

Air Base K 8 Center For International Education



2017-18 Schoolwide Improvement Plan

Air Base K 8 Center For International Education

12829 SW 272ND ST, Homestead, FL 33032

<http://abe.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)
Combination School PK-8	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

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

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 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	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 Air Base K 8 Center For International Education

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.

Air Base K-8 (ABK-8) is a leader as an International Education Magnet Program. Our mission is integrating academic rigor with cultural competency, intensive language immersion, and globally responsive ecological studies.

b. Provide the school's vision statement.

Air Base K-8 provides a relevant, data-driven curriculum which fortifies the investment in cultural sensitivity, character education, and eco-literacy. The primary goal of our challenging academic magnet program is for students to become bilingual (listeners and speakers) and bi-literate (readers and writers). Our primary objective is to deliver a fully integrated international program; one that facilitates innovative curricular design. The Florida Standards alignment with global magnet themes strengthens the valuation of universal exchanges thus promoting reflective learners empowered with skills to engage in the 21st Century.

2. School Environment

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

The process by which Air Base K-8 Center learns about students' cultures and builds relationships between teachers and students is that we strive to help our learners feel accomplished in their pursuit of academic achievement. Administrators, teachers, students, parents, and the community sustain a healthy rapport while educating the total child through rigorous interdisciplinary researched-based learning, authentic assessment of international themes, and world language immersion; all of which contribute to the development of life-long learning habits.

Air Base K-8 Center provides a nurturing environment which serves to stimulate students' academic commitment through a strong curricular foundation and a global perspective. We highlight intensive language immersion, cultural diversity, technological literacy, and dynamic parent/community involvement. The total commitment of all stakeholders will prepare our students to function as valuable, globalized citizens of the 21st Century.

As a Magnet School without boundaries, the student body is comprised of children from all areas of the South Region. We make a concerted effort to vigorously recruit a diverse group of learners to reduce racial, ethnic, and socio-economic isolation at the school. Students, their parents, and alumni all play an essential role in our recruitment process. Our academic rigor, character, and acclaimed reputation attract families from beyond our school community.

The magnet program combines interdisciplinary curriculum, intensive second language immersion, and in-depth cultural studies, which are linked to the development of professional skills valued in a future global job market. Innovative practices include emphasis on the application of critical thinking and analytical problem-solving through extensive use of technology. The foreign language department provides instruction in French and Spanish as a second language, as well as advanced Spanish for native Spanish speakers.

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

The school creates and maintains an environment where students feel safe and respected before, during, and after school through the combined work of administrators, staff, and teachers. Administrators and security monitors actively walk throughout the school and keep all access areas, other than the main entrance, locked. Visitors are monitored by school security as they enter. Classroom teachers ensure the safety and respect of all students by creating an atmosphere that addresses learner needs. During after-school hours, a security monitor is positioned at the main entrance to secure the building. After school care staff attend to student groups to ensure the safety of all students, as well. Additionally, administrative, teaching, and counseling support personnel are readily available to students and their families to facilitate guidance, assessment, referral, educational, and career planning.

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.

The schoolwide behavioral system, which enables students to be engaged during instructional time, is a multi-faceted plan that involves administration, faculty, staff, and parents. Administration provides clear behavioral expectations for each grade level via student assemblies. Throughout the school year, positive behavior of students are enhanced and encouraged by utilizing Values Matter Miami, Character Education, and Cambridge Learner Attributes activities. Teachers provide positive reinforcement to promote acceptable behaviors and consequences for students who do not follow rules and procedures. Administration and the school counselors follow up with students when necessary to provide support. Behavioral management is utilized by teachers and support staff, which follows a progressive discipline plan.

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 social-emotional need of all students are addressed and met through services provided via school counselors. Administrators and targeted staff members also provide social-emotional support to all students. The school counselors work closely to reinforce support to all stakeholders.

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.

Attendance will be targeted for students who have five or more unexcused absences and/or five or more incidents of tardiness. Targeted students will be referred to the Attendance Review Committee, which includes administrators and school counselors. Parents will be contacted by an administrator to address excessive absenteeism and/or tardiness.

Students who scored below academic achievement levels on the statewide reading or math standardized assessment and/or the i-Ready Diagnostic Assessment will receive intensive instruction and/or intervention to address their needs.

