Dr. Rolando Espinosa K 8 Center

2015-16 School Improvement Plan

Dr. Rolando Espinosa K 8 Center

11250 NW 86TH ST, Doral, FL 33178

http://drek8.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

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

The mission of Dr. Rolando Espinosa K-8 Center is to provide an enriching educational environment where students can excel in academics, be responsible citizens, and become successful future leaders in our global society. With the collaboration of the faculty, staff, parents, and community we encourage and guide each of our students to strive for excellence.

Provide the school's vision statement

Our vision at Dr. Rolando Espinosa K-8 Center is to provide a positive learning environment for all students in order for them to achieve their maximum potential as future leaders in our society.

School Environment

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

In order to ensure and maintain a positive school culture for behavior, academics, and growth, Dr. Rolando Espinosa K-8 Center has established a community of administrators, educators and learners committed to continuous improvement and excellence. The school culture focuses on positive interaction and interpersonal relationships between students and faculty. The school has established procedures for identifying potential concerns, and has fostered a culture of community whereby collaboration between the school, the community, and the students has enabled Dr. Rolando Espinosa K-8 Center to maintain high standards for students' behavior and academics. School-wide initiatives recognize the population's multicultural diversity. All grade levels and subject areas dedicate instruction and develop activities for the study of cultures, tolerance, and appreciation of the many cultures represented by our student demographic. These initiatives include, but are not limited to,
-History of the Holocaust and the celebration of Jewish History Month
-History of Africans and African Americans and the celebration of Black History Month
-Hispanic Heritage Month and recognition of contributions by prominent Hispanic figures both Historically and within the local community
-Women's Contributions
Furthermore, the school site has established protocols to ensure relationship-building and collaboration are critical aspects of the school's culture. The administration and faculty work closely through weekly Collaborative Grade Level Planning sessions to ensure all students' needs are being met. The EESAC Committee and the PTSA work closely with administration and faculty to review, support, and foster collaboration for all school initiatives.

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

Every individual at Dr. Rolando Espinosa K-8 Center plays an integral role ensuring students' feel safe, respected and valued. Administrators, Instructional Staff, and School Counselors are committed the students' safety, well-being, and success both academically and socially. The school site has implemented several procedures and protocols to ensure students are safe, have an advocate they can trust and rely upon, and are developing healthy and happy relationships among their peers and within the community. The differentiated system of school counseling services and personnel regularly dedicate time for core social-emotional curricula. Morning announcements are conducted

through Closed Circuit TV, students are engaged in the Values Matter initiative which features the nine adopted core values identified in the Code of Student Conduct, as well as, Character and Multicultural education. Administrators and students present character education, promote responsibility and accountability, and provide positive encouragement during morning announcements. Additionally, the elementary school counselor presents the Safer, Smarter Kids Curriculum committed to keeping children safe within the community. Anti-bullying presentations are conducted in order to prevent bullying and violence as well as ensure the safety and well-being of all students. The school-site has established procedures for reporting any such offenses to counselors and administration in order to provide intervention, support, and collaboratively remedy the issue. In addition, students in the fourth grade participate in the the Gang Resistance Education and Training (G.R.E.A.T.) which is an evidence-based and effective gang and violence prevention program. Students in the fifth grade participate in the DARE Program presented by the City of Doral police department which offers a comprehensive curriculum for drug-prevention. Students in the fifth grade also serve as Safety Patrols, before and after school, ensuring that all students are adhering to the school rules and providing support for younger students in the hallways and common areas. The school has an established Safety Committee comprised of administrators, counselors, and faculty members to address any additional safety concerns and maintain a safe, healthy and conducive learning environment for all students.

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

Dr. Rolando Espinosa K-8 Center presents each student with a behavioral contract at the beginning of the school year outlining expectations for academic and behavioral standards. The students are held accountable to ensure they abide by the Student Code of Ethics as presented in the Student Handbook. The school has established clear expectations for students' behavior and academic experience. Administrators, instructional and support staff consistently reinforce and spotlight the expectations and maintain a positive school culture by recognizing students' efforts and successes. School-wide recognition systems are in place including SPOTsuccess Recognition and Do The Right Thing (DTRT). Furthermore, teachers are encouraged to differentiate instruction, strategies, and activities to maintain student engagement and participation. Learning environment and classroom management play critical roles in ensuring students are engaged and authentically learning. In order to promote and support best practices, teachers are scheduled to present mini-professional development opportunities during collaborative grade level planning. Sharing best practices ensures that students are exposed to positive, productive and collaborative strategies that promote high standards and meaningful learning experiences. Teachers generate authentic lesson reflections, identifying the strengths, weaknesses and expectations set forth by each lesson. These reflections serve to improve instruction, promote best practices,and keep students engaged and learning.

