

Miami-Dade County Public Schools

Doral Academy



2017-18 Schoolwide Improvement Plan

Doral Academy

2450 NW 97TH AVE, Doral, FL 33172

<http://doralacademy.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	31

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Doral Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Doral Academy is to provide a challenging curriculum that is technologically infused, where academic excellence, character development and individual growth are nurtured through differentiated support in a safe and motivating environment that prepares students to become life long learners and active members of their community.

b. Provide the school's vision statement.

The vision of Doral Academy Inc. is to provide a high quality K-12 seamless education that maximizes upon student potential and kindles a pursuit of lifelong learning.

2. School Environment

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

Doral 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 Grandparents' 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). Two school counselors are available to provide students with a safe place to talk about and discuss their feelings.

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.

Doral 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, "Catch 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. Additionally, a monthly Character Trait celebration is organized to recognize these students in front of their peers and parents.

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.

Doral Academy employs two full time counselors that meet with and assist students as needed. Students experiencing personal or academic social-emotional needs meet with the counselor(s) one to two times per week. The counselor(s) also provides small group counseling sessions with students that have been retained or are experiencing academic difficulties.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 school counselors also meet with these students to provide support.

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.

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	2	1	1	2	0	0	0	0	0	0	0	6	
Level 1 on statewide assessment	0	1	1	2	3	8	0	0	0	0	0	0	0	15	

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	1	1	1	2	8	0	0	0	0	0	0	0	13	

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 in grades 4th and 5th. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Doral 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, events, and committees such as: FSA State Testing Parent Night, SAT Parent Night, Open House, Hispanic Heritage, Grandparent's Night, Book Fair, The Family Literacy Conference, Career Day, Honor Roll Assemblies, Character Trait celebration, Sporting events, Field Day, the EESAC and Parents in Action committees are all opportunities for parents to become involved in the school and become more informed on how to help their child with academics.

Doral Academy communicates with parents through various methods. Connect ED messages are sent out on a regular basis, flyers for special events and celebrations are sent out, 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.

Doral 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 EESAC and the Parents in Action (PIA) Committee also reach out to local business to create partnerships with the school. Several businesses such as Chevy's Restaurant, Staples, Moe's and Chick-Fil-A provide a percent return on sales generated from the school which is used towards the purchase of additional materials and resources. Other partnerships donate items for several school events. Another business partner, Macaroni Grill gives free kids meal coupons that are given to students who achieve honor roll status.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Cuesta, Eleonora	Principal
Simon, Elizabeth	Assistant Principal
Perez, Anna	Teacher, K-12
Melian, Jeanette	Instructional Coach
Bencomo, Arianna	Instructional Coach
Melero, Rebecca	Administrative Support

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 Rtl 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 Rtl team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students.

*Rebecca Melero, ESE Program Specialist: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

*Anna Perez, Lead Teacher, Jeanette Melian, Reading Coach and Arianna Bencomo, Curriculum Coach: Provide data to the Rtl 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 Doral 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 regularly 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
Jeanette Melian	Education Support Employee
Maria Jimenez	Education Support Employee
Nilda Bermudez	Teacher
Patricia Zulueta	Business/Community
Gema Marti-Perez	Parent
Anna Perez	Teacher
Lauren Torres	Teacher
Arianna Bencomo	Education Support Employee
Rita Segura	Parent
Ronke Olufidipe	Parent
Libia Hurtado	Business/Community
Ana Clancy	Teacher
Rebecca Melero	Teacher
Jason Donner	Parent
Julie Ellis	Parent
Andres Vidales	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 based on the student performance data.

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 School Advisory Committee had a budget of \$5,600 dollars for the 2016-2017 school year. The monies were used for the purchase of additional laptop carts.

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
Simon, Elizabeth	Assistant Principal
Perez, Anna	Teacher, K-12
Melian, Jeanette	Instructional Coach
Gonzalez, Rebecca	Teacher, K-12
Pou, Tamara	Teacher, K-12
Bencomo, Arianna	Other
Torres, Lauren	Teacher, K-12
Ruiz, Adriana	Teacher, K-12
Gazzo, Rossanna	Teacher, K-12
Samour, Johanna	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school promotes positive working relationship 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 Doral 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 Doral 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 Doral 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.

