through the Quarterly District progress report, and through the Quarterly report card.

2. 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.

ISAAC Academy believes that effective partnerships are an essential part of creating a highly successful school. The principal of the school establishes partnerships with local community businesses through phone calls, letters or direct communication at school site events. Members of the SACS and the Parents in Action (PIA) Committee also reach out to local business to create partnerships with the school. Local businesses such as Boeing Co. have donated supplies for our teacher. Other partnerships donate items for several school events. For example, the Chinese Confucius Institute of Miami Dade College assisted us with the Chinese New Year celebration by donating Asian culture artifacts and costumes and resources.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rivas, Sandy	Teacher, K-12
Cuesta, Eleonora	Principal

b. Duties

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

*Eleonora Cuesta, Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing intervention support and documentation and adequate professional development to support student achievement at the school. The Principal oversees the administration of RtI skills of school staff, and communicates with parents regarding school-based plans and activities.
*Elizabeth Simon, Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of academic and behavior intervention programs. Attends meetings and relays pertinent information to the RtI team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students.
*Sandy Rivas, Lead Teacher and Jeanette Melian, Reading Coach: Provide data to the RtI Team based on state, district and school-wide based assessments, meet with grade-levels to provide curriculum and planning support and work with new teachers to provide mentoring and coaching. The school leadership team works together, using all available data and resources to make sound instructional decision which will impact all students.

2. 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 school leadership team's role at ISAAC Academy is to impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and prevention of student failure through early intervention. The school leadership team will meet quarterly in order to systematically analyze available student academic and behavior data and allocate resources to improve student learning. Throughout the data analysis process, the leadership team examines the validity and effectiveness of the program delivery. During the leadership meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Once a deficient area is identified, a goal is established to determine the expected growth during the next 4-8 weeks. During this time period, on-going progress monitoring will take place to monitor the effectiveness of the strategies put into place. At the end of the 4-8 weeks, the leadership team will reconvene in order to evaluate the results of the intervention and make adjustments in the instructional model as needed. The team will discuss interventions being implemented by teachers as well as strategies being used to strengthen weak content clusters. Interim Assessment data, progress monitoring data, and trend information will be used to monitor successful implementation of the School Improvement Plan. Additionally, the team will discuss students that are at-risk and below grade level and provide remediation strategies with fidelity. The team will evaluate school-wide professional development plans and training opportunities to enhance

teaching and learning.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Eleonora Cuesta	Principal
Sandy Rivas	Teacher
Jamell Gomez	Business/Community
Arlene Bravo	Teacher
Marilyn Hernandez	Teacher
Caroll Rodriguez	Teacher
Lorena del Rio	Parent
Marielys Ramirez	Parent
Antonia Herrera	Parent
Margarita Hernandez	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC evaluates the previous year's school improvement plan at the first SAC meeting of the school year. The areas of strength and student growth for the year are discussed as well as the areas in need of improvement.

b. Development of this school improvement plan

The SAC is an integral part of the development of the School Improvement Plan. The SAC shall: Implement the state system of school improvement and accountability, assist in the preparation and evaluation of the School Improvement Plan, and assist in the preparation of the school's annual budget. At each quarterly meeting, data is reviewed and presented. Teams discuss strategies to implement and adjustments are made if necessary. Input is received from stakeholders of the SAC as it pertains to changes in the School Improvement Plan for the following year.

c. Preparation of the school's annual budget and plan

The school's annual budget is created based on the needs at the school level. At the SAC meeting, the current needs and proposed budget are presented and discussed. The SAC approves the budget for the school year.

2. 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 $440.00 SAC money was used to help purchase the I-Ready Reading Intervention Program. All $440.00 were spent, as the total purchase of the program for this school year was $440.00.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Cuesta, Eleonora	Principal
Rivas, Sandy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives supported and implemented by this team include implementation of the Common Core Curriculum, and the RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.
The LLT will promote the continued implementation of Reading initiatives such as I-Ready, and Accelerated Reader that are created to motivate students to read as well as to promote literacy throughout the school. In addition, school-wide activities such as the Book Fair, FSA State Assessment Parent Night, SAT Parent Night, The Family Literacy Conference, Grandparent's Night, and the Dr. Seuss Celebration promote literacy which extends to the families.

D. 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).

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

The school promotes positive working relationships through several strategies. At the monthly faculty meetings, individual teachers and grade levels are recognized and celebrated for their achievements. Several times a year the Reading Coach organizes team building activities which promote a sense of collaboration and understanding of each other's differences. Professional development workshop offer teachers the opportunity to further collaborate together on curriculum and instructional strategies to increase student achievement. Weekly grade level planning meetings allow the teachers in the grade level to plan their content instruction for the week.