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

Meeting the needs of all students, both academic and social-emotional, is the cornerstone of an exceptional school site. The school site houses two counselors which work tirelessly with teachers, administrators and students to maintain a positive school climate and meet the individual needs of students. The counselors are engaged regularly with students and teachers, organize school-wide events and initiatives, serve as trustworthy and supportive advocates for students, and are personally committed to the social-emotional well-being of students. The school has developed and implemented a comprehensive school counseling program whereby students may be referred, barriers assessed by the counseling team, and an action plan of positive interventions is established and monitored to ensure each student's success. Dr. Rolando Espinosa K-8 Center makes every effort within the school and the community to create partnerships that will best serve the needs of the

students.The school site maintains community partnerships to facilitate resources for students and their families, such as Free ELL Tutoring Programs, Middle School Athletic Program and Activities, and resources for more specific social-emotional needs through partnerships with the Institute for Child and Family Health, The Chrysalis Center, PsychSolutions, Inc, South Miami Psychology Group and the Switchboard of Miami provide counseling, as well as referrals to other community agencies. The counselors also diligently organize school-wide activities to meet the needs of all students as well as serve their interests. The school hosts several subject-specific Family Nights each school year, providing the forum for teachers, students, and parents to come together to celebrate all content areas, share helpful and fun learning strategies and showcase students' exceptional works and efforts. School-wide Career Day fosters collaboration with community members and local business to provide our students with practical information and activities about careers and businesses within the community. At the Middle School level, an annual Magnet Fair is held to expose students to the many programs and curricula available at across the district that are equipped to meet their needs and cater to their interests.

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

Dr. Rolando Espinosa (DRE) K-8 Center's Early Warning Systems (EWS) include attendance, suspensions, course failure in English Language Arts or Mathematics, and a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics. DRE diligently monitors EWS by ensuring that the school is equipped to identify, respond, and monitor students in order to meet their needs, identify possible barriers to their success and implement procedures to improve the students' academic experience and achievement. The school monitors the EWS utilizing the following data sources:
• Daily attendance reports
• Student Case Management System
• Student progress reports
• Gradebook
• Feedback from faculty and staff
• District reports
The data sources mentioned above are compiled, monitored and reviewed to assess students' progress. Cautious monitoring of students' attendance and achievement data provides the school the insight to determine strategies and interventions to best meet the needs of the students and facilitate academic success. The school compiles and disseminates a daily attendance bulletin indicating student absences by homeroom, as well as students' arriving tardy and/or students having left early the preceding school day.
Course failure, as well as failing to demonstrate proficiency on statewide assessments, is closely monitored at the school site to provide students with strategic and viable interventions that will enhance their proficiency in the core subject areas. As a data-driven school site, administrators and instructional staff are provided with a comprehensive overview of the students' overall performance. Intervention strategies are implemented based on the students' individual needs and monitored. Students failing to demonstrate improvement may be referred to the schools RtI/SST team for diagnostic testing and an individual student growth monitoring plan.

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	2	3	4	5	6	7	8	
Attendance below 90 percent	1	1	2	0	1	2	1	6	7	21
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	4	2	5	5	3	12	17	52
Level 1 on statewide assessment	0	4	10	0	10	35	3	41	32	135

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	1	5	10	2	11	36	4	41	32	142

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

The attendance bulletin provides the basis for monitoring student attendance, and identifying students and families that need support, and/or intervention to ensure students are in school daily. Should the system indicate excessive tardies and/or absences, then the school has implemented protocols and procedures for interventions in an effort to improve attendance in school. The registrar and teachers identify and refer students who may be developing a pattern of non-attendance to the Attendance Review Committee and review the District's attendance policy. The Attendance Review Committee and administration will monitor attendance and provide interventions as necessary. Students with 10 or more tardies or absences (excused or unexcused) are issued a SCAM and referred to the counselors. The counselors and administration meet with parents/legal guardians and review attendance policy, truancy laws and procedures. If the problem persists, the Social Worker assigned to the school site will be notified in order to initiate home visits. Monitoring student attendance is a school-wide effort whereby the administration, registrar, teachers and counselors are integral components of the action plan to ensure students are in attendance daily, receiving the instruction they need enhance their academic development.

