Florida International Academy

2016-17 Schoolwide Improvement Plan

Florida International Academy

13400 NW 28TH AVE, Opa Locka, FL 33054

www.fiacs.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)
Middle School 6-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	C	C

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 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 Florida International 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 Florida International Academy is to provide a safe and challenging educational opportunity for students facing undue social challenges, by enabling them to acquire the knowledge, skills, and values required for responsible citizenship, personal development, and life-long learning.

b. Provide the school's vision statement.

Florida International Academy will utilize a holistic educational program in a small-school setting to address areas of need in the student population. Areas of critical need include basic reading,mathematics, and writing skills. Academically motivated students will then improve both their physical attendance and their mental engagement at FIA. With the support and participation of our parents and guardians and our school's community, we can build a successful environment that will enrich and inspire the young people that come to us. We want to make their full potential available to them.

2. School Environment

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

Teachers and students build and foster relationships through participation in various extracurricular activities and clubs before, during, and after school. These activities cater to the varying ethnicities present within our school. Teachers also model and set expectations for students by rewarding positive behavior, while fostering an environment that promotes multicultural diversity. Within these clubs students are given an opportunity to engage and explore visual and liberal disciplines in an effort to promote school culture and create a well-rounded educational experience.

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

The school has adopted the No Bullying Policy as mandated by the State. Through Positive Behavior Support, students are taught to R.O.C.K (Respectful, Orderly, Cooperative, and Kind). This school-wide system affords students the opportunity to be recognized for demonstrating positive behavior. Students also participate in peer counseling, mediation, counseling and mentoring before, during, and after school in an effort to intervene, assist, and teach students how to effectively resolve conflict and build lasting positive relationships.

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.

Our school utilizes a school-wide discipline plan that encompasses expectations for students during instructional time. Within this plan, students are expected to arrive to class on time and prepared for instruction. Announcements are kept to minimum and are restricted to the morning and afternoon announcements. There are systems in place in each classroom set by the teacher for dealing with tardies and behavioral incidents. Teachers track student behavior by keeping anecdotal records during class. Each teacher has a four step process for dealing with behavior in class. School

personnel are supported by administration through a referral process that s directly connected to RTiB. A positive behavior management system is also employed school-wide.

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.

The school has in place counseling sessions, teacher to student modeling and peer norms, that are used to filter conflict management issues that may arise through peer /peer interaction.Students also participate in peer counseling, mediation, counseling and mentoring before, during, and after school in an effort to intervene, assist, and teach students how to effectively build lasting positive relationships.

3. 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).

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

The school utilizes the RTI process , through which students who are exhibiting signals of failure early are targeted and provided with intervention. All level 1 and level 2 students in reading and math are placed in an intensive reading and math class, where they are provided with instructional level support, through the Voyager curriculum and Reading Plus. Parents of students who are showing signs of tardiness are contacted and measures are employed to provide assistance with transportation etc. Students who have received at least 1 suspension are placed on a behavioral plan , where they are monitored in 30 day intervals , where they are given strategies geared towards assisting them with anger management or conflict resolution. PBS is also employed within our schools early warning system and students are constantly rewarded for demonstrating good behavioral and academic traits.

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	6	14	15	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	21	0	1	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	44	55	39	0	0	0	0	138

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	0	0	0	55	35	30	0	0	0	0	120

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

Following the FCIM tiered process ,all students are enrolled in a core instructional program. Students who have received a 2 or lower on the FCAT assessment , are enrolled in intensive classes, where

they are provided with intervention in their specific academic deficiencies. Students are also placed in differentiated groups within their core classrooms for extended intervention and scaffolding opportunity, Students are also provided with supplemental technological intervention through Reading Plus. All targeted students are assessed for progress using the FAIR. Teachers also utilize the supplemental materials that are available via FCRR to provide instruction to students , in their targeted disciplines.

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315817.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

The school is enriched by the dedication our stakeholders have toward our students. Our community partners are individuals and businesses who provide their time, resources, or financial support to our school. We have several volunteers that assist in extra curricular activities, sponsor field trips, and in-school functions. These organizations are Allens Cleaners, A1A Transportation, PTSA, and parent volunteers.

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
Mitchell, Sonia	Principal
Jackson, Joe	Assistant Principal
Lockhart, Marshalle	Instructional Coach
Mesin, Anita	Teacher, ESE
Nemour, Boaz	Other

b. Duties

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

The Principal oversees all duties and responsibilities of the MTSS/RTI Team.
The Assistant Principal leads the RTI process.
The Reading Coaches monitors the academic progress.
The ESE Teacher facilitates Tier 3 interventions.

