

Isaac: Integrated Science And Asian Culture Academy



2014-15 School Improvement Plan

Isaac: Integrated Science And Asian Culture Academy

301 WESTWARD DR, Miami Springs, FL 33166

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

12%

Alternative/ESE Center

No

Charter School

Yes

Minority

64%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

ISAAC Academy builds cultural relationships by utilizing its Mandarin language program as a catalyst to introduce students to other languages, cultures, music, art, etc. It enhances its program by having the students in each classroom present themselves and their culture through educational lessons on their and their parents' countries of birth and on celebrating yearly events such as Hispanic Heritage Month, Black History Month, Chinese New Year. etc.

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

ISAAC Academy creates a safe and respectful environment by providing a Before School Care Program that includes a nutritious breakfast and a relaxed environment for students to interact with our staff and peers while experiencing safety and respect while on school grounds.

Students not participating in the Before School Care program, are welcomed to the school by the principal and their teacher on a daily basis.

During school hours, students are always escorted by their teachers to their corresponding areas of instruction or other activities and assisted by the principal on any and all occasions as needed.

Our after school care program is guided by academics while at the same time providing extracurricular activities such as a program called Soccer Shots-emphasized character development through a soccer skill, dance program, music program and parent requested Spanish program.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

ISAAC Academy encourages all students to follow the schools contract signed by the parents at the beginning of the school year. The contract includes the schools adherence to the MDCPS Student

Code of Conduct, classroom rules, school rules, and it provides the parents a clear and precise chain of command that is followed when students violate school rules.

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 our Program Specialist evaluates case by case and makes sure that the student receives services as needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In order to create a supportive environment that addresses the Early Warning Systems, teachers, administrators, and support staff will work together to monitor student academic progress, and promote attendance and positive school behavior, to ensure academic progress.

Early Warning System indicators are listed below:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

The school is in a new location with only Kinder and 1st graders, thus the principal along with the teacher will be responsible for monitoring student attendance, suspensions, and course failures on a quarterly basis, or even earlier if is determined that early intervention must take place.

At this time, our school does not have student in grades 3rd and up, but as it grows, all students scoring a Level 1 in ELA or mathematics statewide, standardized assessments are monitored by administration and teachers through quarterly data chats that track previous state assessment data as well as current interim assessment data. Students are placed in Tier II intervention programs and are provided tutoring.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level		Total
	K	1	
Attendance below 90 percent	1	0	1
One or more suspensions	0	0	
Course failure in ELA or Math	0	1	1
Level 1 on statewide assessment	0	0	

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

Indicator	Grade Level 1	Total
Students exhibiting two or more indicators	1	1

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

The school has created a blueprint for success that includes the following strategies to improve the academic performance of the targeted students:

Academics

After school tutoring program

Reading Interventions- iReady

Math Interventions- iXL-Math

Differentiated Instruction

Software Programs , iReady, iXL-Math and Reading Eggs)

Response to intervention programs

Specifically at this time, with our Kinder and 1st graders, some have demonstrated early warning signs based on the FLKRS exam for Kinder students and teacher evaluations for both grade levels. They are deficient:

1) Language and Literacy: students are not proficient in recounting key ideas and details from text. Many are still in progress.

2) Mathematical Thinking: students are not proficient in making sense of problems using simple strategies to solve them. Many are still in progress.

3) Reading Comprehension

As a result, ISAAC Academy has chosen to purchase the following intervention programs to help students with these deficiencies and others that will arise as well as a means to differentiate instruction and monitor progress.

ISAAC Academy is utilizing I-Ready as the Reading Intervention Program for all students in need of it. ISAAC Academy is utilizing iX-L Math as the Mathematics Intervention Program for all student in need of it.

Both Intervention programs allows us to retrieve reports on students specific needs thus allowing us the ability to guide the intervention strategy for each student specific needs.