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	2	0	0	1	0	0	0	2	0	0	0	0	5
Level 1 on statewide assessment	0	1	0	0	3	10	4	2	1	0	0	0	0	21
Retention	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	1	2	0	0	3	11	11	1	6	0	0	0	0	35

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

Assessment data is utilized to identify students who are in need of intervention and ongoing progress monitoring. Intervention and/or progress/growth monitoring are used to support students in achieving academic goals.

For learners struggling in reading, i-Ready Diagnostic Assessments and monthly Growth Monitoring within i-Ready, Wonder Works Intervention, after school ESOL Title III Intervention, McGraw-Hill Reading Series (Grades K-5), Houghton Mifflin Collections Reading Series (Grades 6-8), Intensive Reading courses, Accelerated Reader Program, myON Literacy Eco System, Discovery Videos, Cambridge website, District Cambridge resources will be utilized to improve the academic performance of students identified by the Early Warning System.

For students struggling in mathematics, the GO Math series, before/after school tutoring, in-house tutoring during fine arts, Think Central, GO Math Podcasts, i-Ready Diagnostic Assessments and monthly growth monitoring within i-Ready, GIZMOS, Brain Pop, Khan Academy, manipulatives, Discovery Videos, Interactive Math Notebooks, Intensive Math courses, District Cambridge resources, and Reflex Math will be employed as intervention systems to improve the academic performance of students identified by the Early Warning System.

In addition, for students identified as not meeting the District's or State's requirements for proficiency in reading and/or mathematics will be monitored and provided appropriate intervention and remediation to improve academic performance.

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

During the 2016-2017 school year, parent participation, in overall schoolwide activities was 76% of total school enrollment as indicated by volunteer sign-in sheets. Our goal for the 2017-2018 school year is to increase parent participation by 3%, from 76% to 79%.

Our action plan includes the following:

- Provide a volunteer orientation session tailored to new as well as experienced volunteers. Expectations, regulations, and work opportunities are outlined. Key personnel are involved to ensure immediate work efficacy.
- Provide multiple workshops during and after school hours for parents to access essential information for their child's success. Workshops are embedded in parent meetings, curriculum nights, and standardized testing informational events. Unique opportunities at Air Base K-8 Center include: Science Fair Informational Night targeting 1st through 4th grade families, Step Up Day targeting 5th grade students exploring middle school options, and the Magnet High School Fair for Upper Academy students as they prepare for high school.
- Provide hard-copy as well as electronic surveys to families and parent volunteers throughout the year to better facilitate their needs. Data is discussed regularly to drive change, such as topics covered at grade level informational sessions or the selection of outside agencies during curriculum nights.
- Provide online academic resources. The school website is updated with scheduling information as well as resources for students and families. Teacher websites are rich with information, photographs, and real time interactive opportunities. They range in types of websites from Edmodo, Class Dojo to Class Notes including traditional email.
- Data pertaining to parental involvement is reviewed by staff at the different grade-levels, such as classroom teachers, curriculum chairpersons and the administrative cabinet. Data includes sign-in sheets, results of surveys, and shared anecdotal observations. This data drives modifications in approach and content delivered.

Air Base enjoys a cooperative, mutually beneficial relationship with numerous stakeholders. The school works towards building and maintaining positive relationships with families and community liaisons on a daily basis through active engagement. Air Base continuously works to build a culture that supports the community needs, as well as, students' needs. The parent involvement efforts are being enhanced this year with the addition of a volunteer coordinator and an active PTA. Parents are regularly informed of their child's progress through the student/parent portal, parent/teacher conferences, interim progress reports, and connecting with online programs such as Class Dojo, Edmodo, and parent Home Connect for behavioral and academics progress. Air Base K-8 Center collaborates with partners, parents, teachers, administrators, business, and community liaisons to create an educational program that nurtures unique, cooperative, mutually beneficial relationships in order to meet high-performance expectations and standards. Our partners in education serve as tutors, mentors, listeners, teacher aides, designers, and guest speakers. Additionally, these stakeholders contribute a wealth of resources and diverse perspectives, which support schoolwide multicultural culminating activities, technology training nights, science nights, and reading events. Grade level curriculum meetings and workshops are held throughout the year to keep parents and community partners informed of how they can assist/support the school in the meeting of schoolwide goals.