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 utilizes the Florida Continuous Improvement Model to monitor the fidelity of its MTSS/RTI. Items such as data chats, ongoing assessments, common lesson planning are all implemented. The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RTI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress using District Interim Assessments at least three times per year starting in by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title III
Services are provided through the district for education materials and Ell district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated

on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
•Project Upstart will be proposing a 2013 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
•Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs
1) FIA adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statue, is taught through physical education.
3)The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Sonia MItchell	Principal
Fenoune Sainvil	Teacher
Anita Mesin	Teacher
Harold Benoit	Teacher
Leroy Wright	Teacher
Joe Jackson	Principal
Nekita Mitts	Parent
Armelle Dorleans	Parent
Vernell Hayes	Parent
Donaiye Collins	Student
Michelle Traylor	Parent
Jahzaria King	Student
Dr. Anthony Hall	Business/Community
Donnie Alexander	Education Support Employee
Richard Moreno	Business/Community
	Student

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 committee was the final evaluating body of the SIP prior to submission for the state to review. Recommendations based on this evaluation were Incorporated into the final School Improvement Plan that was submitted to the district/state for the last school year.Strategies that were re-aligned or changed on the Mid-Year report were submitted to the SAC for evaluation and approval prior to the submission of the Mid-Year SIP.

b. Development of this school improvement plan

The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan. Each School Advisory Council assists in the annual preparation and evaluation of the School Improvement Plan (SIP).The new SIP's review and approval will be documented in the SAC minutes prior to October 30,2016. The SAC is also charged with the progress monitoring of the SIP Goals and Strategies throughout the year and will document the process through agendas and minutes of meetings.

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

During its first scheduled meeting for the school year , the SAC will discuss the distribution of relevant title 1 funds in this years budget. The submitted proposal will be voted on and approved prior to submitting the annual budget and plan to the relevant parties.

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

The funds that were allocate for school improvment were used for the purchasing of tutorial materials that were used during the morning tutoring sessions that were conducted in Reading and Mathematics. The total amount used was $1450.00.

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
Mitchell, Sonia	Principal
Jackson, Joe	Assistant Principal
Lockhart, Marshalle	Instructional Coach
Mesin, Anita	Teacher, ESE
Nemour, Boaz	Other

b. Duties

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

The Literacy Leadership Team will create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which should meet at least once a month. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities.The principal will create a reading goal, specific objectives and action steps in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO. The principal will provide necessary resources to the LLT. The instructional coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The instructional coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development The.Literacy Leadership Team will be encourage and support the development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multidisciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.The team will meet monthly throughout the school year.

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.

Teachers will all participate in grade level and subject specific common planning sessions. Thematic units will also be planned and implemented across the curriculum to ensure that students are exposed to an integrated curriculum. Department Chairs meet once a week with Administration to address issues and concerns. Professional developments will also be held on early release and teacher planning days, where teachers will work collaboratively on planning model lessons for implementation school wide. The lesson study process will also be employed for the development of research based lessons to be used school wide.

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

1. Regular meetings of new teachers with principal
2. Partnering new teachers with veteran staff in their subject area
3. Recruitment by Human Resources
4. Partnership with local universities and colleges
5. Teacher Match
6. Networking with colleagues
7. All teachers participate in on-going professional development
8. Provide teachers with a comprehensive bonus incentive program to supplement base salary. This program will include but will not be limited to performance and attendance.

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

New teachers are automatically partnered with veteran teachers. These pairs meet on a regular basis. Items discussed include: best practices, instructional strategies, effective classroom practices/routines, lesson planning.
Esther Edouard(Science) will mentor new teacher Dr. San Surin(Science) during common planning time. Ms. Edouard is an experienced teacher with a highly qualified status.

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's data will be used to guide instructional decisions and to adjust the delivery of curriculum and instruction to meet the specific needs of all students. Data is also used to adjust the allocation of school-based resources and drive decisions regarding targeted professional development.The school also utilizes data to create student growth trajectories in order to identify and develop interventions. As part of the curriculum
map, standards are unpacked into chunks of learning. The daily lesson plan documents actual strategies and activities that will be used and are checked regularly by school leadership, resource teachers and coaches. Ongoing professional development provided by administration and curriculum coaches support new standards. Data focused meetings are
held to make sure that we teach to the standards. Our school creates ongoing opportunities to unpack the Florida Standards and to plan and discuss reading,math and science curriculum that aligns to the standards. This supports a deeper level of comprehension.