Additionally, with the Charter School Digital Classroom funds, we will be purchasing a homework based reading program called Reading Eggs-which targets reading needs and it provides feedback to parents and the teacher on specific areas of deficiency in Reading.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our goal for the 2014-2015 school year is to increase, or exceed the parent attendance for school wide activities.

Parents have limited knowledge and/or understanding of classroom/school participation opportunities. In order to increase parent participation for school-wide activities, regular communication will be generated via telephone and emails. Communication with parents will be ongoing, provided through teacher and school websites (updated weekly), and written communication. School Administration and Teachers will be responsible for monitoring parental involvement by frequently checking parent logs/sign-in sheets, volunteer logs, and website statistics that will assist in appraising the quantity of parents attending school activities.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The administrative team and the staff meet twice a year to review the SIP. In the beginning of the year, we analyze data and reevaluate new student population and discuss what strategies will be implemented to improved student achievement. At the end of the school year, the staff meets again to brainstorm, discuss and develop new strategies ,evaluation tools, professional developments, and instructional materials and resources to improve instruction. We discuss assessments and monitoring techniques to be used in order to ensure the SIP strategies are working and that our student achievement goals are on target, if not, we adjust accordingly.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Rivas, Sandy	Teacher, K-12
Alvarez, Ofelia	Principal

Duties

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

Mrs. Ofelia Alvarez, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the SIP Plan and that data collected throughout the school year is used as a guide to continuous academic instruction and instructional delivery.

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 staff meets twice a year to review the SIP. In the beginning of the year we analyze data and discuss what strategies will be implemented to improve student achievement and reach our school goals. At the end of the year the staff created a SIP End of Year Review team that comes up with new strategies, evaluation tools, professional developments, and instructional materials and resources to improve instruction. We discuss assessments and monitoring techniques to be used in order to ensure the SIP strategies are working and that our student achievement goals are on target.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ofelia Alvarez	Principal
Sandy Rivas	Teacher
Chung Bing Wong	Teacher
Connie Font	Education Support Employee
Cindy Herrera-Castro	Parent
Naymi Castillo	Parent
Aminah Chaudhare	Parent
Dr. Angie Sue	Education Support Employee
Sakina Chaudhare	Student
Damian Grass	Business/Community
Luz Chaoui	Business/Community
Lorelys Perez	Parent
Aurelys Kloers	Parent
Maria Dolores Rivera	Parent
Sakina Chaudhare	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee was given a copy of last years SIP during the first meeting for this school year on September 2, 2014 and we discussed the goals and strategies met last year for ISAAC Academy while housed at another location with a different group of students. We then agreed that due to the school moving to a new location and starting with a new group of students in Kindergarten and First grade for the 2014-2015 school year, we conducted an open forum of ideas from all members of the SAC committee on the different resources and strategies that we could implement at our school in order to ensure that we meet all our goals for our current students and that we utilize the most effective strategies to do so.

Development of this school improvement plan

The SAC meets quarterly every school year to discuss achievements and improvements that are necessary within the school. Academically, the SAC discusses scores and which resources can be used to improve upon the education of the students. On October 6, 2014 we conducted our second SAC meeting where we thoroughly reviewed this years plan and how we would utilize goals, strategies to meet those goals, and the barriers we could encounter along the way to ensure success of the proposed plan.

Preparation of the school's annual budget and plan

Our SAC Committee was appraised of all budgetary matters and their input was sought out in matters concerning school safety and student achievement.

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

The SAC will utilize its funds to support the SIP. Our school's \$45.00 SAC money for this school year was used to help purchase the I-Ready Reading Intervention Program. All \$45.00 were spent, as the total purchase of the program for this school year was \$450.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Alvarez, Ofelia	Principal
Rivas, Sandy	Teacher, K-12

Duties**Describe how the LLT promotes literacy within the school**

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- professional growth opportunities
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction across the curriculum
- encouraging the use of data to improve teaching and student achievement

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The 2014-2015 school year for ISAAC has provided a unique opportunity to grow the school in a new building with a new community. As a result, the school only employs one full time teacher for core curriculum and a part time teacher for the Mandarin Language Program portion of our Charter. Thus, the collaboration is innate to the conditions given and it is proving to be a very positive and successful process to model our future years after.