As a data-driven school site, administrators and instructional staff are provided with a comprehensive overview of the students' overall performance across all subject areas. Identifying students' academic deficiencies enables educators and staff to tailor interventions and strategies that will target the student's individual needs. Instructional and support staff collaborate to identify systematic patterns of student needs and provide evidenced-based intervention strategies to improve student progress, contact parents continually and maintain log of parents contacted to inform them of the student's progress and provide interventions with fidelity. Intervention strategies are implemented based on the students' individual needs and monitored. Students failing to demonstrate improvement may be referred to the school RtI/SST team for diagnostic testing and an individual student growth monitoring plan. Current evidence-based intervention strategies and programs offered by the school to improve students' academic proficiency and achievement include Read 180, System 44, Achieve 3000, McGraw-Hill Wonder Works, Imagine Learning, ELL Tutoring, i-Ready, and Reflex. Programs and interventions are selected and implemented with fidelity according to students' individual needs. The Early Warning Systems in place ensure that student progress and proficiency are closely monitored and interventions are developed comprehensively and based on the students' needs.

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

Much research indicates that parent involvement is a strong indicator of academic success, therefore establishing a collaborative and supportive relationship with parents and the community is an essential component of ensuring the success of the students. The school site strives to provide ample opportunities for parents to engage in school-related activities to increase parental involvement. First and foremost, the school ensures communication between families, educators and the school is of utmost importance by maintaining the school website, and creating school-wide distribution lists in order disseminate information, the school calendar, academic or attendance alerts, and feature upcoming events and programs available to students and families. Furthermore, the school utilizes the Connect-Ed system and Twitter to maintain and promote communication and collaboration. The school hosts several academically-focused "Family Nights" providing parents and with hands-on strategies, games, and experiments to support and enrich learning at home. Literacy Night and Science Fair Night are featured annually, presented by instructional and support staff, and supported by the PTSA to bring the school, students, parents and the community together to improve the academic experience and success of the students. The school site also offers several Parent Workshops throughout the school year addressing academics, achievement, and transitions between grade levels such as Open House, parent meetings at all grade levels to address academic expectations and state-mandated assessments, and how best to support students at home.

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

Dr. Rolando Espinosa K-8 Center maintains partnerships within the community to enhance students' academic experience and progress. Through close relationships with stakeholders in the community the school collaboratively plans and monitors progress through the schools Educational Excellence School Advisory Council (EESAC) committee. The EESAC committee ensures that all stakeholders are involved in the decision-process to improve the school's climate, progress and achievement. Furthermore, through these relationships forged with community members, DRE regularly collaborates with local newspapers, businesses, and organizations to enhance school involvement. Career day is held annually and features local leaders in the community, city officials, and exposes students to the resources and careers available within their community. Dade Partners remains an essential community resource as teachers, administrators, and school liaisons contact local businesses and resources which support and sponsor our school events that promote involvement and learning.

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
Muñoz, Martha	Principal
Rodriguez, Estela	Assistant Principal
Suarez, Liliana	Assistant Principal
Nelson, Stan	Assistant Principal