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 Parent Teacher Association, magnet office, and EESAC work in conjunction with the local community to secure resources to support the school and student achievement. These groups are in contact with community stakeholders to seek out and secure support.

Parental and communal contributions sustain our innovative international magnet. Families and provincial liaisons serve in differing capacities to support a myriad of edifying culminating activities such

as Fiesta Latina/Expo of the Americas, Tour de France, African Expedition, United Nations Expo, Theodore Gibson Oratorical, Asian Explosion or The Passage to India, Colonial Depot, Coffee and Conversation with School Board representatives, Science and Math Activities Connecting Kids (SMACK) Night, Green Education Fair, Reading Around the World, Evening Under the Stars, Fairchild Challenges and Dream City Challenge, as well as additional educational events.

Air Base K-8 Center maintains a strong community relationship with our Dade Partners, The City of Homestead Mayor and Council and the Homestead/Florida City Chamber of Commerce, The Home Depot, McKesson Foundation, Kohl's, Fairchild Tropical Gardens, Wal-Mart, BJ's Wholesale Club Adopt a School Program, Mainstreet Dental, Campbell Urgent Care, Homestead Air Reserve Base, Dream In Green, Deering Estates, Greater Miami Youth Symphony (GMYS), Coral Gables Museum, South Miami-Dade Cultural Arts Center, Florida Native Plant Society, National Alopecia Areata Foundation, Winn-Dixie, Publix, Pollo Tropical and other local businesses. Community businesses and volunteers support our magnet initiatives through Beautification and Earth Day activities, year-round environmental initiatives, and the creation of learning gardens (certified butterfly gardens, outdoor classroom and organic gardens).

Air Base K-8 Center sustains professional relationships with Barry University, Florida International University, Nova University, and Miami-Dade College, sponsoring student field experiences and teacher internships.

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
Salinas, Amira	Principal
Gibson-Carvalho, Angella	Assistant Principal
Monge, Carmen	Teacher, K-12
Rodriguez, Humberto	School Counselor
Vior-Gonzalez, Joanna	Teacher, ESE
Perez, Vanessa	Psychologist
Milian, Niki	Assistant Principal
Portuondo, Laurie	School Counselor

b. Duties

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

The roles and functions of the MTSS/Rtl Leadership Team:

The principal is the instructional leader who facilitates the MTSS/Rtl Leadership Team on a monthly basis while guiding the vision and mission of Air Base K-8 Center. The principal ensures that the school-based team assesses, implements, provides intervention, ensures adequate professional development to support the school-based MTSS/Rtl team, and communicates with all stakeholders regarding MTSS/Rtl plans and activities.

The assistant principals provide support to the instructional leader and MTSS/Rtl school-based team, ensure the collection of data and the implementation of intervention for identified students, monitor

the MTSS/RtI intervention groups, follow-up on professional development activities, and disseminate District mandated research based professional development strategies and initiatives with faculty.

The school counselors interpret data and assist in the identification of at-risk/Tier 3 students while proceeding with further screening programs at the school site. Additionally, they assist students who qualify for special services, to include 504 Plans and Individual Educational Plans. They ensure the socio-emotional/developmental needs of our various student populations.

The school psychologist interprets data, completes classroom observation of students for further screening programs, participates in collection, interpretation, and analysis of data, and facilitates data-based decision making.

The SPED teachers, as well as selected grade level representatives, participate in student data collection, integrate core instructional activities/supplemental materials with Tier 3 instruction, support grade level collaboration with teachers through the implementation of co-teaching engagements when needed, and serve as liaisons to the grade level and MTSS/RtI Leadership Teams.

