Integrated Science And Asian Culture (Isaac) Academy

2018-19 Schoolwide Improvement Plan

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Integrated Science And Asian Culture (Isaac) Academy

301 WESTWARD DR, Miami Springs, FL 33166

www.isacacademy.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	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	94%

School Grades History

Year	2017-18	2016-17	2015-16	2013-14
Grade	A	A	A	A

School Board Approval

N/A

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Rivas, Sandy	Administrative Support
Cuesta, Eleonora	Principal

Duties

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

*Eleonora Cuesta, Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing intervention support and documentation and adequate professional development to support student achievement at the school. The Principal oversees the administration of RtI skills of school staff, and communicates with parents regarding school-based plans and activities.
*Sandy Rivas, Lead Teacher: Provide data to the RtI Team based on state, district and school-wide based assessments. Meet with grade-levels to provide curriculum and planning support and work with new teachers to
provide mentoring and coaching.
The school leadership team works together, using all available data and resources to make sound instructional decision which will impact all students.

Early Warning Systems

Year 2017-18

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	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	2	1	0	0	0	0	0	0	0	3

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Friday 9/7/2018

Year 2016-17 - As Reported

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	1	1	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Retention	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Year 2016-17 - Updated

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	1	1	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Retention	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is the third grade Math with 63% of the students scoring 3 or above. After analyzing the data there were no identifiable trends.

Which data component showed the greatest decline from prior year?

The data component showing the greatest decline is third grade Math with a 32% drop from the previous year's scores.

Which data component had the biggest gap when compared to the state average?

In comparison to the state average none of the data components show a gap.

Which data component showed the most improvement? Is this a trend?

The data components that showed the most improvement are fourth grade ELA which increased by 9% of the students scoring a 3 or above as well as fourth grade Mathematics which showed an increase of 9% of students scoring a 3 or above.

Describe the actions or changes that led to the improvement in this area.

The actions that led to improvements in the two areas are: 1. grade level planning using the District Pacing guides for ELA and the state item specifications to target standards at the item level. 2. Identification of students working below grade level and providing intervention in both ELA and Mathematics. 3. Curriculum Council Meetings scheduled every quarter to discuss the implementation of curriculum strategies and students in need of additional academic assistance. 4. Use of I-Ready and other external resources to support classroom instruction. 5. Fidelity to differentiated Instructional Groups. 6. Frequent analysis of data by teachers. 7. Math and ELA tutoring program.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	88%	62%	60%	70%	56%	55%
ELA Learning Gains	76%	61%	57%	0%	57%	54%
ELA Lowest 25th Percentile	0%	57%	52%	0%	53%	49%
Math Achievement	82%	65%	61%	60%	59%	56%
Math Learning Gains	74%	61%	58%	0%	57%	54%
Math Lowest 25th Percentile	0%	55%	52%	0%	49%	48%
Science Achievement	75%	57%	57%	0%	53%	52%
Social Studies Achievement	0%	79%	77%	0%	71%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (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)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	1 (0)	0 (0)	1 (1)	0 (1)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	2 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (2)	0 (1)	2 (0)	1 (1)	0 (0)	0 (0)	0 (0)	3 (4)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	89%	61%	28%	57%	32%
	2017	85%	58%	27%	58%	27%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	86%	60%	26%	56%	30%
	2017	77%	57%	20%	56%	21%
Same Grade Comparison		9%				
Cohort Comparison		1%				
05	2018	76%	59%	17%	55%	21%
	2017					
Cohort Comparison		-1%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	63%	67%	-4%	62%	1%
	2017	95%	65%	30%	62%	33%
Same Grade Comparison		-32%				
Cohort Comparison						
04	2018	91%	68%	23%	62%	29%
	2017	82%	68%	14%	64%	18%
Same Grade Comparison		9%				
Cohort Comparison		-4%				
05	2018	81%	66%	15%	61%	20%
	2017					
Cohort Comparison		-1%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	71%	56%	15%	55%	16%
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	76	62		88	77						
HSP	86	74		82	71		71				
FRL	89	72		89	80		64				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	80	70		80	70						
HSP	80	67		83	73						
FRL	78			78							

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Math
Rationale	Students will perform better on assessments, if the learning targets are clear, modeled, and practiced by providing best practice mathematical instruction and differentiated instruction to meet the needs of all t he students.
Intended Outcome	FSA data indicates that 82% of students in third through fifth grade achieved a 3 or higher on the 2018 FSA Math, their learning gains were at 74%. This was a decrease of 1% from the previous year. Increasing a student's learning gain is important as it measures how much growth has occurred in that academic year.
Point Person	Eleonora Cuesta (ecuesta@dadeschools.net)

Action Step

Description	1. Use available Mathematics Baseline Data to place students in the appropriate Differentiated Instructional groups. 2. Utilize explicit vocabulary strategies for Mathematics academic vocabulary. 3. Utilize Learning Logs to have students explain their thinking in writing when solving real-world word problems.
Person Responsible	Sandy Rivas (srivas@dadeschools.net)

Plan to Monitor Effectiveness

Description	The effectiveness of the action plan will be monitored through administrative classroom walk-through visits, monitoring grade level weekly plans, IPEGS Formal Observations, participation in weekly grade level planning meetings by the curriculum specialist, and monitoring of student classwork and assessments.
Person Responsible	Eleonora Cuesta (ecuesta@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

ISAAC Academy establishes a positive relationship with families through participation at the numerous school-wide events that take place throughout the school year. Through parent workshops and events

such as FSA State Testing Parent Night, SAT Parent Night, Open House, Chinese New Year, Hispanic Heritage, Book Fair, The Family Literacy Conference, Career Day, Honor Roll Assemblies, and Field Day are all opportunities for parents to become involved in the school and become more informed on how to help their child with academics.

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

PFEP Link

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

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

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

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.

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

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

provide remediation strategies with fidelity. The team will evaluate school-wide professional development plans and training opportunities to enhance teaching and learning.

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

Part V: Budget	
Total:	**$1,080.00**