Duties

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

Tier 1(Leadership Team)
Principal: Martha M. Munoz will, along with the administative team, collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data-driven instruction.
Assistant Principals: Stanley Nelson, Estela M. Rodriguez, and Liliana Suarez will conduct assessment of MTSS/RtI skills of school staff. Identify students based on previous year's scores, and initiate supplemental instruction and intervention groups that provide remediation in alignment and in addition to effective core instruction. Identify and analyze existing literature on research-based support material and intervention approaches. Develop intervention schedules.
LEA Representative: Estela M. Rodriguez will schedule and facilitate regular MTSS/RtI meetings, ensure attendance of team members, ensure follow-up of action steps, allocate resources and adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities.
In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving.
Reading Liaisons: Kim Ovcarich (Elementary) and Cynthia Saavedra (Middle)
Mathematics Liaisons: Claudia Perez (Elementary) and Corey Black (Middle)
Science Liaisons: Ana Polanco (Elementary) and Deborah Fisher (Middle)
Social Studies Liaison (Elementary): Camille Lopez and Richard Rodriguez (Middle)
School Guidance Counselor (Elementary): Philip Balbi
School Guidance Counselor (Middle): Ivette Dominguez
Media Specialist: Vandyke McKenzie
Kindergarten Grade Level Chairperson: Margarita Ramirez
First Grade Level Chairperson: Allison Faehnle
Second Grade Level Chairperson: Erika Pell-Lopez
Third Grade Level Chairperson: Ashley Elosegui
Fourth Grade Level Chairperson: Claudia Salhuna
Fifth Grade Level Chairperson: Christine Rodriguez
Reading/Language Arts Department Head (Middle): Cynthia Saavedra
Mathematics/Science Department Head (Middle): Corey Black
Social Studies Department Head (Middle): Richard Rodriguez
ESE Chairperson: Margret Bertram (K-8)
ELL Chairperson: Ana Perez (K-8)
School Psychologist: Mairene Garcia
Speech Pathologist: Animari Colon
Social Worker: Sarah Laucirica
The Leadership Team members will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs. Collaborate with teachers in disaggregating, analyzing, and

interpreting data. Provide feedback and information for the appropriate implementation of data. In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/RtI.
Tier 2 Team
Administration, the Media Specialist, Counselors, the ESE Chairperson and ELL Chairperson of the MTSS/RtI Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
The school psychologist, social worker, LEA Representative, Tier 2 Team, and parent/guardian make-up the Tier 3 SST Problem Solving Team.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:
• Holding regular team meetings where problem solving is the sole focus.
• Using the four step problem-solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
• Determining how we will know if students have made expected levels of progress towards proficiency
• Monitor when grades, subject areas, classes, or individual students have not shown a positive response
• Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student i-Ready diagnostic results and Growth Monitoring Assessment results.
• Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather Growth Monitoring (GM) data for interventions and analyze that data using the Tier 2 problem solving process after each Growth Monitoring Assessment (GMA).
Tier 2
The second level of support consists of supplemental instruction and interventions provided to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur on a regular basis to:
• Review GMA results for intervention groups to evaluate group and individual student response.
• Support interventions where there is not an overall positive group response
• Select students for SST Tier 3 intervention
The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored. The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and Growth Monitoring measures (approximately every 21 days) that can reliably track progress on a schedule based on student needs. Tier 2 supports are provided to students who have not met proficiency or who are at-risk of not meeting proficiency.
Title III
Dr. Rolando Espinosa K-8 Center utilizes Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (2-8)

• reading and supplementary instructional materials (K-8)

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Violence Prevention Programs

Dr. Rolando Espinosa K-8 Center offers the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and counselors. Additionally, the Gang Resistance Education and Training (G.R.E.A.T.) for fourth graders is an evidence-based and effective gang and violence prevention program. Students in the fifth grade participate in the DARE Program presented by the City of Doral police department which offers a comprehensive curriculum for drug-prevention.

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. In addition, the Department of Justice offers assembly for students, Project Safe Childhood, to teach students about Internet safety. Administrators at Dr. Rolando Espinosa K-8 Center and designee's are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers receive training on an annual basis. Furthermore, Dr. Rolando Espinosa K-8 Center implements five curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 8th grade.

Nutrition Programs

Dr. Rolando Espinosa K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Our school Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Margaret Bertram	Education Support Employee
Karen Cleare	Teacher
Margarita Garcia	Teacher
Allison Faehnle	Teacher
Claudia Salhuana	Teacher
Claudia Perez	Teacher
Ana Resillez	Teacher
Flavia Pedrosa	Parent
Olga Navon	Parent
Isabel Pineda	Parent
Martha M. Munoz	Principal
Camille Lopez	Teacher
Vandyke McKenzie	Teacher
Suyapa Vega	Parent
Maria C. Caradonna	Parent
Patricia Reyes	Parent
Marylin Bello	Parent
Nelson Perez	Parent
Maria L. Perera	Parent
Mariana Lopez	Parent
Angelica Mezquia	Parent
Nelson E. Perez, Jr.	Student
Joaquim Pedrosa	Student
Alejandra Cobo	Business/Community
Eddy Barea	Business/Community
	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 reviewed last year's school improvement plan along with the SAT-10 results, FCAT Science results, EOC assessment results, and i-Ready diagnostic reports. Based on the school's continuing improvement, the SAC Committee sought to further advance Dr. Rolando Espinosa's current standing by collaborating to identify and improve barriers while implementing strategies and initiatives that will continue to positively impact students' academic experience. The barriers and strategies addressed as well as the action plans for the 2015-2016 school year were reviewed and approved during the September meeting.