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 process by which ABK-8 identifies and aligns all available resources in order to meet the needs of all students and maximize the desired outcomes are as follows:

- Teachers implement the McGraw-Hill and/or Houghton Mifflin Reading Series with fidelity.
- Teacher implement the GO Math series with fidelity in kindergarten through fifth grade.
- Teachers implement McGraw Hill Glenco (Course 1-3) in sixth through eighth.
- Teachers implement Houghton Mifflin Harcourt in eighth grade Pre-Algebra and Algebra I.
- Teachers implement Houghton Mifflin Harcourt in eighth grade Geometry.
- Teachers monitor the implementation of the Four-Step Plan Do Study Act (PDSA) Model on an ongoing basis.
- Teachers analyze ongoing data to identify strengths and weaknesses.
- Teachers utilize the District Pacing Guides as a guideline to incorporate weekly standards/benchmarks within the core curricular program.
- Teachers utilize the monthly curriculum articulation that aligns with the Florida State Standards and Magnet Curriculum, to enable collaborative planning between the Foreign Language and Fine Arts teachers to support and guide reading instruction.
- Teachers utilize and monitor technological resources with emphasis on the iReady Diagnostic Assessments and monthly growth monitoring to enrich and remediate students' reading/math skills and performance in kindergarten through eighth grade.
- Teachers provide and monitor a tutorial program employing WonderWorks to address the reading deficiencies of Tier 2 students.
- Administrators and teachers alike nurture the Values Matter Miami initiative to drive student accountability and community; building core values.
- Teachers utilize the Accelerated Reader program to promote and gauge independent reading.
- Instructional personnel develop a professional learning library created by teachers for teachers to provide a rich resource bank of materials.
- Personnel encourages attendance at school assemblies, such as: Open House, Parent-Teacher Conferences, Parent Information Night, Writing Night, Science Fair Night, SMACK Night (Science Math Activities Connecting Kids), and Reading Around the World.

Title III:

Tutoring is offered to ELL students, identified as ESOL levels 1-4 twice per week. Reading programs such as McGraw Hill Reteach Lesson and ESOL strategies provided by the District's Bilingual Department are utilized by the teachers to assist students with acquisition of the English Language.

Violence Prevention Programs:

Violence prevention programs such as Red Ribbon Week, Do the Right Thing, and the Values Matter Miami are implemented throughout the school year by the faculty and staff.

Nutrition Programs:

Air Base K-8 adheres to the District requirements stipulated by the District Wellness Policy. Nutrition and Health education is implemented by the Physical Education Department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District Wellness Policy are followed pertaining to breakfast, lunch, and snack options.

The Curriculum Council/Leadership Team meets monthly to focus on universal screening, progress monitoring data, identification of students not maintaining or meeting standards/benchmarks. The team will identify professional development needs to support universal or progress monitoring data for students at-risk, establish a calendar for staff development activities, and discuss best practices during monthly faculty meetings. The team will also reinforce the grouping of concepts for student mastery; determine student mastery of established skills/concepts taught. The team will maintain communication and professional development of staff through input and feedback, as well as, update said personnel of procedures and progress.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Raul Calzadilla Jr.	Principal
Sara Barbachan	Teacher
Cheryl Spiner (UTD Steward)	Teacher
Nancy Wright	Teacher
Marlene Romano (EESAC Chairperson)	Teacher
Marissa Rocafort (School Counselor)	Education Support Employee
Amira Salinas	Education Support Employee
Roberto Cisneros	Parent
Lawerence Ventura	Parent
Terri Stockwell	Parent
Ramiro Molina	Business/Community
Mollie Dawson	Teacher
Dr. Chrisanne Fordik	Education Support Employee
Michael Meikle	Business/Community
Melissa Wright	Teacher
Ramiro Orta	Parent
Juanita Olvera	Parent
Natalia Martinez	Parent
Nathaniel Mateo	Business/Community
Roberto Marrero	Student
Christine Lara (Alternate Student)	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

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 School Advisory Council (SAC) reviewed the 2016-2017 SIP plan and discussed strategies for improvement. The SAC conducted quarterly reviews of assessment data, curriculum updates, student and parent representative elections, and monitoring of the progress of our K-8 configuration.

b. Development of this school improvement plan

The Student Advisory Council (SAC) frequently reviews and monitors schoolwide data, revises, and votes for acceptance of the SIP to ensure compliance in all areas.

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

The School Advisory Council (SAC) are presented with the EESAC budget and make allocation decisions as a part of the responsibilities and duties of the SAC (i.e. Renaissance AR subscription and grade level proposals). Members present proposals for expenditures of the budget, which are voted upon for approval or denial.