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

The strategies used at ISAAC Academy Elementary to recruit teachers are as follows:
The Assistant Principal oversees the recruitment process at the school.
1. Advertise positions
2. Hiring process requires candidates to interview with two interview panels.
3. Assign mentor teachers
4. Assign grade level chairs
The strategies used by ISAAC Academy Elementary for teacher retention are as follows:

1. Involve teachers in decision making process through Leadership teams.
2. Provide multiple opportunities for in-house and outside professional development.
3. Provide opportunities for growth and advancement.
4. Give employees quantitative and qualitative feedback on performance.
5. Provide compensation for teachers who take on additional opportunities at the school level.

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

The mentoring plan at ISAAC Academy Elementary is one that provides several layers of support to new teachers. Each new teacher is assigned a highly qualified mentor teacher who will work closely with them throughout the year. In order to establish the best possible Mentor-Mentee pairings, the mentors' prior experience, strengths and areas of certification are taken into account. This careful selection promotes relevance and positive relationships between the Mentor and Mentee. The Mentor teacher will conduct periodic classroom walk-through visits and an observation. The Mentor and Mentee will meet to discuss the feedback from the observations. The Mentee will observe the Mentor teacher during instruction and both will conduct instructional planning together. Additionally, the Reading Coach provides assistance and feedback to new teachers through informal classroom walk-through observations and through monthly mentor meetings each which focuses on a different topic.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures that its core instructional program and materials are aligned to the Florida standards by selecting the materials adopted by the Miami-Dade County School District. In addition, supplemental materials that are purchased for classroom use in the core program, are reviewed by the administrative team to ensure that they are aligned to the Florida standards and provide the rigor needed. Classroom grade level chairpersons also have an input in the selection of materials for classroom use. In order to stay in tune with up to date information and professional development opportunities aligned to Florida standards, ISAAC Academy teachers have access to the MDCPS employee portal.

b. Instructional Strategies

1. 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.

The school uses different sources of data on an on-going basis. Data is collected from weekly classroom assessments, District Interim Assessments, I-ready, STAR, Accelerated Reader, Wonder Works Reading Intervention and from the various data sources from programs used. Through data chat meetings, data is carefully gathered and analyzed by child as well as by standard. The problem solving method is used to determine what the possible causes are of the student's difficulty. Teachers then adjust/differentiate instruction to meet the needs of each student. Instruction is additionally modified or supplemented through the different intervention programs. These programs offer targeted instruction on the specific standard or skill where the student is deficient and presents it in a variety of ways at the student's individual level.

2. 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: Weekend Program

Minutes added to school year: 540

Saturday Academy is a Saturday program that focuses on assisting students in the lowest 25th percentile additional assistance in the areas of Reading and Mathematics.

Strategy Rationale

Data collected indicates that students int eh lowest 25th percentile are tin need of additional assistance with strategies int eh areas of reading and mathematics.

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

Data will be collected from weekly Saturday Academy classwork and end of program assessment in order to determine the effectiveness of the strategies on student academic growth.

Strategy: Extended School Day

Minutes added to school year: 1,800

After School FSA Prep. is an after school program designed to assist students with reading and math proficiency. This differentiated program is built using assessment data in order to target the students' academic needs through additional after school instruction. The After School FSA Prep. program is offered Tuesday and Thursdays from 3:00 pm to 4:00 pm.

Strategy Rationale

Assessment data indicates that students are in need of additional interventions in order to master proficiency at their corresponding grade level.

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

Data will be collected from weekly sessions and end of program assessment will determine the effectiveness of program in helping students master proficiency at grade level in both Reading and Mathematics.

2. Student Transition and Readiness

a. 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).

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

Preschoolers are screened during the summer months for Kindergarten readiness to determine the specific skills and knowledge of students. Low-performing students are targeted and enrolled in the Wonder Works Reading Intervention Program. Parents attend an Open House in August where they are presented with an overview of the Kindergarten program. Moreover, they are informed about the support provided by the school and teachers. They also receive a packet that describes ways they can assist their child make the transition into Kindergarten.

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

4. 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.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

🔑 G087689

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
Math Gains	65.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal 3

- Limited use of Differentiated Instructional Strategies within the core subjects

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly Qualified Personnel

- Web Based Reading and Mathematics Programs

- I-Ready- Reading

- District/State Adopted Materials

- Wonder Works Intervention Program

- Saturday Academy

- Accelerated Reader

- Administrative Data Chats

- Teacher / Student Data Chats

Plan to Monitor Progress Toward G1. 8

Informative and Formative Observation data provided by Observe4Success (A staff observation tool).