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

The administration will work arduously throughout the academic school year to retain highly qualified, certified in-field, effective teachers to the school.

The administration will provide professional development and enhance the learning possibilities for the teachers by providing coverage for teachers who wish to seek more learning opportunities.

The administration will also attend teacher job fairs in order to maintain and up-date a database of resumes.

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

Due to the nature of our school's charter which requires the teaching of Mandarin language to all our students, we were able to hire a beginning teacher for the mandarin language. This particular teacher has experience teaching middle and high school students but is not in tune with the nature of teaching younger student. Thus, I have paired him up with our resident experience elementary teacher to help guide him in the strategies and lesson development that is conducive and productive for Kindergarten and First Graders. Additionally, I am also serving as his mentor in how to write a lesson plan, developed interactive and engaging activities and the many ways of evaluating students grasp and mastery of the objective that is not always through paper and pencil. Additionally, this teacher will attend all professional development that our current classroom teacher attends to engage him on best teaching practices while at the same time creating a learning community of educators.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We utilize either District or State approved Reading and Mathematics series that are aligned to the Florida Standards. We utilize all MDCPS on-line programs provided to all their schools to enhance our core program. Additionally, we ensure that all the resources are been utilized by reviewing lesson plans and conducting walk-throughs/observations weekly. ISAAC also takes advantage of the districts weekly briefings where professional development opportunities, resources, etc. are shared and we disseminate this information to the staff for their professional growth and that of their students.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

ISAAC Academy meets quarterly to review data and modify instruction to fit the students' needs as identified by that data chats. We utilize I-Ready for Reading and iX-L for Mathematics as our two intervention programs to provide support and help promote differentiated instruction as needed. Our ELL students English language level is assigned via the OLPS-R or the CELLA which helps guide differentiated instruction based on each students' individual language proficiency by providing a variety of strategies to utilize within the core curricular program. Our ESE students are monitored by our program specialist and their classroom teacher where a collaborative approach is used to ensure that all ESE and Rti students are being serviced correctly.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

Students NOT performing at grade level in reading , are given an extra 30 minutes daily of instruction per day to remediate and strengthen their areas of weakness by utilizing the I-Ready Intervention Program.

Strategy Rationale

We target reading readiness and comprehension as we realize that these students will have greater success in school if their reading is on grade level or above.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rivas, Sandy, srivas@dadeschools.net

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

Students are given a pre and post test by the teacher to measure effectiveness of the program and to ensure that the benchmark been targeted for that child is mastered. The I-Ready Program also generates reports that helps us monitor non-mastery or mastery in order to help guide differentiated instruction continuously.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At ISAAC, in order to assist preschool children and their families, an orientation is held before the commencement of the school year. Kindergarten teachers are present and provide valuable information to parents. A calendar of school events is provided and school wide policies and procedures are explained.

For our current students moving on to the next grade, an orientation is provided the first week of school to ensure the students and the parents are provided with all information needed to have their child have a successful school year. At any given time, parents are welcomed to speak to the principal or teacher in order to ensure proper and successful transition.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies.
- G2.** Our goal is use the Early Warning Systems of attendance, student behavior and course failure to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.
- G3.** Our goal is to increase student achievement in the area of STEM by providing students with more hands on real world science and math activities and experiences in and outside the classroom.
- G4.** Our 2014-2015 goal is to build a strong family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies. **1a**

Targets Supported**1b**

G048341

Indicator	Annual Target
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	88.0
Math Gains	76.0
Math Lowest 25% Gains	87.0
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal**2**

- Highly Qualified Personnel
- Web Based Reading Programs
- I-Ready
- IX-L Math
- District/State Adopted Materials

Targeted Barriers to Achieving the Goal**3**

- Limited use of Differentiated Instructional Strategies within the core subjects

Plan to Monitor Progress Toward G1.**8**

Informative and Formative Observation data provided by ASSESSA (A staff and data observation faculty tool.)

