Howard Drive Elementary School

2015-16 School Improvement Plan

Howard Drive Elementary School

7750 SW 136TH ST, Miami, FL 33156

http://howarddrive.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	67%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

MISSION
The Howard Drive Elementary School staff, parents, and the community are committed to providing a supportive environment for each student by promoting a firm academic and technological foundation, including multicultural experiences, and by fostering intellectual, emotional, and social development.

Provide the school's vision statement

VISION
Howard Drive students will become contributing members of society by becoming effective communicators, creative problem solvers, critical reflective thinkers, and self-directed lifelong learners. They will develop an understanding of rights and responsibilities leading to good citizenship, as well as understanding and respecting individual differences and diversity among cultures.

School Environment

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

Howard Drive Elementary will provide an educational program that will enable each student to achieve his or her intellectual, social, emotional, and physical potential. A nurturing and safe environment, conducive to learning will be evident. Together with parents and community, our staff will work continuously to empower the students and strengthen the quality of education that is the foundation of Howard Drive Elementary School.

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

Howard Drive creates an environment where students feel safe and respected throughout the school day. Various presentations are given on character education and MDCPS core values to promote respect, honesty, trust, citizenship, and cooperation by our guidance counselor. The importance of the pursuit of excellence is instilled daily to our students the closed circuit television messages, presentations, assemblies, teacher recognition, Spot Success, and through our "Do the right Thing" Program.
Teachers support their children in community based project and blending it into the curriculum. Projects such as peer tutoring are completed within the school. Many other projects take place within the school's community. Examples include raising money for a selected charity, collecting can goods for a homeless shelter and providing social contacts for senior citizens. Children review the significance of the project through journal writing, classroom discussions, posters and essays.

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

Code of Student Conduct
Values Matter Curriculum
School-wide Discipline Plan

Parent Communication Logs
Guidance Counselor conferences
SST meetings
Student Services Meetings
Parent/Teacher/Administrator Conferences
Family Night
Incentives (Field Trips, Spot Success, Honor Roll, "Do the Right Thing")

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

The staff at Howard Drive Elementary School works closely with students, teachers ans parents to ensure a safe risk-free learning environment. Howard Drive Elementary provides a place where students feel comfortable and safe in a classroom, teachers must use specific strategies that create the necessary atmosphere—such as regular class meetings in which students can express their concerns. Also, our school helps students feel supported and teachers give meaningful instruction that met student's individual needs and challenged them to reach their full potential. Believing in students more than they believe in themselves is an amazing way to contribute to their lifelong emotional and social health.

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

The Early Warning Indicators that are used are attendance below 90 percent, course failure in English Language Arts or Mathematics, a Level 1 score on the statewide standardized assessments, and number of Behavioral referrals. A school attendance plan is implemented and monitored by teachers and administrators. An alternate suspension plan is implemented to ensure students remain in school while focusing on the Student Code Of Conduct. During the 2014-2015 school year, we had one suspension. The RtI process is implemented with fidelity to ensure support is implemented through the Tier process. Students scoring in a level 1 or 2 in the areas of Reading and/or Mathematics on the Florida Standards Assessment and receive Tier 2 interventions.

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
	1	2	3	4	5	
Attendance below 90 percent	1	3	3	5	9	21
One or more suspensions	2	1	0	1	2	6
Course failure in ELA or Math	2	11	3	9	21	46
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level			Total
	2	4	5	
Students exhibiting two or more indicators	5	6	18	29

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

Howard Drive Elementary will employ the following strategies to improve academic performance of students identified by the early warning systems:
Attendance below 90%; Administration will monitor all student attendance and will reward students who have 100% attendance once the class has completed the "Perfect Attendance" banner.
Course failure in ELA and Mathematics; Administration will ensure that all students needing academic intervention will receive assistance during the school day.
Level 1 on statewide assessments; Administration will ensure that all students needing academic intervention will receive assistance during the school day.

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

Howard Drive Elementary has received the Golden School Award for the large percent of parents volunteers at our school. Our PTA records and the volunteer sign-in logs, during the 2014-2015 school year indicate that
parent participation in school wide activities was over 3,000 voluntary hours. Our goal for the 2015-2016 school year is to maintain or increase parent participation . Our goal is to increase by two percent parent participation from our students that live in the neighboring community. Our school's APP, webpage, parent newsletter and Connect Ed all serve as communication tools to inform parents of all upcoming events and activities. In the 2015-2016 school year Howard Drive Elementary joined social media obtaining a Howard Drive Twitter account to maximize communication with parents and inform them of up to the minute events taking place at our school.

