International Studies Preparatory Academy

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 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	2021-22: A (83%) 2018-19: A (81%) 2017-18: A (78%)
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	N/A
* 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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International Studies Preparatory Academy

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	39%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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: 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 2022 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 2022 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.*
5

Total number of teacher positions allocated to the school
21

Total number of students enrolled at the school
375

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	65	111	96	97	369
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	2	2	3	8
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	1	1	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	6	6	1	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	5	10	5	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	4	11	1	0	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	6	10	6	3	25

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	0	0	1

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	1
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
Thursday 8/11/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	84%	54%	51%				85%	59%	56%
ELA Learning Gains	67%						69%	54%	51%
ELA Lowest 25th Percentile	64%						56%	48%	42%
Math Achievement	76%	42%	38%				87%	54%	51%
Math Learning Gains	83%						76%	52%	48%
Math Lowest 25th Percentile	83%						78%	51%	45%
Science Achievement	87%	41%	40%				82%	68%	68%
Social Studies Achievement	91%	56%	48%				95%	76%	73%

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

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
2022					

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	71%	22%	70%	23%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	63%	-2%	61%	0%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	54%	30%	57%	27%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL	56	53	50	63	75		63	80		100	97
HSP	84	64	60	76	86	86	88	92		100	96
WHT	81	74		67	64					100	85
FRL	86	64	67	74	87		80	91		100	100
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	82
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	75
Total Points Earned for the Federal Index	905
Total Components for the Federal Index	11
Percent Tested	100%
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%	0
English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	83
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	83
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

According to the FSA ELA Writing and Reading Assessment, ELA achievement levels increased by 1 percentage point in overall proficiency, decreased 5 percentage points in learning gains, and increased 6 percentage points in L25 students' learning gains. According to the FSA Algebra 1 and Geometry EOC Assessment, achievement in Mathematic levels decreased by 4 percentage points in overall proficiency, increased 28 percentage points in learning gains, and increased 14 percentage points in L25 students' learning gains. According to NGSSS Biology 1 EOC Assessment, achievement in Science, proficiency increased by 1 percentage point. According to the NGSSS US History EOC, achievement in Social Studies proficiency increased by 13 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the FSA ELA Writing and Reading Assessment, ELA proficiency in 2021 was 83%. Based on the 2020-2021 ELA Mid-Year Assessment, proficiency was at 73%. ELA proficiency for the Spring 2022 FSA ELA Writing and Reading Assessment increased by one percent point to 84%. Even with a slight increase, the area of ELA proficiency is a great focus for school improvement, as a new ELA assessment is being implemented for the 2022-2023 school year.

According to the FSA Algebra 1 and Geometry EOC Assessment, Math proficiency in 2021 was 80%. Based on 2020-2021 Mathematics Mid-Year Assessments, Algebra 1 proficiency was at 28% and Geometry was at 62%, with a combined proficiency at 54%. Mathematics proficiency for the Spring 2022 Algebra 1 and Geometry EOC decreased by four percent points to 76%.

According to the NGSSS Biology 1 EOC Assessment, Science proficiency in 2021 was 86%. Based on the 2020-2021 Biology Mid-Year Assessment, proficiency was at 23%. Science proficiency for the Spring 2022 NGSSS Biology 1 EOC Assessment increased by one percent point to 87%. Even with a slight increase, the area of Biology proficiency is a great focus for school improvement, as there was a 63% drop from the state exam to the mid-year assessment and only a one percent increase from year to year.

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 Mathematics. We will continue implementing opportunities for the Mathematics teachers to work collaboratively with content area teachers to streamline data-driven instruction. In addition, we will provide Mathematics teachers with support from trained paraprofessionals who can focus on small group or one on one instruction with students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area that demonstrated the most improvement was Social Studies. Social Studies proficiency increased from 78 percentage points to in 2021 to 91 percentage points in 2022.

Another area that demonstrated great improvement was English Language Arts. ELA Lowest 25% proficiency increased from 58 percentage points in 2021 to 64 percentage points in 2022.

Mathematics was also an area that demonstrated great improvement. Math Learning gains increased from 55 percentage points in 2021 to 83 percentage points on the 2022.

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

One of the contributing factors to improvement was the school-created 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?

Strategies to be implemented to accelerate learning include: 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 PLST will develop whole-group sessions and job-embedded sessions on using Schoology, Data-Driven Instruction, Strategies Focusing on L25, making adjustments resulting from the data and continuous data chats with individualized feedback and interventions as needed.