Person Responsible

Ofelia Alvarez


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher Observations (formal and informal); Individual Student performance, and Student/Teacher data chats.

G2. Our goal is use the Early Warning Systems of attendance, student behavior and course failure to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement. **1a**

 G048346

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	90.0
Discipline incidents	1.0
Retained Students	1.0

Resources Available to Support the Goal **2**

- Counseling/discussion groups
- Quarterly Student Monitoring Plan
- Educational Software Programs: I-Ready, Ix-L Mathematics, and Reading Eggs.
- Student and Parent Handbook-addresses policies and regulations on attendance and behavior.
- Character Development Practices
- Teacher Professional Development Workshops: Differentiated Instruction, New Standards in ELA and Mathematics.
- Response to Intervention (Rti) and Multi-Tiered Student Support Team (MTSS)

Targeted Barriers to Achieving the Goal **3**

- Parents and students have limited resources and information on not only the Code of Student Conduct and Attendance policies and the important role both hold in their academic progress but also on the standards required for them to succeed academically in each subject.

Plan to Monitor Progress Toward G2. **8**

To help monitor the progress towards meeting the goal, Student Reports/Data/Records of Parent and Student Communication and Parent/Teacher conferences as well as Parent/Teacher and Administrator Conferences.

Person Responsible

Ofelia Alvarez


Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in record forms, communication chat logs, student data reports, teacher observations, teacher conferences and administrator conferences.

G3. Our goal is to increase student achievement in the area of STEM by providing students with more hands on real world science and math activities and experiences in and outside the classroom. 1a

 G048357

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Bi-weekly hands on science experiments.
- Utilize technology to enhance all core subjects.
- Introduce Mandarin language via Mathematics and Technology instruction.
- Science Curriculum-pacing guides
- Mathematics Curriculum-pacing guides
- Florida Stem Tips: www.stem.dadeschools.net

Targeted Barriers to Achieving the Goal 3

- Teachers shy away from exposing students to very little digital media resources to help their students understand concepts, practice new skills and engage in exciting, authentic learning experiences- as they are reluctant to change and are more likely to stay with traditional strategies in this areas.

Plan to Monitor Progress Toward G3. 8

Follow up meetings with teachers and the administration to discuss academic achievement for all students and address any fidelity/implementation concerns and what can be done to overcome these concerns.

Person Responsible

Ofelia Alvarez


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student Reports, Observation Records, Student Grades, Lesson Plans

G4. Our 2014-2015 goal is to build a strong family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement. 1a

 G048360

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Parent Center located in school lobby.
- Parent Association
- Up to date information provided in Webpage.

Targeted Barriers to Achieving the Goal 3

- Limited knowledge on school-wide events and activities that promote student learning due to parents limited English proficiency.,

Plan to Monitor Progress Toward G4. 8

Parent Attendance

Person Responsible

Ofelia Alvarez

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent sign- in

Action Plan for Improvement

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

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies. **1**

 **G048341**

G1.B3 Limited use of Differentiated Instructional Strategies within the core subjects **2**

 **B120561**

G1.B3.S1 Students will work in small groups to encourage the use of newly learned computer and curricular materials through differentiated instruction. Cooperative Learning activities using LAFS. Students will have opportunities to complete individualized instruction through I-Ready, Small Guided groups, Reading eggs, and the district approved core Reading series. **4**

 **S132433**

Strategy Rationale

Students need different types of strategies to target any and all deficiencies through the use of differentiated instruction in order to succeed in all core subjects.

Action Step 1 **5**

Classroom Instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.