Development of this school improvement plan

Members of the SAC meet with teachers and parents to discuss the strategies and programs in place to ensure students are making adequate progress. The SAC reviews school performance data and monitors that strategies to improve student achievement are in place and are being implemented.

Preparation of the school's annual budget and plan

The EESAC Committee meets once a year to discuss the annual budget plan. During this meeting, resources necessary to supplement instruction are discussed and planned out for the school year.

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

The use of school improvement funds allocated last year include:
-$300.00 which was utilized for a printer which was added to the Media Center for student and teacher use.
-$800.00 which was utlizied to purchase supplemental instructional materials.

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
Muñoz, Martha	Principal
Rodriguez, Estela	Assistant Principal
Suarez, Liliana	Assistant Principal
Nelson, Stan	Assistant Principal
Balbi, Philip	Guidance Counselor
Bertram, Margaret	Teacher, ESE
Dominguez, Ivette	Guidance Counselor
Faehnle, Allison	Teacher, K-12
Gonzalez, Marta	Teacher, K-12
McKenzie, Vandyke	Instructional Media
Ovcarich, Kim	Teacher, K-12
Ramirez, Margarita	Teacher, K-12
Saavedra, Cynthia	Teacher, K-12
Salhuana, Claudia	Teacher, K-12
Lopez, Camille	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) meets once a month to discuss professional development, reading issues, trends, strategies, assessments, data, and interventions. The principal selects

members that are highly qualified professionals that will work to improve literacy instruction. The LLT will encourage school-wide literacy initiatives across all content areas. The principal will provide the necessary resources for the LLT to operate and implement programs and initiatives effectively. The Reading Liaisons will share experience in reading instruction to assist the team with instructional decision-making and strategic planning. The Reading Liaisons, in collaboration with the LLT, will create school-wide focus on literacy by organizing model classrooms, conferencing with teachers and administrators to provide professional development. In addition, the LLT will maintain a connection with the RtI process by utilizing the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

What will be the major initiatives of the LLT this year?
-Successful implementation of the K-12 Florida Standards
-Promote foundational, functional, and content vocabulary to ELL students across curriculums.
-Reading Strategies in the Content Areas
-Implementation of Writing Process Across the Grade Levels (K-8)
-Implementation of the MTSS/RtI
-I-Ready Growth Monitoring (GM)

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 school has established a set schedule of collaborative grade level and department meetings whereby teachers and administrators monitor, plan, and assess student progress and instructional initiatives. Through collaborative grade level and department planning meetings, teachers have the opportunity to share best practices, review and unpack standards, and plan cross-curricular instructional initiatives to strengthen students' skills across all subjects and grade levels. The school also encourages the establishment of Professional Learning Communities whereby educators may come together to solve problems, develop effective interventions, review research-based strategies and adjust instructional procedures to enhance student engagement and learning. Administration regularly schedules data chats whereby student progress and achievement data is reviewed in order to plan strategic instruction, identify instructional or curricular needs, and address specific grade level concerns.

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

Administration will recruit highly qualified teachers utilizing Teacher Match, certified-in-field, and effective teachers to the school by working with Universities, their educational programs, and the District. Dr. Rolando Espinosa K-8 Center will retain highly qualified teachers by providing professional development in areas of need to prepare teachers with new skills, provide mentoring for beginning teachers in order to offer support, and acknowledging teachers that achieve outstanding student performance throughout the school year.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale. Ensuring beginning teachers have ample support and guidance will enable them to become highly effective educators at Dr. Rolando Espinosa K-8 Center.

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

The school effectively utilizes the curriculum, instructional programs, i-Ready, and materials adopted by the District to ensure that instruction is aligned with the Florida Standards. The school creates ongoing opportunities for teachers to plan collaboratively, unpack standards and develop lessons that promote deeper comprehension, critical thinking, and higher order skills. Through the development of Professional Learning Communities, Professional Development opportunities, and collaborative planning, the school aims to promote dialogue and collaboration to ensure all educators are providing quality instruction and implementing best practices that are aligned with the Florida Standards.