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

Howard Drive Elementary has sustainable partnerships with The Village of Pinecrest and The Village of Palmetto Bay. The Villages raise money through various community events such as Taste of Pinecrest and Fashion in the Gardens. These community events directly impact resources for our school. The Palmetto Bay Police Department participates in several school-wide initiatives including Officer Friendly, D.A.R.E. and RAD Kids. Our schedules EESAC meetings, parent workshops, student activities, Open House, and PTA General meetings to create a home-to-school connection. Parents are encourage to attend Town Hall Meetings, Coffee and Conversations and other district-wide meetings. Parents are provided and presented with strategies, resources and information that will allow them to assist their children with academic achievement.

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:	

Name	Title
Dalby, Deanna	Principal
Diaz, Christina	Assistant Principal
Wood, Amarilys	Instructional Coach
Russell, Monica	Instructional Coach
Rich , Julie	Instructional Coach
Davis , Deborah	Teacher, ESE
Clarin , Joshua	SAC Member
Moses, Suanne	Guidance Counselor

Duties

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

Deanna D. Dalby – Principal facilitate and monitor MTSS/RtI and SIP
Christina V. Diaz – Assistant Principal facilitate and monitor MTSS/RtI and SIP
Amy Wood– Reading Liaisons - will work with teachers at all grade levels in order to ensure that implementation of the Reading curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide Reading data and provide feedback regarding interventions as needed for the RTI program.
Monica Russell – Math Liaisons will work with teachers at all grade levels in order to ensure the implementation of the Mathematics curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide mathematics data and provide feedback regarding interventions as needed for the RTI program.
Julie Rich – Science Liaisons-will work with teachers at all grade levels in order to ensure the implementation of the Science curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide science data
Joshua Clarin - SAC Chair/Grade level chair/ Technology Committee Chair
Joanne Hesser– School Psychologist- Assists with consultation, assessment, and intervention development.
Suanne Moses – School Counselor- Assists with consultation, assessment, and intervention development.
Deborah Davis-Behavior Management Teacher will work with teachers at all grade levels in order to ensure that the individual needs of students in Special Education are being met in accordance with their Individual Education Plans. In addition, she will work with administration to monitor school wide data for all students and provide feedback regarding students in need of interventions as part of the RTI program.

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

The school-based MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals according to the SIP strategies, monitor academic and behavior data evaluating progress at

least three times per year. The school-based MTSS Leadership Team will hold monthly team meetings, while addressing the strategies and goals on the SIP, to use the four step problem solving process to set goals, plan, and evaluate programs that focus on increasing student achievement or behavioral success. The MTSS Leadership Team works with other school teams by gathering ongoing progress monitoring (OPM) data by using the Tier 2 problem solving process after each OPM. In addition, the team maintains communication with staff for input and feedback, as well as updating them on procedures and progress. Finally, the MTSS Leadership Team works with other school teams by assisting them with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

District Policy Against Bullying and Harassment:

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

At Howard Drive Elementary School we participate in a variety of events to promote anti bullying and harassment. This year our school will be participating in the following programs:

* No Place for Hate - The campaign empowers schools to promote respect for individual and group differences while challenging prejudice and bigotry.

*Officer Friendly - model program to acquaint children and young adults with law enforcement officials as a part of a community relations campaign.

* D.A.R.E - Teaching students good decision-making skills to help them lead safe and healthy drug free lives.

* RAD Kids - The purpose of this program is to train and empower children with real skills so they can recognize, avoid, resist, and if necessary escape violence or harm in their lives. Education is the only thing that can change fear into power and radKIDS® can and does give children opportunity and power to live safer in our world today.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Deanna D. Dalby	Principal
Ismary Garcia	Parent
Gina Vinueza	Parent
Robert Shearer	Business/Community
Deborah Confino-Thomas	Teacher
Arlene Young	Education Support Employee
Joshua Clarin	Teacher
Joanie Kermisch	Teacher
Verbena Cummings	Teacher
	Student
Karen Mejia	Teacher
Laura Rossano	Teacher
Beatriz Fernandez-Rossi	Teacher
Grant Gussin	Business/Community
Officer Peter Judge	Business/Community
Manuel Garcia	Business/Community
Michelle Wright	Education Support Employee
Joyce Catarineau	Education Support Employee
Ian Schwartz	Student
Ana Popov	Student
Beth Lang	Parent
Nicole Connolly	Parent
Monica Smith	Parent

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

EESAC reviewed the School Improvement Plan on a monthly basis. EESAC discussed the goals and strategies used to increase student achievement. The staff and EESAC met to discuss the end of the year review of goals and strategies and made recommendations for the 2014-2015 School Improvement Plan.