Person Responsible

Ofelia Alvarez

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administrative Walk-through documentation

Action Step 2 5

Classroom Focus Wall (Objectives, targets, group work) must be updated weekly to show core instructional adaptations.

Person Responsible

Sandy Rivas

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Faculty Tools (ASSESSA) will be used to record weekly observations.

Action Step 3 5

We will collect data from our Computer based program, I-Ready.

Person Responsible

Sandy Rivas

Schedule

Quarterly, from 9/28/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, I-Ready generated individual report per student.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administrator will conduct walk-through observations, informal and informal observations in order to monitor the fidelity of the implementation of the program.

Person Responsible

Ofelia Alvarez

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The administration will use Faculty Tools (ASSESSA) and IPEGS.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The principal will conduct detailed observations to ensure that the students are being taught utilizing differentiated instruction in all core areas: ELA, Mathematics, Science and Social Studies.

Person Responsible

Ofelia Alvarez

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data chats will be conducted as well as walk-through observations.

G1.B3.S2 Teacher will utilize CRISS strategies to Implement evidence-based differentiated instruction across the curriculum. 4

 S132434

Strategy Rationale

Evidence based differentiated instructional strategies will help all students across all subject areas.

Action Step 1 5

The math and science teachers will use iX-L Math, Gizmos, and district adopted math and science materials and curriculum to ensure that differentiated instruction is integrated across the core subjects.

Person Responsible

Ofelia Alvarez

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

The school principal will be responsible for collecting, reviewing reports and conduct follow up data meetings.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The principal will conduct walk through observations.

Person Responsible

Ofelia Alvarez

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The principal will use Faculty Tools. (ASSESSA)

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

The principal will conduct detailed science and math observations to ensure that the MAFS science standards are being taught and the differentiated instruction used effectively.

Person Responsible

Ofelia Alvarez

Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Walk through observations as well as data chats will be conducted.

G2. Our goal is use the Early Warning Systems of attendance, student behavior and course failure to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement. **1**

 G048346

G2.B1 Parents and students have limited resources and information on not only the Code of Student Conduct and Attendance policies and the important role both hold in their academic progress but also on the standards required for them to succeed academically in each subject. **2**

 B120599

G2.B1.S1 Provide parents with explicit information and meetings during flexible hours and through a variety of sources (website, parent meeting, etc.) in order to provide comprehensive understanding of the importance of attendance, behavior and its implication in the future success of their child's academic growth. **4**

 S132475

Strategy Rationale

Once parents and students are taught and understand the strategies, rules, and regulations of attendance, behavior and how these are barriers that can be overcome to help their children success academically.

Action Step 1 **5**

The school will conduct informational and assistance meeting on attendance and behavior regulations to ensure all parents and students understand the requirements of the school/district's attendance and conduct policies and how this knowledge can empower their child for academic success.

Person Responsible

Sandy Rivas

Schedule

Quarterly, from 8/18/2014 to 1/12/2015

Evidence of Completion

Sign in sheets, Agendas, Records

Action Step 2 5

The school will use technology to deliver all pertinent updates, information, and requirements to parents via email, and website. Additionally, the school has purchased three software programs to enhance academic performance and spark student interest thus minimizing attendance and behavioral problems.

Person Responsible

Sandy Rivas

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Reports gathered from each of the 3 software programs, emails, website, monthly calendar.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

To monitor the fidelity of the implementation, administrator will conduct Walk-throughs, Formal Observations, and review attendance reports, and review progress reports and report cards to monitor students.

Person Responsible

Ofelia Alvarez

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Faculty Data Base which includes all walk-throughs and observation notes, and the On-line grade book.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Meetings with parents will be held to follow-up with data gathered for absences, tardies, poor behavior and low academic performance so adjustments can be made to ensure achievements in targeted areas.