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

Student data is utilized to drive instruction, identify curricular needs, and plan strategic interventions. Administration regularly hosts data chats during collaborative grade level planning to identify students' needs, provide instructional and curricular support, and share best practices. Students failing to make adequate progress are referred to the RtI/SST team for further assessment and strategic interventions to improve students' skills and abilities. The RtI/SST team meet and review Growth Monitoring Assessment data along with intervention data in order to best meet the students' needs, ensure interventions are provided with fidelity and strategically designed to address the students' academic needs. Individual teachers provide differentiated instruction and intervention to meet diverse needs within the classroom. In addition, teachers provide before and after school one-on-one tutoring to best meet the needs of students outside the allotted instructional block.

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: 2,880

Dr. Rolando Espinosa K-8 Center provides opportunities for extended learning for the ELL population through the use of Title III funds to supplement and enhance the programs by providing before and after school tutorial programs.

Strategy Rationale

Instruction in core academic subjects

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
DRE, Administrative Team, pr0122@dadeschools.net

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

Data is comprised of FSA scores, i-Ready diagnostic results, FCAT Science results, District Baseline results, and EOC scores, in addition to teacher generated formal and informal assessments. Data trends are identified and decisions are made based on the most current data available.

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

Dr. Rolando Espinosa K-8 Center assists with preschool children transitioning from early childhood programs to elementary school through conducting meetings with the some of the local preschool center directors. All in-coming kindergarten students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing through the school's core program. Furthermore, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of school. The FLKRS is made up of the Early Childhood Observation System (ECHOS). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. Additionally, the FLKRS assessment is administered to all kindergarten students to determine the effectiveness of the Pre-K program. Also, transition packets are distributed during Spring time. Orientation sessions are held at this time in order to prepare students and their parents as well as share expectations for the upcoming school year.

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

Articulation meetings are held for students in grades 5-8 in the Spring and course selection is done with the help and guidance of the school counselor and the social studies teachers. In addition, articulation with the local High School is done with the incoming ninth graders in the Spring after the Curriculum Fair visit. The counselors from the high school visit the eighth graders and discuss the

subject selection process in detail to ensure each student's course of student is meaningful and right for them. The students also take a field trip to the high school where they receive a tour of the school.

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

Dr. Rolando Espinosa K-8 Center hosts an annual Magnet Fair in November for the eighth grade students. Schools from all over Miami-Dade County set up booths and send representatives to discuss the various magnet programs offered at the high schools. Students are invited to tour the Fair, ask questions and acquire brochures with information on the different programs.

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

N/A

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

N/A

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 acheivement 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 acheivement by improving core instruction in all content areas. `1a`

🔍 G070404

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	81.0
AMO Reading - Asian	96.0
AMO Reading - Hispanic	80.0
AMO Reading - White	87.0
AMO Reading - ELL	73.0
AMO Reading - SWD	61.0
AMO Reading - ED	75.0
AMO Math - All Students	81.0
AMO Math - Asian	100.0
AMO Math - Hispanic	80.0
AMO Math - White	86.0
AMO Math - ELL	77.0
AMO Math - SWD	56.0
AMO Math - ED	75.0
FCAT 2.0 Science Proficiency	54.0
Algebra I EOC Pass Rate	100.0
Math Gains	71.0
Math Lowest 25% Gains	63.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	72.0
CELLA Writing Proficiency	45.0

Resources Available to Support the Goal `2`

- ELA: i-Ready, Imagine Learning, task cards, tablets, smartboards, Reading Liaisons, pacing guides, Common Planning, McGraw Hill Wonders, ESOL HLSB Paraprofessional, and i-Ready LAFS practice books.

- Math: i-Ready, Reflex Math, Think Central, Pacing Guides, After School Tutoring, Math Liaisons, Go Math! Florida Textbook, Manipulatives, Relevant & Real World Experiences, Interactive Whiteboards, Common Planning, and i-Ready MAFS practice books.

- Science: Discovery Learning, NBC Learn, Gizmos, Common Planning, pacing guides, Science Liaisons, SECME Club, and Lab kits.

- Social Studies: Time for Kids, Scholastic News, Common Planning, pacing guides, Social Studies Liaisons, Interactive Notebook,

- Technology: Tablets, Computer labs, Promethean boards, Smart boards, Laptops, and document cameras.