Development of this school improvement plan

The development of School Improvement Plan, the School Advisory Committee (SAC) worked collaboratively with the Leadership Team to establish priorities and set goals for the school, identify the programs and practices necessary to achieve the school's goals. The SAC also advised in allocating resources to ensure that the improvement plans are successful. The SAC will then determine if the implementation of these strategies is evidenced in the SIP and in the student data. Changes and adjustments to these strategies will be made throughout the school year by the SAC, as needed.

Preparation of the school's annual budget and plan

Funds will be utilized to purchase technology for students that support and enhance the implementation of the Common Core State Standards. In addition, funds will be used for student incentives and recognition certificates.
Technology - 17 Laptop computers ($8,500)
Student Incentives/Recognition ($2,999)

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

The projected use of school improvement funds will be $1,000 to school wide programs.
Parent Workshops - $200.00
Intervention- $500.00
FSA /Common Core Standards Materials-$300.00

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:

Name	Title
Dalby, Deanna	Principal
Diaz, Christina	Assistant Principal
Wood, Amarilys	Instructional Coach
Young, Arlene	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team (LLT) during the 2015-2016 school year will be to foster reading knowledge within the school, implement reading strategies using the common core standards across all content areas, and create a positive atmosphere for literacy across all content areas. Monitoring student progress will be essential to ensure students progress. The LLT members will meet regularly with grade levels to discuss data and appropriately address students according to their individual needs. I-Ready will be utilized for Tier 2 student to provide remediation that will increase student achievement. The LLT will also support the implementation of the Florida Standards by discussing baseline and interim assessment data, strengths and weakness of individual benchmarks, and strategies used to address these areas. Differentiated Instruction groups and implementation of individualized strategies will be monitored by the LLT.

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

An integral part of effective teaching is the collaboration among peers. Howard Drive Elementary encourages positive working relationships between teachers. The Leadership team has implementing

Professional Learning Communities on a monthly basis for the 2015-2016 school year. Best practices and effective strategies will be presented and shared among staff members in the areas of Reading, Writing, Mathematics, Science and Technology. Our teachers have collaborative planning within grade and content area. sharing of best practices at monthly staff faculty meetings. Team building activities during faculty meetings and teacher planning days.

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

One of the most important factors in student achievement is the effectiveness of the teachers who service the students. In order to recruit and retain highly qualified, certified, effective teachers we will establish the following:
1. Partnership with Florida International University, University of Miami and Miami Dade Community College to provide supervising teachers for Education Majors.
Provide leadership and growth opportunities for teachers to promote student achievement.
2. Provide assistance to veteran teachers in need of support understanding and teaching new standards and strategies.
3. Provide assistance to veteran teachers in need of support understanding and teaching new standards and strategies.
4. Cultivate collaboration between instructional personnel through Professional Learning Communities (PLC).

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

Teacher mentoring is an effective method of developing and retaining high quality teachers. Howard Drive provides mentoring for beginning teachers, as well as the teachers who are new to a given grade level or subject area. The administrators will provide time for mentoring teams to meet, for the teacher to observe their mentors teaching techniques and time for the two to discuss improvements to classroom and instructional practices. The mentors are highly qualified, certified-in-field, effective teachers that have received highly effective or effective evaluation ratings. In addition, this year teachers who have been moved to a different grade level will be provided with sub coverage to observe a colleague in the same grade. Professional conversations will take place after observations.

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

Howard Drive Elementary teachers utilize the District-mandated programs and curriculum. Grade Level Expectations, Florida Standards and Pacing Guides are used and aligned to plan effectively.

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

Differential Instruction in the classroom is based on utilizing school data. In school and after school intervention is implemented for all students not achieving proficiency or meeting grade level expectations. Wonderworks is utilized to target low reading skills. In addition, we will be using various

research based computer programs to assist students with targeted instruction; such as i-Ready, Reading Plus, Gizmos, MyOwnReader, and Reflex Math.