Person Responsible

Sandy Rivas

Schedule

On 6/5/2015


Evidence of Completion

Data Chats, Observation Follow-ups, and Student Reports gathered from On-line gradebook

G3. Our goal is to increase student achievement in the area of STEM by providing students with more hands on real world science and math activities and experiences in and outside the classroom. 1

 G048357

G3.B2 Teachers shy away from exposing students to very little digital media resources to help their students understand concepts, practice new skills and engage in exciting, authentic learning experiences- as they are reluctant to change and are more likely to stay with traditional strategies in this areas. 2

 B120608

G3.B2.S1 Teachers will be exposed to different resources that can be used in the classrooms in order to expose students to digital media resources and allow the practice of new skills during differentiated instructional groupings. The teachers are required to do a hands-on lab weekly. 4

 S132477

Strategy Rationale

Students need and usually tend to "think outside the box" , thus exposing them to different strategies that will enable them to understand these concepts fully will benefit them academically and in their thinking process.

Action Step 1 5

STEM Resources will be distributed to all teachers and any updates on STEM activities/strategies that can impact student achievement will also be discussed and distributed. The school will initiate school-wide program to promote STEM activities, such as weekly science labs, STEM related fieldtrips, Utilization of the IX-L Math software, etc.

Person Responsible

Ofelia Alvarez

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Samples of student work, lesson plans, observation of daily routines, school calendar, technology usage reports. Follow up chat sessions will be held with the Leadership team

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

To ensure fidelity, the administrator will work closely with teachers to communicate on updates of program implementation. Weekly observations will help to ensure implementation of the programs.

Person Responsible

Ofelia Alvarez

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Recorded Minutes, Observations, emails, meetings.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

To monitor effectiveness of the STEM related programs/strategies, data will be collected from technology reports, mathematics and science course work, reports, and exams. This will help determine if participation in STEM related activities is enhancing student achievement in these curricular areas.

Person Responsible

Ofelia Alvarez

Schedule

Biweekly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Classroom Observation Documentation, bi-weekly assessments.

G4. Our 2014-2015 goal is to build a strong family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement. **1**

 G048360

G4.B1 Limited knowledge on school-wide events and activities that promote student learning due to parents limited English proficiency., **2**

 B120635

G4.B1.S1 Providing all communication in both English and Spanish so that parents understand and support their child's academic achievement. **4**

 S132513

Strategy Rationale

Parents need to understand concepts and regulations in order to be more supportive, active and engaged in all school-wide activities and events.

Action Step 1 **5**

Communication provided in both English and Spanish.

Person Responsible

Sandy Rivas

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Letters, flyers, notes, etc.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Save copies of all communications with parents.

Person Responsible

Sandy Rivas

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Letter, flyers, notes, website, etc.,

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Parental Involvement

Person Responsible

Ofelia Alvarez

Schedule

On 6/5/2015

Evidence of Completion

Sign-in rosters/attendance. Copies of all documentation provided to parents are kept on file.