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.

Mentor: Rebecca Gonzalez Mentee: Marina Moyano

Rebecca Gonzalez is a first grade teacher that holds a Bachelor's Degree in Early Childhood Education and a Master's degree in International Education from Florida International University Education. Ms. Gonzalez has been teaching for 7 years. She has taught Pre-K, Kindergarten and First grade. Marina Moyano is a first year teacher and holds a Bachelor's degree in Early Childhood Education from Miami-Dade College. 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.

Mentor: Rebecca Gonzalez Mentee: Vanessa Abreu

Rebecca Gonzalez is a first grade teacher that holds a Bachelor's Degree in Early Childhood Education and a Master's degree in International Education from Florida International University Education. Ms. Gonzalez has been teaching for 7 years. She has taught Pre-K, Kindergarten and First grade. Vanessa Abreu is a first year teacher and holds a Bachelor's degree in Early Childhood Education from Florida international University.

Mentor: Tamera Pou Mentee: Denise Suarez

Tamera Pou is a fourth grade teacher that holds a Bachelor's degree in Elementary Education and an ESOL Endorsement. She has been teaching for 6 years and graduated from Florida International University.

Denise Suarez is a first year teacher in fourth grade. She graduated from the University of Miami with a degree in Biology.

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.

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: Before School Program

Minutes added to school year: 540

The Doral Academy Math Tutoring Program meets once a week for 45 minutes. The program targets the lowest 25th percentile students in 3rd – 5th grade and runs for 12 weeks during the school year.

Strategy Rationale

Student data indicates that students in the lowest 25th percentile are in need of additional assistance with mathematical concepts and problem solving.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Simon, Elizabeth, esimon@dadeschools.net

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

The data collected is analyzed by the teacher instructing the program. Based on the results of student classwork and assessments given during the course of the program, adjustments to instruction are made as needed in consultation with the Reading Coach and administrators.

Strategy: Weekend Program

Minutes added to school year: 1,260

Saturday Academy is a Saturday program that focuses on assisting students in the lowest 25th percentile additional assistance in the area of reading and mathematics.

Strategy Rationale

Data collected indicates that students in the lowest 25th percentile are in need of additional assistance with concepts and strategies in the areas of reading and mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Simon, Elizabeth, esimon@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: 360

Writer's Workshop is an after school writing program designed to assist students in grades 4th and 5th to increase their writing proficiency. The Writer's Workshop meets for 60 minutes once a week for a total of four weeks.

Strategy Rationale

Writing data indicates that students are in need of additional writing strategies to compose an essay that is focused, organized, has adequate support, and uses proper grammar.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Melian, Jeanette, jeanettemndz@dadeschools.net

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

Student writing data collected will be analyzed by the teacher instructing the program in order to guide future program focus and instructional strategies. Adjustments to instruction are made as needed in consultation with the Reading Coach and Writer's Workshop teachers.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by 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. To increase student achievement by improving core instruction in all content areas. 1a

G096814

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
FSA ELA Achievement	96.0
ELA/Reading Gains	88.0
ELA/Reading Lowest 25% Gains	92.0
AMO Reading - White	
AMO Reading - SWD	
AMO Math - All Students	
Math Gains	81.0
Math Lowest 25% Gains	74.0
FCAT 2.0 Science Proficiency	69.0
FSA Mathematics Achievement	97.0

Targeted Barriers to Achieving the Goal 3

- Students' performance data from the 2017 state assessment indicates that students need additional assistance in reading application. Students have difficulty in providing support when paraphrasing, summarizing, in making inferences, and in identifying relevant text evidence.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mc Graw Hill Reading Wonders
- Mc Graw Hill Reading Wonder Works Intervention Program
- i-Ready
- Administrative Team Data and curriculum chats with teachers.
- Saturday Academy
- Houghton Mifflin Go Math
- Reflex Math
- Wonder Works Interventionists
- Accelerated Reader
- Reading Coach
- Grade Level Chairpersons

Plan to Monitor Progress Toward G1. 8

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

Eleonora Cuesta

Schedule

Quarterly, from 9/11/2017 to 6/8/2018

Evidence of Completion

Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Mid-Year Assessment data, Accelerated Reader reports, Reflex Math Reports, Soar to Success Math reports, the 2018 ELA Writing component, FSA ELA, and FSA Mathematics 2018 Science FCAT 2.0.