The school's managed data will include:Academic Data in the form of the I-ready assessment,

Progress Monitoring, Targeted Diagnostic Indicators, Ongoing Progress Monitoring Tools and Baseline Benchmark Assessments.

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.

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress using District Interim Assessments at least three times per year starting in by addressing the following important questions:
• What will all students learn?
Student will be instructed in the areas of Mathematics, Language Arts, Social Studies and Science.

• What progress is expected in each core area?
In each core area students will be expected to show a learning gain of approximately 8 t 10 % after the year's summative assessment.

• How will we determine if students have made expected levels of progress towards proficiency? (common assessments.
The school will use the district baseline and interim assessments as well as I-ready to track student progress in the core subject areas. The state summative assessment will be used as the common summative assessment to reflect students learning gains for the year.Through out the school year the leadership team will also gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. Following the FCIM process the data collected will be analyzed at all Tiers , through data chats between administration and staff , and instructors and students. Curricula focus will be constantly adjusted to accommodate instructional needs indicated by data. Teachers will be developed in targeted instructional areas, through professional development so student success is maximized.
.
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
If a regression in student learning is recognized, the deficit will be addressed through supplemental intervention programs. Students who are not progressing in Tier 2 , through the RTI process will be moved to tier 3 and the necessary interventions needed at that level will take place.

• How will we respond when students have learned or already know? (enrichment opportunities).
Enrichment will be provided through differentiation within the core subject areas. Students will also be provided with supplemental support in reading and mathematics , directly aligned to their instructional 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: After School Program

Minutes added to school year: 25,000

FIA will use the 21st Century Community Learning Centers Program to support our After School Program. The program will provide opportunities for academic enrichment, including tutorial service to help low-performing students meet state and local academic achievement standards in core academic subjects. The project focuses on services that will meet Annual Measurable Objectives (AMOs) as identified in the ESEA Flexibility Waiver.

Strategy Rationale

Research has shown that students who are given opportunities to practice concepts taught repeatedly in a small group environment are more successfully than their peers .

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mitchell, Sonia, smitchell@dadeschools.net

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

Projects, Observations, Unit tests will be used to determine the effectiveness of the strategy.

Strategy: Before School Program

Minutes added to school year: 0

Tutoring is provided daily before school for all students in the area of Reading and Math. Teachers use student data to target areas of weakness.

Strategy Rationale

Student will receive instruction in research based curriculum in order to increase level of proficiency. Students who demonstrate low achievement that participate in extra learning opportunities, and
instruction is differentiated to meet their academic needs, their performance will increase.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lockhart, Marshalle, 929890@dadeschools.net

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

Students will take both formal and informal exams to measure their progress and the effectiveness of the materials and instructions.

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.

Open house and orientation meetings for incoming 6th graders; high school fairs to inform 8th grade students and parents on available programs for high school.

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.

Prepare students through advanced course offerings
Increase the number of opportunities for students to be exposed to career choices.
Provide students with local high school college fair opportunities. The principal and teachers mentor students in academic and career planning areas. Teachers work directly with parents and students to detail specific ways to increase academic performance and expose students to possible career choices. The principal works directly with 8th grade students and parents to help determine possible high school choices that will specifically meet the academic and career planning needs of each student.

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

na

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

Increase the number of opportunities for students to be exposed to career choices.
Provide students with local high school college fair opportunities.
Allow students to select real world projects tied to core curriculum that will allow them to be exposed to career choices within said subject areas.

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.

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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.   Our core instructional goal is to increase achievement by all students through improving core instruction in all content areas.

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. Our core instructional goal is to increase achievement by all students through improving core instruction in all content areas. 1a

🔍 G087798

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	48.0
AMO Reading - All Students	72.0
AMO Reading - African American	72.0
AMO Reading - Hispanic	69.0
AMO Reading - ELL	61.0
AMO Reading - SWD	59.0
AMO Reading - ED	72.0
AMO Math - All Students	76.0
AMO Math - African American	76.0
Middle School Participation in EOC and Industry Certifications	41.0
FCAT 2.0 Science Proficiency	28.0
AMO Math - Hispanic	80.0
AMO Math - ELL	72.0
AMO Math - SWD	63.0
AMO Math - ED	77.0
Math Gains	33.0
Math Lowest 25% Gains	42.0
ELA/Reading Lowest 25% Gains	44.0

Targeted Barriers to Achieving the Goal 3

- Low level of rigor in coursework, lack of target groups, instruction is not bell to bell

Resources Available to Help Reduce or Eliminate the Barriers 2

- Houghton Mifflin Harcourt Collections, professional development opportunities, Webb's Depth of Knowledge resources, HMR online, Florida Standards item specs, scholastic and national geographic reading materials and Houghton Mifflin Close Readers and Performance assessments curricula, Gizmos I-Ready for Reading and Math, Inside for Reading and Writing, and instructional coaches.