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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2022 FSA proficiency data shows 76% of students are proficient in Mathematics, as compared to the 2021 FSA proficiency data that shows 80% of students were proficient in Mathematics. Based on the data, we will focus on the B.ES.T. Standards to address this critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of the B.E.S.T. Standards, an additional 5% of students will score at grade level or above in the 2022-2023 B.E.S.T. EOC state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 the Algebra 1 and Geometry EOC Mid-Year Assessment, and Algebra 1 and Geometry EOC Topic Assessments will be continuously reviewed to observe progress.
Person responsible for monitoring outcome:	Felicia Diaz (feliciadiaz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of B.E.S.T. Standards, our school will focus on the evidence of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the proficiency of our students in Mathematics.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Data driven instruction will lead to teachers are using relevant, recent, and aligned data to plan instruction for their instructional groups that is customized to students' individual needs. Teachers will continually make adjustments to their instruction and interventions needed as new data becomes available.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Cross-curricular planning will be utilized monthly (August 17, 2022 – October 14, 2022) to promote data-driven instruction and to disseminate and analyze data.

Person Responsible	Felicia Diaz (feliciadiaz@dadeschools.net)

Use Power Bi, monthly (August 17, 2022 – October 14, 2022), to monitor and evaluate the academic needs of the students to be able to create small instructional groups.

Person Responsible	Ana Alamo (aalamo@dadeschools.net)

Monthly (August 17, 2022 – October 14, 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 17, 2022 – October 14, 2022) basis to ensure differentiation in instruction is being done.

Person Responsible   Mylene Feiler (mfeiler@dadeschools.net)

Continue using cross-curricular planning, monthly (October 31, 2022 - December 16, 2022) to promote data-driven instruction and to disseminate and analyze data.

Person Responsible   Felicia Diaz (feliciadiaz@dadeschools.net)

Continue to disseminate and analyze data through subject area department meetings, on a monthly (October 31, 2022 - December 16, 2022) basis to ensure differentiation in instruction is being done.

Person Responsible   Mylene Feiler (mfeiler@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA proficiency data, 84% of students are proficient in English Language Arts (ELA). The 2021 FSA proficiency data shows 83% of students are proficient in ELA. Based on the data and the implementation of the F.A.S.T Reading Assessment, we will focus on ELA to address this critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of ELA, an additional 3% of students will score at grade level or above in the area the 2022-2023 F.A.S.T. Reading PM 3 Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct monthly data chats and assist teachers in adjusting instructional groups based on current data. Differentiation will be addressed during small groups instruction, and Administrators will follow up with regular walkthroughs. Data-analysis of F.A.S.T. Reading PM 1 and 2, and Mid-Year Assessments of students' achievement will be continuously reviewed to observe progress.
Person responsible for monitoring outcome:	Felicia Diaz (feliciadiaz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the area of ELA, our school will focus on the evidence of: Differentiated Instruction. Curricular planning, instruction, strategies, and intervention decisions that are data driven will assist in accelerating the proficiency of our students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Differentiated instruction 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use differentiated data sources to drive differentiated instruction, daily (August 17, 2022 – October 14, 2022).

Person Responsible   Mylene Feiler (mfeiler@dadeschools.net)

Use Power Bi, monthly (August 17, 2022 – October 14, 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)

Intervention strategies will be driven by data collected through summative and formative assessments given by teachers, to target benchmarks students are struggling with the most. This will be monitored weekly (August 17, 2022 – October 14, 2022).

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

During monthly (August 17, 2022 – October 14, 2022) data chats, administrators will assist teachers in analyzing data, to ensure students' needs are being targeted and addressed.

Person Responsible   Felicia Diaz (feliciadiaz@dadeschools.net)

Differentiated data sources will continue to be used daily to drive differentiated instruction (October 31, 2022 – December 16, 2022).

Person Responsible   Mylene Feiler (mfeiler@dadeschools.net)

Intervention strategies will continue to be driven by data collected through summative and formative assessments given by teachers, to target benchmarks students are struggling with the most. This will be monitored weekly (October 31, 2022 – December 16, 2022).