Targeted Barriers to Achieving the Goal `3`

- English Language Learners (ELL) lack the foundational, functional, and content vocabulary to adequately demonstrate the proficiency needed across curriculums.

Plan to Monitor Progress Toward G1. 8

Administrative team will monitor the implementation of effective instruction by conducting weekly classroom walkthroughs.

Person Responsible
Administrative Team DRE

Schedule
Weekly, from 8/31/2015 to 6/8/2016

Evidence of Completion
Classroom walkthrough logs and schedule

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 acheivement by improving core instruction in all content areas. 1

🔑 G070404

G1.B1 English Language Learners (ELL) lack the foundational, functional, and content vocabulary to adequately demonstrate the proficiency needed across curriculums. 2

🔑 B183372

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks including explicit vocabulary instruction. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. 4

🔑 S195092

Strategy Rationale

Provide purposeful data-driven instruction, with a focus on foundational, functional, and content vocabulary to enhance students' language abilities and academic vocabulary to enable students adequately demonstrate proficiency.

Action Step 1 5

The school site will provide professional development on Creating Independence through Student-owned Strategies (CRISS) across all grade levels and content areas in an effort to promote H.O.T strategies and increase vocabulary skills.

Person Responsible

Claudia Salhuana

Schedule

Every 2 Months, from 9/30/2015 to 6/8/2016

Evidence of Completion

Agenda, Handouts, Sign-in Sheets, Student Artifacts

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitor the implementation of Common Planning Sessions and the utilizations of pacing guides, items specifications, questioning techniques, CRISS strategies, and Depth of Knowledge strategies to incorporate explicit vocabulary instruction in the classroom.

Person Responsible

Administrative Team DRE

Schedule

Weekly, from 8/31/2015 to 6/8/2016

Evidence of Completion

Lesson plans, grade level minutes, student assessment results, IPEGS observation forms, student artifacts

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administrative team will monitor student data, ongoing progress monitoring, provide instructional feedback, and provide opportunities to visit model classrooms.

Person Responsible

Administrative Team DRE

Schedule

Weekly, from 8/31/2015 to 6/8/2016

Evidence of Completion

Data chat debriefings, i-Ready data, peer visitation and observation schedule

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.B1.S1.A1	The school site will provide professional development on Creating Independence through Student-owned Strategies (CRISS) across all grade levels and content areas in an effort to promote H.O.T strategies and increase vocabulary skills.	Salhuana, Claudia	9/30/2015	Agenda, Handouts, Sign-in Sheets, Student Artifacts	6/8/2016 every-2-months
G1.MA1	Administrative team will monitor the implementation of effective instruction by conducting weekly classroom walkthroughs.	DRE, Administrative Team	8/31/2015	Classroom walkthrough logs and schedule	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Administrative team will monitor student data, ongoing progress monitoring, provide instructional feedback, and provide opportunities to visit model classrooms.	DRE, Administrative Team	8/31/2015	Data chat debriefings, i-Ready data, peer visitation and observation schedule	6/8/2016 weekly
G1.B1.S1.MA1	Monitor the implementation of Common Planning Sessions and the utilizations of pacing guides, items specifications, questioning techniques, CRISS strategies, and Depth of Knowledge strategies to incorporate explicit vocabulary instruction in the classroom.	DRE, Administrative Team	8/31/2015	Lesson plans, grade level minutes, student assessment results, IPEGS observation forms, student artifacts	6/8/2016 weekly

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 acheivement by improving core instruction in all content areas.

G1.B1 English Language Learners (ELL) lack the foundational, functional, and content vocabulary to adequately demonstrate the proficiency needed across curriculums.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks including explicit vocabulary instruction. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

PD Opportunity 1

The school site will provide professional development on Creating Independence through Student-owned Strategies (CRISS) across all grade levels and content areas in an effort to promote H.O.T strategies and increase vocabulary skills.

Facilitator

District Personnel

Participants

K-8 Instructional and Support Staff

Schedule

Every 2 Months, from 9/30/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	The school site will provide professional development on Creating Independence through Student-owned Strategies (CRISS) across all grade levels and content areas in an effort to promote H.O.T strategies and increase vocabulary skills.	$0.00
		Total:	**$0.00**