Person Responsible
Eleonora Cuesta

Schedule
Weekly, from 8/22/2016 to 6/8/2017

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. If core instruction is increased in all content areas, then student achievement will improve. 1

🔍 G087689

G1.B1 Limited use of Differentiated Instructional Strategies within the core subjects 2

🔍 B233133

G1.B1.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, and the district approved core Reading series. 4

🔍 S246070

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

Sandy Rivas

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Administrative Walk-through documentation

Action Step 2 5

Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Mid-year Assessments, i-Ready reports, Wonder Works progress monitoring data, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed.

Person Responsible

Sandy Rivas

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Administrative Walk-Through Documentation.

Action Step 3 `5`

Science data gathered from lab reports, classroom assessments, written observations, and research reports will be used to modify instructional targets if needed.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student Performance in weekly assessments, mid-year assessment data, lab reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

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

Person Responsible

Eleonora Cuesta

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

The administration will use Faculty Tools Observe4Success and IPEGS.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The administration 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

Eleonora Cuesta

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

G1.B1.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 Reflex Math, Gizmos, and district adopted math and science materials and curriculum to ensure that differentiated instruction is integrated across the core subjects.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/29/2016 to 6/8/2017

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.B1.S2 6

The principal will conduct walk through observations.

Person Responsible

Sandy Rivas

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

The principal will use Observe4Success to monitor fidelity of implementation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

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

Person Responsible

Eleonora Cuesta

Schedule

Semiannually, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M332207	Informative and Formative Observation data provided by Observe4Success (A staff observation tool).	Cuesta, Eleonora	8/22/2016	Teacher Observations (formal and informal); Individual Student performance, and Student/Teacher data chats.	6/8/2017 weekly
G1.B1.S1.MA1 M332203	The administration will conduct detailed observations to ensure that the students are being taught...	Cuesta, Eleonora	8/22/2016	Data chats will be conducted as well as walk-through observations.	6/8/2017 quarterly
G1.B1.S1.MA1 M332204	The administrator will conduct walk-through observations, informal and formal observations in order...	Cuesta, Eleonora	8/22/2016	The administration will use Faculty Tools Observe4Success and IPEGS.	6/8/2017 biweekly
G1.B1.S1.A1 A318913	Classroom Instruction will show evidence of cooperative learning activities using LAFS in a...	Rivas, Sandy	8/22/2016	Administrative Walk-through documentation	6/8/2017 weekly
G1.B1.S1.A2 A318914	Data from a variety of sources will be used to determine progress towards the goal. Data is...	Rivas, Sandy	8/22/2016	Administrative Walk-Through Documentation.	6/8/2017 monthly
G1.B1.S1.A3 A318915	Science data gathered from lab reports, classroom assessments, written observations, and research...	Cuesta, Eleonora	8/22/2016	Student Performance in weekly assessments, mid-year assessment data, lab reports.	6/8/2017 quarterly
G1.B1.S2.MA1 M332205	The principal will conduct detailed science and math observations to ensure that the MAFS science...	Cuesta, Eleonora	8/22/2016	Walk through observations as well as data chats will be conducted.	6/8/2017 semiannually
G1.B1.S2.MA1 M332206	The principal will conduct walk through observations.	Rivas, Sandy	8/22/2016	The principal will use Observe4Success to monitor fidelity of implementation	6/8/2017 weekly
G1.B1.S2.A1 A318916	The math and science teachers will use Reflex Math, Gizmos, and district adopted math and science...	Cuesta, Eleonora	9/29/2016	The school principal will be responsible for collecting, reviewing reports and conduct follow up data meetings.	6/8/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Limited use of Differentiated Instructional Strategies within the core subjects

G1.B1.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, 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

Literacy Coach

Participants

All K-4 teachers

Schedule

Weekly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Classroom Instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.	$0.00
2	G1.B1.S1.A2	Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Mid-year Assessments, i-Ready reports, Wonder Works progress monitoring data, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed.	$0.00
3	G1.B1.S1.A3	Science data gathered from lab reports, classroom assessments, written observations, and research reports will be used to modify instructional targets if needed.	$725.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2004 - Integrated Science And Asian Culture (Isaac)	School Improvement Funds		$725.00

Notes: The $5.00 per student given the SAC committee has been allotted towards the purchase of science lab materials.

4	G1.B1.S2.A1	The math and science teachers will use Reflex 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:	$725.00