

Miami-Dade County Public Schools

International Studies Preparatory Academy



2021-22 Schoolwide Improvement Plan

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International Studies Preparatory Academy

1570 MADRUGA AVE, Coral Gables, FL 33146

[no web address on file]

Demographics

Principal: Alina Diaz Blanco

Start Date for this Principal: 7/12/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (81%) 2017-18: A (78%) 2016-17: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.

Our mission is to prepare the students to meet the challenges of the 21st century through the development of their academic and social development, their linguistic capacity, cultural appreciation, and international and global awareness. The students of ISPA will move forward ready to meet the demands of post-secondary education, taking them with the power of two languages.

Provide the school's vision statement.

ISPA is a model for international education while creating an educational community where every student becomes responsible citizens, lifelong learners and contributors to a global society. ISPA will foster a sense of communal responsibility and solidarity through the celebration of culture, language, and diversity.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Diaz-Blanco, Alina	Principal	The principal is responsible for providing strategic leadership for the school. She supervises the implementation of curriculum, student achievement, policies and procedures, and parental involvement. The principal is also responsible for the hiring process and evaluation of all teachers and staff.
Diaz, Felicia	Assistant Principal	The assistant principal is responsible for school discipline, security, and coordinating of school events and programs. She is also our parent liaison and handles all parent conferences, staffings, and works with the SPED and ELL departments to ensure all accommodations are being implemented.
Alamo, Ana	Other	The test chairperson is responsible for scheduling and administering all state and local student assessments. This also includes training all test administrators and proctors, providing information and assistance for parents and students, test security, and ensuring all students have appropriate accommodations where applicable.
Feiler, Mylene	Instructional Coach	The instructional coach is responsible for offering support and information to the teaching staff regarding data analysis, classroom strategies, and obtaining any resources they may need.
Lorenzo-Luis, Nadia	Graduation Coach	The graduation coach is responsible for all students' graduation requirements which include: Brig, and Bright Futures, scholarships, college applications, FAFSA parent nights, Dual Enrollment, and advising students and parents as needed. She also organizes and executes the college fair, college tour, college signing day, and guest speakers and representatives from different colleges and universities.

Demographic Information

Principal start date

Wednesday 7/12/2017, Alina Diaz Blanco

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

359

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	88	91	92	88	359	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	6	5	5	18	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	9	2	11	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	5	5	5	6	21	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	4	4	3	9	20	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	10	0	0	0	10	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	3	2	3	5	13

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	97	98	92	98	385	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	6	6	11	28	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	2	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	10	4	0	14	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	6	7	7	10	30	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	4	5	9	9	27	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	5	7	7	21

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				85%	59%	56%	85%	59%	56%
ELA Learning Gains				69%	54%	51%	71%	56%	53%
ELA Lowest 25th Percentile				56%	48%	42%	60%	51%	44%
Math Achievement				87%	54%	51%	74%	51%	51%
Math Learning Gains				76%	52%	48%	65%	50%	48%
Math Lowest 25th Percentile				78%	51%	45%	59%	51%	45%
Science Achievement				82%	68%	68%	88%	65%	67%
Social Studies Achievement				95%	76%	73%	90%	73%	71%

Grade Level Data Review - State Assessments

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
09	2021					
	2019	80%	55%	25%	55%	25%
Cohort Comparison						
10	2021					
	2019	82%	53%	29%	53%	29%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	68%	10%	67%	11%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	71%	22%	70%	23%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	63%	-2%	61%	0%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	54%	30%	57%	27%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile the data below was the PowerBi SIP 2021-2022 AP Progress Monitor Report. These scores are based on data from Mid-Year Assessments administered during winter of 2020.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	86	0
	Economically Disadvantaged	0	95	0
	Students With Disabilities	0	0	0
	English Language Learners	0	33	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	86	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	82	0
	Economically Disadvantaged	0	80	0
	Students With Disabilities	0	0	0
	English Language Learners	0	29	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	87	0
	Economically Disadvantaged	0	71	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	65	0
Biology	Economically Disadvantaged	0	43	0
	Students With Disabilities	0	0	0
	English Language Learners	0	40	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	83	0
	Economically Disadvantaged	0	78	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	43	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	83	0
	Economically Disadvantaged	0	78	0
	Students With Disabilities	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL	63	63	55	74	65	80	77	75		100	97
HSP	84	72	59	83	58	75	87	77		100	94
WHT	74	67		58	30		77	76		100	90
FRL	81	72	50	71	59		85	76		100	91