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

Of the \$4,988.00 we will have in our budget, \$4,000.00 will be spent to renew our Renaissance AR Subscription and \$519.00 will be spent on purchasing a Portfolio Art Rack/Cabinet. The rest of the monies will be distributed following a thorough review of written proposals and consensus votes, ensuring that school-wide academic achievement is supported.

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
Salinas, Amira	Principal
Gibson-Carvalho, Angella	Assistant Principal
Monge, Carmen	Teacher, K-12
Diaz, Jennifer	Teacher, K-12
Gandia, Leslie	Teacher, K-12
Polo, Elizabeth	Teacher, K-12
Portuondo, Laurie	School Counselor
Aguirre, Maritza	Teacher, K-12
Milian, Niki	Assistant Principal
Vior-Gonzalez, Joanna	Teacher, ESE
Wright, Nancy	Teacher, K-12
Wright, Melissa	Teacher, K-12
Caballero, Lacey	Teacher, K-12

b. Duties

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

The initiatives for the 2017-2018 school year will include, but not be limited to: reading across the curriculum and content areas, fostering reading enlightenment, creating a positive atmosphere for literacy across all content areas, Accelerated Reader use and celebration for achievement of goals, and differentiated instruction.

The Literacy Leadership Team meets quarterly to create and monitor schoolwide reading events and activities. All subjects infuse reading throughout the content and curriculum. Schoolwide celebrations occur on a quarterly basis to identify students meeting their Accelerated Reader goals.

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.

Teachers are provided time to plan collaboratively during common planning periods throughout the school year. Teachers and LLT members also meet once a week for grade level meetings in order to work cooperatively to plan/articulate grade level activities and parent/community events. Professional Learning Communities and Professional Development sessions are utilized to share best practices and learn highly effective teaching methodology that will increase rigor in instruction and support the alignment to the Florida Standards and Cambridge curriculum. Academic and fine arts departments follow monthly articulations that assist teachers to focus on a common curriculum and horizontal/vertical articulation with the grade level above or below.

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

The principal along with the assistant principals will:

1. Interview potential candidates and select highly qualified interviewees to fill instructional positions.
2. Provide professional development to teachers in identified areas of need and include time for teachers to implement activities.
3. Provide opportunities to engage in Professional Learning Communities in which teachers share best practices, interpret test results, and accommodate diversity in student learning.
4. Implement collaborative planning where teachers plan lessons and project-based learning activities.
5. Designate department/grade level chairs and/or selected peers to mentor/support new personnel.

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

Teachers are mentored and supported through ongoing Professional Development such as Mentoring and Induction for New Teachers (MINT). Teachers who are identified with areas of need are provided time to implement activities learned from Professional Development activities. Mentor teachers are provided time to meet with identified teachers during common planning times. They will be offered the opportunity to conduct model classroom visitations and attend on site training sessions.

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.

Teachers employ District mandated programs and curriculum such as but not limited to, Grade Level Expectations, Florida Standards, Pacing Guides, and Curriculum Articulation to plan effectively. The school utilizes District approved and provided educational resources at all levels of instruction that are aligned with the Florida States Standards. Teachers access District-created-standard aligned pacing guides through Learning Village website. Each pacing guide includes the particular standard (s) for that lesson and provides resources aligned to those particular standards. These standards are written into their lesson plans and reviewed by administration during classroom observations. Copies of the standards are draft item specifications are accessible by all instructional staff via Learning Village. Copies of the Curriculum Articulation are shared via the school's collaboration site.

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.

Data is disaggregated at the beginning of the academic year, utilizing the prior school year's standardized assessment and current school year's assessment to determine learner needs. Teachers and administrators collaborate to place those having difficulty attaining proficiency or achieving grade level expectations. Students are placed in appropriate intervention/enrichment programs to support attaining proficiency on State assessments. During these sessions, intervention and enrichment programs are selected based on District mandates to support instruction. Timelines are developed to progress monitor students. Differentiated instruction is revisited based on the i-Ready Diagnostic Test, progress monitoring, classroom assessments, beginning, mid-year, and end-of-year assessments results. Additionally, data will be gathered quarterly to guide instructional decisions for all students in order to adjust the delivery of curriculum to meet the specific needs of all participants.