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

#3. Positive Culture and Environment specifically relating to Empowering Teachers and Staff	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-2022 School Climate Survey indicated 9% of teachers Strongly Agree that staff morale is high at our school in comparison to the 2020-2021 survey where 61% of teachers agreed with the same statement. This shows a decrease of 52 percentage points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement empowering teachers and staff, our staff morale will increase by 15 percentage points in the 2022-2023 Climate survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Social events will be planned by the Leadership Team to promote and encourage open dialogue amongst teachers, staff, and administrators. Faculty meetings will be opened with a team building activity to allow opportunities for teachers to create valuable connections with their colleagues. Monthly surveys will be conducted to gather ideas of projects or initiatives teachers are interested in implementing.
Person responsible for monitoring outcome:	Alina Diaz-Blanco (pr7571@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and Staff to ensure that teachers feel heard and are able to voice their opinions freely, allowing them to participate in the decision-making process.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our goal is to empower teachers by giving them the opportunities to become teacher leaders and implement important programs and initiatives, aiding in the increase of staff morale, which will overall benefit the school as a whole.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct an interests' survey with staff (August 2022), allowing for activities planned to target staffs' interests.

Person Responsible	Nadia Lorenzo-Luis (nluis@dadeschools.net)

Conduct monthly (August 17, 2022 – October 14, 2022) activities at the beginning of faculty meetings to encourage communication amongst faculty and administrators. As a result, faculty and staff will be able to create valuable connections with their colleagues.

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

Organize monthly (August 17, 2022 – October 14, 2022) activities, outside of school. As a result, teachers and administrators will have further opportunities to socialize in a different environment.

Person Responsible   Felicia Diaz (feliciadiaz@dadeschools.net)

Organize a team building event on a teacher planning day. As a result, teachers and administrators will the opportunity to build upon their relationship. (October 2022).

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

Continue to conduct monthly (October 31, 2022 – December 16, 2022) activities at the beginning of faculty meetings to encourage communication amongst faculty and administrators. As a result, faculty and staff will be able to create valuable connections with their colleagues.

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

Monthly (October 31, 2022 – December 16, 2022) activities, outside of school will continue to be organized. As a result, teachers and administrators will have further opportunities to socialize in a different environment.

Person Responsible   Felicia Diaz (feliciadiaz@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We decided to focus on Leadership Development to address the critical need within our school. The 2021-2022 School Climate Survey shows 4% of staff believe the principal is supportive of teachers in comparison to 2020-2021 where 82% of teachers agreed with the same statement. To increase the percentage, we selected Leadership Development providing teachers the opportunity to take on leadership roles in school-wide initiatives. Teachers in these leadership roles will be supported directly by the principal.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Leadership Development, our teachers will have the opportunities to take on leadership roles, contributing ideas to school-wide initiatives and programs. With the implementation of Leadership Development, an additional 15% of staff will agree with the statement that the principal is supportive of teachers.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 role form to request new initiatives they wish to develop. Monthly surveys will be conducted with the staff to monitor teacher satisfaction of leadership development within the school.
Person responsible for monitoring outcome:	Alina Diaz-Blanco (pr7571@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve problems that arise, and working hand-in-hand with administration.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. It will also provide the opportunity for the principal to mentor and support teachers in their leadership roles within the school.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide all staff with a Microsoft Forms survey where they will indicate their area of expertise and initiative they wish to implement (August 17, 2022). As a result, staff will have the opportunity to contribute their ideas towards school-wide initiatives and programs.

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 (August 17, 2022 – October 14, 2022). As a result, teachers will continue to put their efforts towards implementing their initiatives and programs.

Person Responsible	Felicia Diaz (feliciadiaz@dadeschools.net)

Provide teachers with the opportunity to attend trainings, to train fellow teachers on an area of expertise, or create a PLC for their initiative. This will be an ongoing initiative (August 17, 2022 – October 14, 2022). As a result, teachers will be able to continue sharing their ideas and keep growing within their areas of expertise.

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

Implement the Senior Buddy program, created by the Activities Director and School Counselor during the first quarter (September 14, 2022). As a results, freshman students will be paired with a senior student to help them with the transition from middle to high school.

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

The Leadership Team will continue to provide teachers with any support, resources, or materials needed to implement their initiative. This will be an ongoing initiative (October 31, 2022 – December 16, 2022). As a result, teachers will continue to put their efforts towards implementing their initiatives and programs.

Person Responsible	Felicia Diaz (feliciadiaz@dadeschools.net)

Continue to provide teachers with the opportunity to attend trainings, to train fellow teachers on an area of expertise, or create a PLC for their initiative. This will be an ongoing initiative (October 31, 2022 – December 16, 2022). As a result, teachers will be able to continue sharing their ideas and keep growing within their areas of expertise.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.