Appendix 1: Implementation Timeline*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Classroom Instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.	Alvarez, Ofelia	8/18/2014	Administrative Walk-through documentation	6/5/2015 weekly
G1.B3.S2.A1	The math and science teachers will use iX-L Math, Gizmos, and district adopted math and science materials and curriculum to ensure that differentiated instruction is integrated across the core subjects.	Alvarez, Ofelia	8/18/2014	The school principal will be responsible for collecting, reviewing reports and conduct follow up data meetings.	6/5/2015 daily
G2.B1.S1.A1	The school will conduct informational and assistance meeting on attendance and behavior regulations to ensure all parents and students understand the requirements of the school/district's attendance and conduct policies and how this knowledge can empower their child for academic success.	Rivas, Sandy	8/18/2014	Sign in sheets, Agendas, Records	1/12/2015 quarterly
G3.B2.S1.A1	STEM Resources will be distributed to all teachers and any updates on STEM activities/strategies that can impact student achievement will also be discussed and distributed. The school will initiate school-wide program to promote STEM activities, such as weekly science labs, STEM related fieldtrips, Utilization of the IX-L Math software, etc.	Alvarez, Ofelia	8/18/2014	Samples of student work, lesson plans, observation of daily routines, school calendar, technology usage reports. Follow up chat sessions will be held with the Leadership team	6/5/2015 weekly
G4.B1.S1.A1	Communication provided in both English and Spanish.	Rivas, Sandy	8/18/2014	Letters, flyers, notes, etc.	6/5/2015 weekly
G1.B3.S1.A2	Classroom Focus Wall (Objectives, targets, group work) must be updated weekly to show core instructional adaptations.	Rivas, Sandy	8/18/2014	Faculty Tools (ASSESSA) will be used to record weekly observations.	6/5/2015 weekly
G2.B1.S1.A2	The school will use technology to deliver all pertinent updates, information, and requirements to parents via email, and website.	Rivas, Sandy	8/18/2014	Reports gathered from each of the 3 software programs, emails, website, monthly calendar.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Additionally, the school has purchased three software programs to enhance academic performance and spark student interest thus minimizing attendance and behavioral problems.				
G1.B3.S1.A3	We will collect data from our Computer based program, I-Ready.	Rivas, Sandy	9/28/2014	Lesson Plans, I-Ready generated individual report per student.	6/5/2015 quarterly
G1.MA1	Informative and Formative Observation data provided by ASSESSA (A staff and data observation faculty tool.)	Alvarez, Ofelia	8/18/2014	Teacher Observations (formal and informal); Individual Student performance, and Student/Teacher data chats.	6/5/2015 weekly
G1.B3.S1.MA1	The principal will conduct detailed observations to ensure that the students are being taught utilizing differentiated instruction in all core areas: ELA, Mathematics, Science and Social Studies.	Alvarez, Ofelia	8/18/2014	Data chats will be conducted as well as walk-through observations.	6/5/2015 quarterly
G1.B3.S1.MA1	The administrator will conduct walk-through observations, informal and informal observations in order to monitor the fidelity of the implementation of the program.	Alvarez, Ofelia	8/18/2014	The administration will use Faculty Tools (ASSESSA) and IPEGS.	6/5/2015 weekly
G1.B3.S2.MA1	The principal will conduct detailed science and math observations to ensure that the MAFS science standards are being taught and the differentiated instruction used effectively.	Alvarez, Ofelia	8/18/2014	Walk through observations as well as data chats will be conducted.	6/5/2015 quarterly
G1.B3.S2.MA1	The principal will conduct walk through observations.	Alvarez, Ofelia	8/18/2014	The principal will use Faculty Tools. (ASSESSA)	6/5/2015 weekly
G2.MA1	To help monitor the progress towards meeting the goal, Student Reports/Data/ Records of Parent and Student Communication and Parent/Teacher conferences as well as Parent/Teacher and Administrator Conferences.	Alvarez, Ofelia	8/18/2014	Sign in record forms, communication chat logs, student data reports, teacher observations, teacher conferences and administrator conferences.	6/5/2015 quarterly
G2.B1.S1.MA1	Meetings with parents will be held to follow-up with data gathered for absences, tardies, poor behavior and low academic performance so adjustments can be made to ensure achievements in targeted areas.	Rivas, Sandy	8/18/2014	Data Chats, Observation Follow-ups, and Student Reports gathered from On-line gradebook	6/5/2015 one-time
G2.B1.S1.MA1	To monitor the fidelity of the implementation, administrator will conduct Walk-throughs, Formal Observations, and review attendance reports, and review progress reports and report cards to monitor students.	Alvarez, Ofelia	8/18/2014	Faculty Data Base which includes all walk-throughs and observation notes, and the On-line grade book.	6/5/2015 weekly
G3.MA1	Follow up meetings with teachers and the administration to discuss academic achievement for all students and address any fidelity/implementation concerns and what can be done to overcome these concerns.	Alvarez, Ofelia	8/18/2014	Student Reports, Observation Records, Student Grades, Lesson Plans	6/5/2015 monthly
G3.B2.S1.MA1	To monitor effectiveness of the STEM related programs/strategies, data will be collected from technology reports, mathematics and science course work, reports, and exams. This will help determine if participation in STEM related activities is enhancing student achievement in these curricular areas.	Alvarez, Ofelia	8/18/2014	Classroom Observation Documentation, bi-weekly assessments.	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	To ensure fidelity, the administrator will work closely with teachers to communicate on updates of program implementation. Weekly observations will help to ensure implementation of the programs.	Alvarez, Ofelia	8/18/2014	Recorded Minutes, Observations, emails, meetings.	6/5/2015 weekly
G4.MA1	Parent Attendance	Alvarez, Ofelia	8/18/2014	Parent sign- in	6/5/2015 monthly
G4.B1.S1.MA1	Parental Involvement	Alvarez, Ofelia	8/18/2014	Sign-in rosters/attendance. Copies of all documentation provided to parents are kept on file.	6/5/2015 one-time
G4.B1.S1.MA1	Save copies of all communications with parents.	Rivas, Sandy	8/18/2014	Letter, flyers, notes, website, etc.,	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies.