Instruction will be modified or supplemented to assist students having difficulty attaining proficiency on State assessments including adjusting the delivery of behavior management system, adjusting the allocation of school-based resources, monitoring and targeting specific needs in the area of Professional Development, and creating and monitoring growth trajectories in order to identify and develop interventions.

Managed data will include:

i-Ready Diagnostic Assessment, Intensive Reading for students in grades 6-8, Mid Year Assessments, District Assessments, State/District math and science assessments, topic and unit assessments, FCAT 2.0 2016-2017, FSA 2016-2017, EOC 2016-2017, student grades, and school-site specific assessments.

Behavioral:

School-Based Alternatives to Suspension Plan, Student Case Management System, detentions, probation, climate surveys, attendance referrals, and referrals to ESE programs.

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: Extended School Day**Minutes added to school year:** 6,000

Tutoring will be offered to students that are identified as Tier 2 and 3 during assessment period three of the 2016-2017 i-Ready Diagnostic Assessment, students scoring below level 3 on 2016-2017 FSA Reading and Math. Ongoing i-Ready diagnostic assessments during the 2017-2018 school year will also be utilized to progress monitor students and identify those eligible to enter tutoring programs. CELLA/Access for ELL 2.0 will be utilized to identify ESOL students at levels 1-4 for participation in the ESOL Title III intervention program. Tutoring will be offered as follows:

- Grade 2-5 – ESOL tutorial for students at levels 1-4 are identified.
- Grade 3 – Reading for students identified as scoring below the 50th percentile based on grade 2 SAT scores, baseline data, and teacher recommendation.
- Grade 4 – Writing for students identified based on District Writing Pre-test Assessment.
- Grade 4 – Reading for students identified based on grade 3 i-Ready Diagnostic Assessment, students scoring below level 3 on 2016-2017 FSA Reading, and teacher recommendation.
- Grade 5 – Math for students identified based on grade 4 i-Ready Diagnostic Assessment, students scoring below level 3 on 2016-2017 FSA Mathematics, and teacher recommendation.
- Early Bird Intervention.
- Grades KG-8 – i-Ready Reading and Math.
- Before School Accelerated Reader Library book check-out and testing.
- After School Clubs – provide enrichment and critical thinking, use of technology, problem solving, hands-on creating, designing, manufacturing, and supplementation through humanities i.e. art and drama.

Strategy Rationale

Teachers will provide additional instructional time and assistance for students not meeting proficiency nor making learning gains. An enrichment program will be provided for students meeting proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Salinas, Amira, asalinas@dadeschools.net

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

Using the following assessments, the MTSS/RtI team and the teachers are responsible for collecting the data in order to monitor student progress, plan for and differentiate instruction. Data chats will be held with administrators, teachers and students.

- Beginning-of-Year Assessments
- Topic Assessments
- Mid-Year Assessments
- End-of-Year Assessments
- i-Ready Diagnostic, Ongoing Progress Monitoring, and Growth Monitoring

- Teacher Generated Tests
- STAR/Accelerated Reader
- CELLA/Access for ELL 2.0

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.

Air Base K-8 Center's articulation begins in Pre-Kindergarten and Kindergarten. Teachers and staff facilitate the transition of Pre-Kindergarten students through various practices. Initially, students attending Air Base are taught through the use of the Houghton Mifflin Reading High Scope curriculum and Big Day for Pre-K. The students interact with one another, work in small groups directed by a paraprofessional or teacher and learn to make choices within constructs of the classroom setting. Our Pre-Kindergarten transition team at Air Base K-8 Center consists of four teachers, four paraprofessionals, a school counselor, and the School Support Team. Data on student readiness skills include but are not limited to, the Florida VPK Assessment three times within the academic school year.

Along with our own Pre-Kindergarten students, neighboring Head Start programs visit schools every spring to share Kindergarten experiences, and to discuss activities with visiting preschool children. Teachers articulate with the parents, students, and colleagues periodically at the end of the school year for transition to the next grade level. Monthly articulation documents are sent across grade levels to special area and foreign language teachers to further enhance transitional goals.