Plan to Monitor Progress Toward G1. 8

The Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. I-ready progress reports will be analyzed weekly by teachers and literacy coaches to ensure that students are spending the necessary amount of time on learning activities and assessments to guarantee success.

Person Responsible
Marshalle Lockhart

Schedule
Biweekly, from 9/5/2016 to 6/5/2017

Evidence of Completion
Formative: I-ready, teacher made assessments,Biweekly assessments ,District assessments, Summative: Results from the 2017 Florida Standards Reading Assessment.

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 core instructional goal is to increase achievement by all students through improving core instruction in all content areas. 　1　

🔑 G087798

G1.B1 Low level of rigor in coursework, lack of target groups, instruction is not bell to bell 　2　

🔑 B233426

G1.B1.S1 Create a tutoring program that promotes learning in which struggling students are identified and appropriately grouped and receive targeted instruction based on their individual needs. 　4　

🔑 S246326

Strategy Rationale

In creating a tutoring program that is tailored to meet the individual needs of students, those students enrolled in this program will achieve the desired academic outcome.

Action Step 1 　5　

I-ready training sessions will be provided through the Curriculuim Associates to be used in class and in group rotations during interventions.

Person Responsible

Boaz Nemour

Schedule

Weekly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Administrators and department chairs will conduct walkthroughs to observe the effectiveness of the implementation.

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

Pulling reports will be conducted to ensure that strategies are being implemented with fidelity. Lesson Plans will also be reviewed weekly to ensure that strategies are reflected within the daily instructional plan.

Person Responsible

Sonia Mitchell

Schedule

Weekly, from 9/5/2016 to 6/5/2017

Evidence of Completion

lesson plans and classroom walk-through checklists.

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

The literacy leadership team , reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed during departmental meetings. I-ready progress reports will be analyzed weekly by teachers and the literacy coach to ensure that students are spending the necessary amount of time on learning activities and assessment to guarantee success. Skills that are highlighted as deficient will be addressed through differentiation within the core classes. The I-ready data will be measured and recorded to ensure that students are making adequate progress in that area.

Person Responsible

Marshalle Lockhart

Schedule

Biweekly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Formative: I-ready, Teacher made assessments, BI-weekly assessments and District assessments Summative: Results from the 2017 Florida Standards Reading Assessment

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 🔑 M332791	The Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and...	Lockhart, Marshalle	9/5/2016	Formative: I-ready, teacher made assessments,Biweekly assessments ,District assessments, Summative: Results from the 2017 Florida Standards Reading Assessment.	6/5/2017 biweekly
G1.B1.S1.MA1 🔑 M332789	The literacy leadership team , reading coach and teachers will review assessment data bi-weekly and...	Lockhart, Marshalle	9/5/2016	Formative: I-ready, Teacher made assessments, BI-weekly assessments and District assessments Summative: Results from the 2017 Florida Standards Reading Assessment	6/5/2017 biweekly
G1.B1.S1.MA1 🔑 M332790	Pulling reports will be conducted to ensure that strategies are being implemented with fidelity....	Mitchell, Sonia	9/5/2016	lesson plans and classroom walk-through checklists.	6/5/2017 weekly
G1.B1.S1.A1 🔑 A319485	I-ready training sessions will be provided through the Curriculuim Associates to be used in class...	Nemour, Boaz	9/5/2016	Administrators and department chairs will conduct walkthroughs to observe the effectiveness of the implementation.	6/5/2017 weekly

V. Professional Development Opportunities

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

G1. Our core instructional goal is to increase achievement by all students through improving core instruction in all content areas.

G1.B1 Low level of rigor in coursework, lack of target groups, instruction is not bell to bell

G1.B1.S1 Create a tutoring program that promotes learning in which struggling students are identified and appropriately grouped and receive targeted instruction based on their individual needs.

PD Opportunity 1

I-ready training sessions will be provided through the Curriculuim Associates to be used in class and in group rotations during interventions.

Facilitator

Sonia Mitchell

Participants

Core Teachers

Schedule

Weekly, from 9/5/2016 to 6/5/2017

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	I-ready training sessions will be provided through the Curriculuim Associates to be used in class and in group rotations during interventions.				$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6010 - Florida International Academy	General Fund		$9,000.00
					Total:	$9,000.00