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: 10,800

As teachers incorporate innovative instructional approaches that foster a positive learning environment and hold all students to high academic expectations, they typically use a wider range of research-based practices and data sources. Listed below are examples of innovative strategies used during the school day:
• Small & Individual group differentiated instruction
• Wednesday Cosmos day – academic enrichment activities for students of the Gifted in Reading and Mathematics
• I-Ready
• Reading Plus
• Professional Development on Common Core and new Reading Series- Wonders

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Diaz, Christina, esevazquez@dadeschools.net

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

Students participating in the academic enrichment and the after school tutoring courses for reading and mathematics will complete a pre and posttest at the start and end of each tutoring cycle. These scores will be analyzed by administration and the teachers to determine academic growth and effectiveness of strategies.
Students participating in enrichment activities and the after school tutoring contributing to a well-rounded education will prepare for a showcase that will display all that they learned throughout the school year.

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

Kindergarten is an important time of transition for children and parents. Howard Drive Elementary offers the Voluntary Pre-Kindergarten program to assist students with getting prepared for Kindergarten. In addition, Kindergarten students are assessed using the statewide kindergarten screening tool (FAIR) at the beginning of the school year to determine the readiness of each child coming into a kindergarten program. Kindergarten students participate in the Florida Kindergarten Readiness Screener (FLKRS), statewide kindergarten screening that is used to assess the readiness of each child for kindergarten, includes a subset of the Early Childhood Observation System

(ECHOS). Students in Kindergarten also participate in three assessments on the computer based program I-Ready in the areas of reading and Math. Prior to the beginning of the school year, the kindergarten teachers conduct an open house to discuss the expectations of the students and the Kindergarten curriculum. Howard Drive Elementary has also provided strategies and resources to help families and support students as they enter kindergarten.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
  .

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. 1a

🔍 G070382

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - African American	
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	

Resources Available to Support the Goal 2

- Pacing Guides, MCGraw-Hill Reading Wonders Series, ELA Test Item Specs, Strong Curriculum Chairs, Common Planning Time, Scheduled Computer Lab, Technology i.e. iReady, Reading Plus, AR, Promethean and Smart Boards in all classrooms, Media Center with Media Specialist, observational classrooms.

- Pacing Guides, GO Math! Florida, Mathematics Test Item Specs, Strong Curriculum Chairs, Common Planning Time, Scheduled Computer Lab, Technology i.e. Star Math, iReady, Promethean and Smart Boards in all classrooms,observational classrooms.

- Pacing Guides, Scott Foresman Science Series,Science Test Item Specs, Strong Curriculum Chairs, Common Planning Time, Scheduled Computer Lab, Technology i.e. Gizmos, Promethean and Smart Boards in all classrooms,observational classrooms, science materials and Elementary Science instructional resourses.

Targeted Barriers to Achieving the Goal 3

- Evidence of the Gradual Release of Responsibility Model (GRRM) is not present.

Plan to Monitor Progress Toward G1. 8

Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/PLC meetings.

Person Responsible
Deanna Dalby

Schedule
Biweekly, from 10/30/2015 to 6/8/2016

Evidence of Completion
Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-throughs observations.

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. To increase student achievement by improving core instruction in all content areas. [1]

🔑 G070382

G1.B2 Evidence of the Gradual Release of Responsibility Model (GRRM) is not present. [2]

🔑 B183318

G1.B2.S1 Implement the gradual release of responsibility model across all content areas as an instructional framework to support students in content area, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. [4]

🔑 S195053

Strategy Rationale

The GRRM will support student achievement in developing critical thinking and complete increasingly complex, grade-level appropriate tasks.

Action Step 1 [5]

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during the Professional Development Day.

Person Responsible

Amarilys Wood

Schedule

On 10/30/2015

Evidence of Completion

Meeting Agenda, Sign-in sheet, Handouts

Action Step 2 5

Teachers across all content areas will implement the Gradual Release Model during classroom instruction.

Person Responsible

Deanna Dalby

Schedule

Daily, from 9/24/2015 to 10/2/2015

Evidence of Completion

Classroom visitations log, Lesson Plans, Student data, Data charts

Action Step 3 5

Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.

Person Responsible

Deanna Dalby

Schedule

On 10/30/2015

Evidence of Completion

Classroom visitation logs, Teacher observations

Action Step 4 5

Provide additional support across all content areas on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

Person Responsible

Deanna Dalby

Schedule

Weekly, from 11/2/2015 to 12/7/2015

Evidence of Completion

Agendas, Sign-in sheets, Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitoring of this strategy will be conducted through attendance of planning sessions, classroom walkthroughs, Leadership Teams/PLC's.

Person Responsible

Deanna Dalby

Schedule

Biweekly, from 10/30/2015 to 6/8/2016

Evidence of Completion

Lesson Plans, student data, data chats, classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitoring for effectiveness of strategy will be conducted through attendance planning sessions, classroom walkthroughs, Leadership Team/PLC's.