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to determine progress towards the goal. Data gathered will be used to modify instructional targets if needed.

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 9/11/2017 to 6/8/2018

Evidence of Completion

Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Mid-Year Assessment data, Accelerated Reader reports, Reflex Math Reports, i-Ready reports, the 2018 ELA Writing component, FSA ELA and FSA Mathematics 2018 Science FCAT 2.0.

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to determine progress towards the goal. ELA and Writing data gathered will be used to modify instructional targets if needed.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 9/11/2017 to 6/8/2018

Evidence of Completion

Students' performance in weekly class assessments in ELA, Mid-Year Assessment data, i-Ready reports, Accelerated Reader reports, Grade level data chats, 2018 ELA Writing component, FSA ELA,

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to determine progress towards the goal. 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 9/11/2017 to 6/8/2018

Evidence of Completion

Students' performance in weekly assessments, Mid-Year Assessment data, lab reports, 2018 FCAT Science 2.0.

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. To increase student achievement by improving core instruction in all content areas. **1**

 G096814

G1.B1 Students' performance data from the 2017 state assessment indicates that students need additional assistance in reading application. Students have difficulty in providing support when paraphrasing, summarizing, in making inferences, and in identifying relevant text evidence. **2**

 B260427

G1.B1.S1 Incorporate formal and informal writing strategies during whole group and differentiated instruction by providing students with multiple opportunities to interact with a variety of complex texts in order to increase their comprehension through the use of graphic organizers, discussions and finding text evidence. **4**

 S275834

Strategy Rationale

Research indicates that students need different types of strategies to target any and all deficiencies in which they are lacking writing skills in order to succeed in all core subject areas. Analytical writing allows them to make the necessary connections, think more critically, and organize and express their thoughts in order to communicate more effectively.

Action Step 1 **5**

Students will write daily during whole group and differentiated instructional groups in all content areas by incorporating informal writing strategies such as quick writes, journals, student interactive notebooks and reflections.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 9/11/2017 to 6/8/2018

Evidence of Completion

student interactive notebooks, student journals, student quick writes, reflections, data resource binders

Action Step 2 5

Students will note observations, highlight main points, create graphic organizers and write extended responses in their Reading Response Journals and Math journals during differentiated instruction in ELA and Mathematics.

Person Responsible

Elizabeth Simon

Schedule

Weekly, from 9/11/2017 to 6/8/2018

Evidence of Completion

student graphic organizers, response journals

Action Step 3 5

Students will analyze complex text through the use of annotations, questioning, paraphrasing, summarizing and locating text evidence during whole group and differentiated instruction.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/11/2017 to 6/8/2018

Evidence of Completion

weekly assessments, walk-through observations, student work folders, data resource binders

Action Step 4 5

Students will use written responses in Science to explain in writing their observations and reflective conclusions in order to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills.

Person Responsible

Elizabeth Simon

Schedule

Monthly, from 9/11/2017 to 6/8/2018

Evidence of Completion

lab reports, weekly classroom assessments, problem of the day/bell ringers, observations

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

Administrators will review the results of classroom assessments in ELA and Mathematics to ensure that the strategy is being implemented with fidelity.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/11/2017 to 6/8/2018

Evidence of Completion

Students' performance in weekly class assessments in ELA and Mathematics, student interactive notebooks, journals, i-Ready reports, Mid-Year Assessments, the 2018 ELA FSA, ELA FSA Writing Component, and FSA Mathematics.

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

Administrators will conduct classroom walk-through visits to monitor the action step in progress.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/11/2017 to 6/8/2018

Evidence of Completion

Classroom observations, Differentiated Instruction group schedule/roster, Data Binder, student response journals.

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

Administrators will monitor the differentiated instructional groups during classroom walk through visits.

Person Responsible

Elizabeth Simon

Schedule

Weekly, from 9/11/2017 to 6/8/2018

Evidence of Completion

Classroom observations, Differentiated Instruction group schedule/roster, Data Binder, student response journals.