2019 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 2017-18	C & C Accel 2017-18
ELL	67	64	55	90	83	86	65	81		100	93
HSP	85	72	61	86	74	72	76	94		100	86
WHT	82	59	40	94	85		100			100	89
FRL	82	73	60	86	74		89	93		100	80
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	69	63	62	69	69	70	85	88		100	92
HSP	85	72	59	73	63	57	89	89		100	87
WHT	82	65		83	92			92		100	85
FRL	82	75	62	70	57	38	95	82		100	83

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	832
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	76
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 Data Findings:

In ELA, all subgroups' achievement levels remained the same, except for ELL which decreased by 2 percentage points. All ELA subgroups learning gains increased or stayed the same, except for White students which decreased by 6 percentage points and students with Free and Reduced lunch decreased by 2 percentage points.

In ELA, the achievement levels for L25 students featured learning gains that decreased by 7 percentage points.

In Math, all subgroups' achievement levels increased across all grade levels and subgroups.

In Math all subgroups' learning gains increased, except for White students which decreased by 7 percentage points. In Math, all subgroups' learning gains for L25 students increased across all grade levels. In Science, all subgroups' achievement levels decreased by 7 percentage points. In Social Studies, all subgroups' achievement levels increased by 1 percentage point.

2021 Data Findings:

In ELA, achievement levels decreased by 2 percentage points in overall proficiency, increased by 3 percentage points in learning gains, and increased 2 percentage points in L25 students' learning learnings. In Math, all subgroups' achievement levels decreased across all grade levels and subgroups.

Overall proficiency decreased by 7 percentage points, learning gains decreased by 21 percentage points, and L25 learning gains decreased by 9 percentage points. In Science, proficiency increased by 4 percentage points and Social Studies proficiency decreased by 17 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 Data Findings:

Most of our learning gains for ELA L25 decreased by at least 7 percentage points. Students with Free and Reduced lunch decreased by 2 percentage points and ELL students decreased by 7 percentage points. The majority of our science subgroups proficiency decreased by at least 6 percentage points. Students with Free and Reduced Lunch decreased by 6 percentage points and ELL students decreased by 20 percentage points.

2021 Data Findings:

The majority of our learning gains for Math decreased by at least 9 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the past 3 years, our school has been focusing on implementing data-driven cross-curriculum instruction in all subject areas. We have struggled with consistency incorporating data-driven instruction specifically in core content areas. We will continue implementing opportunities for the ELL teachers to work collaboratively with content area teachers to streamline data-driven instruction. In addition, we will provide ELL teachers with support from trained paraprofessionals who can focus on small group or one on one instruction with ELL students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math learning gains increased from 69 percentage points in 2018 to 83 percentage points on the 2019 FSA. In 2021, students showed a growth of 4 percentage points when comparing mathematics mid-year data to 2019 FSA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We created a data-chat schedule where administrators consistently met with teachers, and in turn teachers had consistent data chats with students. Administrators will continue to meet with departments and provide them with opportunities to collaborate and drive instruction using data and sharing resources.

What strategies will need to be implemented in order to accelerate learning?

Data-driven instruction, differentiated instruction, cross-curricular planning, RTI interventions, department meetings to include data chats and strategies for improvement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Professional Learning Support Team will develop whole-group sessions and job-embedded sessions on using Schoology (September/21), data-driven instruction (October/21), strategies focusing on L25 (November/December), making adjustments resulting from the data (February/21) and continuous data chats with individualized feedback and interventions as needed (ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Cross-curricular planning and department data chat meetings will be scheduled monthly, and a member of the leadership team will attend to ensure fidelity to the strategies being implemented school wide.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data reviewed, our school will implement the Targeted Element of Differentiation. We chose this area of focus based on our findings that demonstrated learning gains for our L25 students had decreased by 7 percentage points. We need to meet the individual needs of all learners and therefore must improve our ability to use data-driven instruction to differentiate based on students' needs. We will provide the scaffolding necessary for the L25 students to access grade-level content to make learning gains and move towards proficiency.
Measurable Outcome:	After successfully implementing Differentiation, our students' learning gains will increase across all subject areas by a minimum of 2 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The leadership team will conduct monthly data chats and adjust interventions based on current data in real time, and continue with regular walkthroughs to ensure quality instruction is taking place. Data-analysis of mid-year and benchmark assessment of L25 students will be continuously reviewed to observe progress.
Person responsible for monitoring outcome:	Felicia Diaz (feliciadiaz@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25 students. Data driven instruction will be monitored through monthly data chats.
Rationale for Evidence-based Strategy:	Data driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan instruction that is customized to students' individual needs. Teachers will continually adjust to their instruction and interventions needed as new data becomes available.