G1.B3 Limited use of Differentiated Instructional Strategies within the core subjects

G1.B3.S1 Students will work in small groups to encourage the use of newly learned computer and curricular materials through differentiated instruction. Cooperative Learning activities using LAFS. Students will have opportunities to complete individualized instruction through I-Ready, Small Guided groups, Reading eggs, and the district approved core Reading series.

PD Opportunity 1

We will collect data from our Computer based program, I-Ready.

Facilitator

Literacy Coach

Participants

Teachers and Administrator

Schedule

Quarterly, from 9/28/2014 to 6/5/2015

G2. Our goal is use the Early Warning Systems of attendance, student behavior and course failure to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.

G2.B1 Parents and students have limited resources and information on not only the Code of Student Conduct and Attendance policies and the important role both hold in their academic progress but also on the standards required for them to succeed academically in each subject.

G2.B1.S1 Provide parents with explicit information and meetings during flexible hours and through a variety of sources (website, parent meeting, etc.) in order to provide comprehensive understanding of the importance of attendance, behavior and its implication in the future success of their child's academic growth.

PD Opportunity 1

The school will use technology to deliver all pertinent updates, information, and requirements to parents via email, and website. Additionally, the school has purchased three software programs to enhance academic performance and spark student interest thus minimizing attendance and behavioral problems.

Facilitator

Ofelia J. Alvarez and Sandy Rivas

Participants

Parents and Students

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies.

G1.B3 Limited use of Differentiated Instructional Strategies within the core subjects

G1.B3.S1 Students will work in small groups to encourage the use of newly learned computer and curricular materials through differentiated instruction. Cooperative Learning activities using LAFS. Students will have opportunities to complete individualized instruction through I-Ready, Small Guided groups, Reading eggs, and the district approved core Reading series.

PD Opportunity 1

Classroom Instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.

Facilitator

Ofelia Alvarez

Participants

All K-1 teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Budget Rollup

Summary	
Description	Total
Goal 1: Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies.	0
Goal 2: Our goal is use the Early Warning Systems of attendance, student behavior and course failure to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.	65
Grand Total	65

Goal 1: Our goal is to increase student achievement by improving differentiated instruction in all core subjects as a tool to close the gaps in instruction in the four core areas of ELA, Mathematics, Science and Social Studies.		
Description	Source	Total
B3.S1.A3 - The \$5.00 per student given the SAC committee has been allotted towards the purchase of the I-Ready Program.	School Improvement Funds	0
Total Goal 1		0

Goal 2: Our goal is use the Early Warning Systems of attendance, student behavior and course failure to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.		
Description	Source	Total
B1.S1.A2 - EESAC Funds and supplemented by Operational Account.	School Improvement Funds	65
Total Goal 2		65