In addition, our fifth grade students are introduced to the Upper Academy grade six through eight curricula, program requirements and expectations via Step Up Day. Articulation for ESE students is completed at the end of the year to appropriately place students in the correct programs, as well. High school courses are offered to students such as Algebra, Biology, Physical Science, and Geometry.

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

Strategic Goals Detail

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

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

 G096847

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	88.0
School Grade - Percentage of Points Earned	78.0
Statewide Science Assessment Achievement	70.0

Targeted Barriers to Achieving the Goal **3**

- Professional development (PD) is required that is focused on increased technological engagement. In addition, math and science teachers need in-depth professional development to positively impact student achievement.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- A professional development survey will be developed that is targeted. The results will be analyzed and utilized to build content specific topics for PDs and PLCs .
- During quarterly data chats with teachers, leadership team members will focus on core content areas to discuss progress of the students. Additionally, a data chat form will be utilized for consistency.
- All teachers will contribute to the completion of monthly articulation forms, with fidelity, which will be subject driven by one essential question/theme in order to improve student outcomes.
- Presenters will be given time limits according to the content being presented.
- Technology: Use of educational technological programs and applications such as iReady, Gizmo, BrainPop, Accelerated Reader, Khan Academy, Edmodo, Class Dojo, My Big Campus, and MDCPS student and parent portals. Utilization of technological hardware including Smart, Promethean boards, and mobile technology resources such as laptops, tablets, and projectors.
- Mathematics: Assessment data, ongoing progress monitoring, GO Math series, Think Central, Luli Dixon GO Math Podcasts, iReady, GIZMOS, Brain Pop, Khan Academy, Smart and Promethean boards, manipulatives, Discovery Videos, Interactive Math Notebooks, Before/After school tutoring, In-house tutoring during fine arts, Cambridge Website, District Cambridge Resources, Cambridge Schools/Personnel, Synergy PLC's, Reflex Math.
- Science: Assessment data, Gizmos, Synergy PLC's, BrainPop, powermylearning.org, Weebly.com, interactive science notebooks, PLCs, Discovery Education, AIMS Science, Nurturing Environmental Stewards of Today and Tomorrow (N.E.S.T.T.) program with Deering Estates, hands-on experiences to infuse science and math labs, Fairchild Challenge , CER (claims, evidence, reasoning), NBC Learn, ScienceSaurus, Study Jams, essential labs, Science Builders.
- Social Sciences: Cambridge Website, Discovering the Past – A History of the World, McGraw-Hill text resources, District Cambridge Resources, Cambridge Schools/Personnel, District Social Sciences Resources ,Synergy PLC's, magnet curriculum, Promethean and Smart boards, student devices, Pacing Guides, Civics in a Snap (elementary), History Labs (grades 6-8), Edgenuity (grades 6-8), Discovery Education, Scholastic and Junior Scholastic News.
- Language Arts/Reading: Assessment data, ongoing progress monitoring, growth monitoring, Wonder Works Intervention, i-Ready, McGraw Hill Reading Series (Grades K-5), Houghton Mifflin Collection Reading Series (Grades 6-8), Accelerated Reader Program (AR), MyON Reader, Smart and Promethean boards, LLT Leadership Literacy Team, Media Specialist,

Cambridge Website, District Cambridge Resources, Cambridge Schools/Personnel, Synergy PLC's.

Plan to Monitor Progress Toward G1. 8

Teacher collaboration, shared best practices, and team planning

Person Responsible

Angella Gibson-Carvalho

Schedule

Monthly, from 8/21/2017 to 6/8/2018


Evidence of Completion

Grade Level Meeting Minutes, agendas, PD notes/PowerPoints, technology reports, data chat forms.

Action Plan for Improvement

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


Problem Solving Key

G = Goal**B** =
Barrier**S** = Strategy**1** = Problem Solving Step  **S123456** = Quick Key

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

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G1.B1 Professional development (PD) is required that is focused on increased technological engagement. In addition, math and science teachers need in-depth professional development to positively impact student achievement. 2

 B260527

G1.B1.S1 A professional development survey will be developed that is targeted. The results will be analyzed and utilized to build content specific topics for PDs and PLCs . 4

 S275924

Strategy Rationale

Increase teacher engagement, collaboration that are tailored to specific content and technological needs.