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

Administrators will review student written lab reports and scientific observations.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/11/2017 to 6/8/2018

Evidence of Completion

student lab reports, student research, weekly classroom assessments in Science.

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

Administrators will review the results of classroom assessments focusing on students' performance in writing to ensure that progress is being made toward goal and to make adjustments in instructional practices as needed.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 10/9/2017 to 6/8/2018

Evidence of Completion

Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2018 ELA FSA, ELA FSA Writing component, and FSA Mathematics, grade level data chats.

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

Administrators will review the results of classroom assessments and student work focusing on ELA and Mathematics to note progress made towards goal.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 10/9/2017 to 6/8/2018

Evidence of Completion

Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2018 ELA FSA, ELA FSA Writing Component and FSA Mathematics, Grade Level data chats.

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

Administrators will review the results of available data in ELA to determine the effectiveness of the strategy.

Person Responsible

Elizabeth Simon

Schedule

Monthly, from 10/9/2017 to 6/8/2018

Evidence of Completion

Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2018 ELA FSA, ELA FSA Writing Component and FSA Mathematics, Grade Level data chats.

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

Administrators will use weekly classroom assessment results and available data to monitor student progress throughout the school year in Science.

Person Responsible

Eleonora Cuesta

Schedule







Monthly, from 10/9/2017 to 6/8/2018

Evidence of Completion

District Science Baseline Assessment, Science classroom assessments, Science Mid-Year Assessment Data, 2018 FCAT Science 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
2018					
G1.MA1 M399130	Data from a variety of sources will be used to determine progress towards the goal. Data is...	Cuesta, Eleonora	9/11/2017	Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Mid-Year Assessment data, Accelerated Reader reports, Reflex Math Reports, Soar to Success Math reports, the 2018 ELA Writing component, FSA ELA, and FSA Mathematics 2018 Science FCAT 2.0.	6/8/2018 quarterly
G1.MA2 M399131	Data from a variety of sources will be used to determine progress towards the goal. Data gathered...	Simon, Elizabeth	9/11/2017	Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Mid-Year Assessment data, Accelerated Reader reports, Reflex Math Reports, i-Ready reports, the 2018 ELA Writing component, FSA ELA and FSA Mathematics 2018 Science FCAT 2.0.	6/8/2018 quarterly
G1.MA3 M399132	Data from a variety of sources will be used to determine progress towards the goal. ELA and Writing...	Cuesta, Eleonora	9/11/2017	Students' performance in weekly class assessments in ELA, Mid-Year Assessment data, i-Ready reports, Accelerated Reader reports, Grade level data chats, 2018 ELA Writing component, FSA ELA,	6/8/2018 quarterly
G1.MA4 M399133	Data from a variety of sources will be used to determine progress towards the goal. Science data...	Cuesta, Eleonora	9/11/2017	Students' performance in weekly assessments, Mid-Year Assessment data, lab reports, 2018 FCAT Science 2.0.	6/8/2018 quarterly
G1.B1.S1.MA1 M399122	Administrators will review the results of classroom assessments focusing on students' performance...	Cuesta, Eleonora	10/9/2017	Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2018 ELA FSA, ELA FSA Writing component, and FSA Mathematics, grade level data chats.	6/8/2018 monthly
G1.B1.S1.MA2 M399123	Administrators will review the results of classroom assessments and student work focusing on ELA...	Cuesta, Eleonora	10/9/2017	Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2018 ELA FSA, ELA FSA Writing Component and FSA Mathematics, Grade Level data chats.	6/8/2018 monthly
G1.B1.S1.MA3 M399124	Administrators will review the results of available data in ELA to determine the effectiveness of...	Simon, Elizabeth	10/9/2017	Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2018 ELA FSA, ELA FSA Writing Component and FSA Mathematics, Grade Level data chats.	6/8/2018 monthly
G1.B1.S1.MA4 M399125	Administrators will use weekly classroom assessment results and available data to monitor student...	Cuesta, Eleonora	10/9/2017	District Science Baseline Assessment, Science classroom assessments, Science Mid-Year Assessment Data, 2018 FCAT Science Assessment.	6/8/2018 monthly
G1.B1.S1.MA1 M399126	Administrators will review the results of classroom assessments in ELA and Mathematics to ensure...	Cuesta, Eleonora	9/11/2017	Students' performance in weekly class assessments in ELA and Mathematics, student interactive notebooks, journals, i-Ready reports, Mid-Year Assessments, the 2018 ELA FSA, ELA FSA Writing Component, and FSA Mathematics.	6/8/2018 weekly
G1.B1.S1.MA2 M399127	Administrators will conduct classroom walk-through visits to monitor the action step in progress.	Cuesta, Eleonora	9/11/2017	Classroom observations, Differentiated Instruction group schedule/roster, Data Binder, student response journals.	6/8/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA3  M399128	Administrators will monitor the differentiated instructional groups during classroom walk through...	Simon, Elizabeth	9/11/2017	Classroom observations, Differentiated Instruction group schedule/roster, Data Binder, student response journals.	6/8/2018 weekly
G1.B1.S1.MA4  M399129	Administrators will review student written lab reports and scientific observations.	Cuesta, Eleonora	9/11/2017	student lab reports, student research, weekly classroom assessments in Science.	6/8/2018 monthly
G1.B1.S1.A1  A370797	Students will write daily during whole group and differentiated instructional groups in all content...	Melian, Jeanette	9/11/2017	student interactive notebooks, student journals, student quick writes, reflections, data resource binders	6/8/2018 weekly
G1.B1.S1.A2  A370798	Students will note observations, highlight main points, create graphic organizers and write...	Simon, Elizabeth	9/11/2017	student graphic organizers, response journals	6/8/2018 weekly
G1.B1.S1.A3  A370799	Students will analyze complex text through the use of annotations, questioning, paraphrasing,...	Cuesta, Eleonora	9/11/2017	weekly assessments, walk-through observations, student work folders, data resource binders	6/8/2018 weekly
G1.B1.S1.A4  A370800	Students will use written responses in Science to explain in writing their observations and...	Simon, Elizabeth	9/11/2017	lab reports, weekly classroom assessments, problem of the day/bell ringers, observations	6/8/2018 monthly