Action Steps to Implement

Cross-curricular planning will be utilized monthly (August 2021-June 2022), to promote data-driven instruction and to disseminate and analyze data.

Person Responsible Felicia Diaz (feliciadiaz@dadeschools.net)

Use Power Bi monthly (August 2021-June 2022), to monitor and evaluate the academic needs of the students to be able to create instructional groups.

Person Responsible Ana Alamo (aalamo@dadeschools.net)

Monthly (August 2021-June 2022), data chats will be held to identify specific student needs.

Person Responsible Alina Diaz-Blanco (pr7571@dadeschools.net)

Disseminate and analyze data through subject area department meetings, on a monthly (August 2021-June 2022) basis.

Person Responsible Mylene Feiler (mfeiler@dadeschools.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Based on the data reviewed, our school will implement the area of focus of Small Group Instruction. We chose this area of focus based on our findings that demonstrated learning gains for our L25 students decreased by 7 percent. We need to meet the individual needs of all learners and therefore must improve our ability to use small group instruction to differentiate based on students' needs. We will provide the scaffolding necessary for the L25 students to access grade-level content to make learning gains and move towards proficiency.
Measurable Outcome:	After successfully implementing Small Group Instruction, our students will increase learning gains across all subject areas by a minimum of 2 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The leadership team will conduct monthly data chats and assist teachers in adjusting instructional groups based on current data. Administrators will follow up with regular walkthroughs to ensure small group instruction is being utilized when needed. Data-analysis of mid-year and benchmark assessment of L25 students will be continuously reviewed to observe progress.
Person responsible for monitoring outcome:	Felicia Diaz (feliciadiaz@dadeschools.net)
Evidence-based Strategy:	Within the area of Small Group Instruction, our school will focus on the evidence of: Data-Driven Decision-Making. Curricular planning, instruction, strategies, and intervention decision that are data-driven will assist in accelerating the learning gains of our L25 students.
Rationale for Evidence-based Strategy:	Data driven decision making will ensure that students are receiving targeted instruction based on their needs aligning with the data. Teachers will continually make adjustments to their instruction, plans, instructional groups, and delivery needed as new data becomes available.

Action Steps to Implement

Use differentiated data sources to drive small group instruction, daily (August 2021-June 2022).

Person Responsible Mylene Feiler (mfeiler@dadeschools.net)

Use Power Bi, monthly (August 2021-June 2022), to monitor and evaluate the academic needs of the students to be able to create instructional groups.

Person Responsible Ana Alamo (aalamo@dadeschools.net)

Small group intervention strategies will be driven by data collected through summative and formative assessments given by teachers, this will be monitored weekly (August 2021-June 2022).

Person Responsible Alina Diaz-Blanco (pr7571@dadeschools.net)

During monthly (August 2021-June 2022) data chats, administrators will assist teachers in analyzing data and targeting the students' needs.

Person Responsible Felicia Diaz (feliciadiaz@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, 12% of students had 16-30 absences in the 2020-2021 school year. For this reason our school will implement the area of focus of student attendance. Students who struggle with daily attendance have a higher chance of not meeting expectations for learning gains as well as proficiency. We plan to execute our attendance initiatives in order to improve student attendance which correlates with student achievement.
Measurable Outcome:	When we successfully implement the targeted element of student attendance, our students will receive quality instruction that will continue to improve student outcomes. With consistent student incentives, our attendance will increase three percentage points by June 2022.
Monitoring:	The leadership team will work to connect with families who struggle with attendance and identify the main cause for absences and/or tardies and create a plan of action to ensure students are able to be present daily. The leadership team will monitor individual students who have consistent truancy and connect them with bi-weekly to reward or encourage attendance efforts. The leadership team will plan regular student incentives to promote consistent student attendance. The leadership team will identify opportunities for students who have excused absences to connect virtually for class instruction. This data will be discussed during data chats with teachers and students, contacting parents when necessary.
Person responsible for monitoring outcome:	Felicia Diaz (feliciadiaz@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of student attendance, our school will focus on evidenced-based strategy of: Attendance Initiatives. This strategy will assist in narrowing the absence gaps between our students. Student absences and tardies will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. the initiatives will provide the leadership team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

Using File Download Manager, run weekly (August 2021-June 2022), reports identifying students with excessive absences and/or tardies.

Person Responsible Felicia Diaz (feliciadiaz@dadeschools.net)

Meet individually with students who have five or more absences and/or tardies to target the root cause of their truancy. This will be monitored on an as-needed basis (August 2021-June 2022).