Action Step 1 5

Provide Professional Development opportunities for teachers in content area based on surveys/ needs assessments, both on-site and District based.

Person Responsible

Amira Salinas

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

PD registration MyLearning Plan log, on-site PD agendas, sign in sheets, PD handouts

Action Step 2 5

As a result of the survey we have developed PDs and PLCs to target Math and Science.

Person Responsible

Amira Salinas

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Schedule on-site PDs and PLCs as well as District offered.

Action Step 3 5

Teacher leaders and ICAD Laisons will provide updates to fellow teachers.

Person Responsible

Amira Salinas

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

ICAD notes, agendas, handouts, and slides

Action Step 4 5

Leadership team and teachers will be able to disaggregate student data and set goals for improvement and enrichment. The student technology reports will be utilized to disaggregate the data and set goals.

Person Responsible

Amira Salinas

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Student/Teacher data chat reports, teacher evaluations (formal/informal), data chat forms

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

Administration follow-up by monitoring participation and implementation of specific PD offerings.

Person Responsible

Amira Salinas

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

PD Surveys, Content Specific PD sign in sheets, presentation hand-outs, and follow-up activities, lesson plans.

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

Administrative walk-through, data chats, shared best practices.

Person Responsible

Amira Salinas








Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Research Based Strategies/Shared Best Practices, Data Chat Forms.

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  M399341	Teacher collaboration, shared best practices, and team planning	Gibson-Carvalho, Angella	8/21/2017	Grade Level Meeting Minutes, agendas, PD notes/PowerPoints, technology reports, data chat forms.	6/8/2018 monthly
G1.B1.S1.MA1  M399333	Administrative walk-through, data chats, shared best practices.	Salinas, Amira	8/21/2017	Lesson Plans, Research Based Strategies/Shared Best Practices, Data Chat Forms.	6/8/2018 weekly
G1.B1.S1.MA1  M399334	Administration follow-up by monitoring participation and implementation of specific PD offerings.	Salinas, Amira	8/21/2017	PD Surveys, Content Specific PD sign in sheets, presentation hand-outs, and follow-up activities, lesson plans.	6/8/2018 monthly
G1.B1.S1.A1  A371063	Provide Professional Development opportunities for teachers in content area based on surveys/needs...	Salinas, Amira	8/21/2017	PD registration MyLearning Plan log, on-site PD agendas, sign in sheets, PD handouts	6/8/2018 monthly
G1.B1.S1.A2  A371064	As a result of the survey we have developed PDs and PLCs to target Math and Science.	Salinas, Amira	8/21/2017	Schedule on-site PDs and PLCs as well as District offered.	6/8/2018 monthly
G1.B1.S1.A3  A371065	Teacher leaders and ICAD Laisons will provide updates to fellow teachers.	Salinas, Amira	8/21/2017	ICAD notes, agendas, handouts, and slides	6/8/2018 monthly
G1.B1.S1.A4  A371066	Leadership team and teachers will be able to disaggregate student data and set goals for...	Salinas, Amira	8/21/2017	Student/Teacher data chat reports, teacher evaluations (formal/informal), data chat forms	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. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Professional development (PD) is required that is focused on increased technological engagement. In addition, math and science teachers need in-depth professional development to positively impact student achievement.

G1.B1.S1 A professional development survey will be developed that is targeted. The results will be analyzed and utilized to build content specific topics for PDs and PLCs .

PD Opportunity 1

Provide Professional Development opportunities for teachers in content area based on surveys/needs assessments, both on-site and District based.

Facilitator

District offered PDs, teacher leaders/ICADS liaison

Participants

Instructional Staff

Schedule

Monthly, from 8/21/2017 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	Provide Professional Development opportunities for teachers in content area based on surveys/needs assessments, both on-site and District based.	\$0.00
2	G1.B1.S1.A2	As a result of the survey we have developed PDs and PLCs to target Math and Science.	\$0.00
3	G1.B1.S1.A3	Teacher leaders and ICAD Laisons will provide updates to fellow teachers.	\$0.00
4	G1.B1.S1.A4	Leadership team and teachers will be able to disaggregate student data and set goals for improvement and enrichment. The student technology reports will be utilized to disaggregate the data and set goals.	\$0.00
Total:			\$0.00