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Students' performance data from the 2017 state assessment indicates that students need additional assistance in reading application. Students have difficulty in providing support when paraphrasing, summarizing, in making inferences, and in identifying relevant text evidence.

G1.B1.S1 Incorporate formal and informal writing strategies during whole group and differentiated instruction by providing students with multiple opportunities to interact with a variety of complex texts in order to increase their comprehension through the use of graphic organizers, discussions and finding text evidence.

PD Opportunity 1

Students will write daily during whole group and differentiated instructional groups in all content areas by incorporating informal writing strategies such as quick writes, journals, student interactive notebooks and reflections.

Facilitator

Jeanette Melian, Arianna Bencomo

Participants

Classroom Teachers

Schedule

Weekly, from 9/11/2017 to 6/8/2018

PD Opportunity 2

Students will analyze complex text through the use of annotations, questioning, paraphrasing, summarizing and locating text evidence during whole group and differentiated instruction.

Facilitator

Nanette Raska

Participants

Classroom Teachers

Schedule

Weekly, from 9/11/2017 to 6/8/2018

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	Students will write daily during whole group and differentiated instructional groups in all content areas by incorporating informal writing strategies such as quick writes, journals, student interactive notebooks and reflections.				\$0.00
2	G1.B1.S1.A2	Students will note observations, highlight main points, create graphic organizers and write extended responses in their Reading Response Journals and Math journals during differentiated instruction in ELA and Mathematics.				\$0.00
3	G1.B1.S1.A3	Students will analyze complex text through the use of annotations, questioning, paraphrasing, summarizing and locating text evidence during whole group and differentiated instruction.				\$5,880.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3030 - Doral Academy			\$500.00
			Notes: Professional Development Workshop Fees.			
			3030 - Doral Academy	School Improvement Funds		\$5,380.00
			Notes: EESAC Budget			
4	G1.B1.S1.A4	Students will use written responses in Science to explain in writing their observations and reflective conclusions in order to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills.				\$0.00
Total:						\$5,880.00