Person Responsible Felicia Diaz (feliciadiaz@dadeschools.net)

Schedule parent conferences for students who have five or more absences and/or tardies. Implement a plan to help lessen or eliminate further absences and/or tardies throughout the school year (August 2021-June 2022).

Person Responsible Felicia Diaz (feliciadiaz@dadeschools.net)

Monthly (August 2021-June 2022) meeting with students who have continued truancy issues. Monitor, mentor, and reward students who improve attendance.

Person Responsible Felicia Diaz (feliciadiaz@dadeschools.net)

#4. Leadership specifically relating to Leadership Development**Area of Focus Description and Rationale:**

Based on the qualitative data from the School Climate Survey 68% of teachers strongly agree that their ideas are listened to and considered. According to the SIP Survey, 80% of teachers agree that all staff members have the opportunity to be considered for leadership roles. To continue this positive working environment, we chose the area of focus of leadership development. Since implementing Leadership Development Roles, teachers have expressed a continual approval of being given the opportunity to provide leadership to the school. By involving teachers in school-wide initiatives and allowing them opportunities for leadership roles, this leads to student success and empowered teachers.

Measurable Outcome:

When we successfully implement the Targeted Element of Leadership Development, our teachers will be provided with opportunities to take on leadership roles. The percentage of teachers in leadership roles will increase by at least five percent in the 2021-2022 school year.

Monitoring:

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. This initiative will be evident by teachers leaders providing support and development to their colleagues in various areas. To ensure we are offering meaningful experiences in leadership, teachers who receives support will share the knowledge they have gained during department and faculty meetings.

Person responsible for monitoring outcome:

Felicia Diaz (feliciadiaz@dadeschools.net)

Evidence-based Strategy:

The leadership team will identify specific leadership roles needing to be fulfilled, by offering staff the opportunity to present ideas in their specific areas of expertise. Experts in the building will be provided with a leadership roles form to request new initiatives they wish to develop.

Rationale for Evidence-based Strategy:

Providing staff with the leadership roles integrates the talents of teachers within the building and will bring in creative and innovative solutions to continue the learning initiatives established at our school.

Action Steps to Implement

Provide all staff with a Microsoft Forms survey where they will indicate their area of expertise and initiative they wish to implement. (August 2021)

Person Responsible

Nadia Lorenzo-Luis (nluis@dadeschools.net)

The Leadership Team will provide teachers with any support, resources, or materials needed to implement their initiative. This will be an ongoing initiative throughout the school year (August 2021-June 2022).

Person Responsible

Felicia Diaz (feliciadiaz@dadeschools.net)

Provide teachers with the opportunity to attend trainings if needed, to train fellow teachers, or create a PLC for their initiative. This will be an ongoing initiative throughout the school year (August 2021-June 2022).

Person Responsible

Mylene Feiler (mfeiler@dadeschools.net)

Monitor the implementation of the initiative by providing feedback surveys for all attendants. The feedback surveys will be distributed in the Fall and Spring (November 2021 and March 2022).

Person Responsible Alina Diaz-Blanco (pr7571@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, our school reported 1.9 incidents per 100 students. When compared to all high schools statewide, our school falls into the low category. The data found on Power Bi shows our school had a total of 5 indoor suspensions. The 5 indoor suspensions were all for vaping in the bathrooms. Security and staff will continue to monitor students coming in and out of the bathrooms to try and limit the use of vapes in the bathrooms.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within the framework of school culture are in: Engaging Learning Environments, Relationships, and Physical and Emotional Safety. ISPA develops encounters and events by hosting activities that foster the development of trusting and caring relationships. Several examples include Prism Alliance, cultivating a safe and positive space for our LGBTQ+ students, Multicultural Day, which fosters and promotes the 36 nationalities present in our school body, and Bridges for Better, which focuses on mental health and mindfulness. These activities encourage mutual respect and inclusivity as does administration's open-door policy for any communication by teachers, students, and staff. We also celebrate the success of students and staff with team building activities, monthly Phoenix Awards for teachers and staff, and highlighting student accomplishments on social media and the weekly running video seen throughout the school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders who have a role in creating a positive school culture and environment are the principal and administrative support team, which include the assistant principal, lead teachers, and counselors. The principal's main objective is to supervise all proposed activities by collaborating with the administrative support team and staff in creating appropriate strategies and team building projects. The assistant principal's role will entail organizing the proposed activities and assisting in communication with all stakeholders to ensure inclusivity and equity for all. Teacher leaders and counselors' primary focus will be to provide open lines of communication between all stakeholders ensuring a positive culture and environment at ISPA. The ultimate goal of all stakeholders is to achieve strong and supportive relationships between students, parents, faculty, staff, and community leaders.