Person Responsible

Amarilys Wood

Schedule

Biweekly, from 10/30/2015 to 6/8/2016

Evidence of Completion

Classroom visitation logs, Teacher observations

G1.B2.S2 Implement academic writing as a part of an instructional framework to support students in the production of writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

S195054

Strategy Rationale

Bu utilizing gradual release of responsibility, teachers will be able to deliver direct and explicit instruction that will lead to students experiencing and mastering course content and skills in analytical writing.

Action Step 1 5

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during grade level meetings.

Person Responsible

Schedule

Monthly, from 10/12/2015 to 6/8/2016

Evidence of Completion

Meeting Agendas, Sign-in Sheets, Handouts and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monitoring of this strategy will be conducted through attendance of planning sessions, classroom walkthroughs, Leadership Teams/PLC's.

Person Responsible

Deanna Dalby

Schedule

Biweekly, from 10/30/2015 to 6/8/2016

Evidence of Completion

Lesson Plans, student data, grade level data chats, classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Monitoring of effectiveness of strategy will be conducted through attendance planning sessions, classroom walkthroughs, Leadership Team/PLC's.

Person Responsible

Deanna Dalby

Schedule

On 6/8/2016

Evidence of Completion

Classroom visitation logs, Teacher observations, classroom walkthroughs

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.B2.S1.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during the Professional Development Day.	Wood, Amarilys	10/30/2015	Meeting Agenda, Sign-in sheet, Handouts	10/30/2015 one-time
G1.B2.S2.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during grade level meetings.		10/12/2015	Meeting Agendas, Sign-in Sheets, Handouts and classroom walkthroughs	6/8/2016 monthly
G1.B2.S1.A2	Teachers across all content areas will implement the Gradual Release Model during classroom instruction.	Dalby, Deanna	9/24/2015	Classroom visitations log, Lesson Plans, Student data, Data charts	10/2/2015 daily
G1.B2.S1.A3	Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.	Dalby, Deanna	10/30/2015	Classroom visitation logs, Teacher observations	10/30/2015 one-time
G1.B2.S1.A4	Provide additional support across all content areas on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.	Dalby, Deanna	11/2/2015	Agendas, Sign-in sheets, Lesson plans	12/7/2015 weekly
G1.MA1	Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/PLC meetings.	Dalby, Deanna	10/30/2015	Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-throughs observations.	6/8/2016 biweekly
G1.B2.S1.MA1	Monitoring for effectiveness of strategy will be conducted through attendance planning sessions, classroom walkthroughs, Leadership Team/PLC's.	Wood, Amarilys	10/30/2015	Classroom visitation logs, Teacher observations	6/8/2016 biweekly
G1.B2.S1.MA1	Monitoring of this strategy will be conducted through attendance of planning sessions, classroom walkthroughs, Leadership Teams/ PLC's.	Dalby, Deanna	10/30/2015	Lesson Plans, student data, data chats, classroom walk-throughs	6/8/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1	Monitoring of effectiveness of strategy will be conducted through attendance planning sessions, classroom walkthroughs, Leadership Team/PLC's.	Dalby, Deanna	10/30/2015	Classroom visitation logs, Teacher observations, classroom walkthroughs	6/8/2016 one-time
G1.B2.S2.MA1	Monitoring of this strategy will be conducted through attendance of planning sessions, classroom walkthroughs, Leadership Teams/ PLC's.	Dalby, Deanna	10/30/2015	Lesson Plans, student data, grade level data chats, classroom walkthroughs	6/8/2016 biweekly

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. To increase student achievement by improving core instruction in all content areas.

G1.B2 Evidence of the Gradual Release of Responsibility Model (GRRM) is not present.

G1.B2.S1 Implement the gradual release of responsibility model across all content areas as an instructional framework to support students in content area, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during the Professional Development Day.

Facilitator

Austin Garilli, PD Liaison

Participants

Instructional Staff

Schedule

On 10/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during the Professional Development Day.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1140	239-Other	2541 - Howard Drive Elementary School	School Improvement Funds		$0.00
2	G1.B2.S1.A2	Teachers across all content areas will implement the Gradual Release Model during classroom instruction.				$0.00
3	G1.B2.S1.A3	Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.				$0.00
4	G1.B2.S1.A4	Provide additional support across all content areas on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142	239-Other	2541 - Howard Drive Elementary School			$1,500.00
			Notes: Supplementary Materials for FSA to increase student achievement.			
5	G1.B2.S2.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during grade level meetings.				$0.00
					Total:	$1,500.00