

David Fairchild Elementary School

5757 SW 45TH ST, Miami, FL 33155

<http://davidfairchild.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	35%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	77%

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 David Fairchild Elementary staff, parents and community will nurture each child's academic, social, physical and emotional growth in a safe environment that supports the development of lifelong learners and citizens who are prepared to be productive in a multicultural, technological enhanced world.

Provide the school's vision statement

Every child will learn and become an active contributing member of the school and society.

School Environment

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

The David Fairchild Elementary faculty and staff take an active role in meeting with parents at different events throughout the school year. The faculty and staff meet parents during our yearly Spaghetti Dinner and Open House, Halloween Family Fun Night, Honor Roll Ceremony, Volunteer/ Homeroom Parent Meetings, Sharing Under the Star, Pow Wow, Science Fair Parent Night, Field Day, Winter and Spring Music Shows, Family Fun Day as well as many other classroom activities through-out the school year. During these various meetings the faculty and staff members collaborate with parents on many activities that help build relationships between the parents, students and faculty.

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

The David Fairchild Elementary school creates an environment where students feel safe and respected before, during and after school by always having an open-door policy between the students, parents and the administration and faculty. Students are provided with before school care by teachers and registered parent volunteers. Students are provided with a safe environment during the school day by the faculty as well as the trained security staff. Students are also provided after school care by our on-site YMCA leaders. Every minute of the day students are taught to respect each other and themselves by the faculty and staff by being positive role models.

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

David Fairchild Elementary provides students in kindergarten through 5th grade an orientation held in the cafeteria to review the Code of Student Conduct and the model behavior expected. The students are also presented with what type of behaviors are not acceptable which includes a power point on bullying and what the correspondence are when displaying inappropriate behaviors. The school also promote character education through student of the month which is aligned to the Values Matter initiative. Each month is designated to a value and teachers recommend a student who has demonstrated that value. The student is then presented with a certificate and recognized on the morning announcements. The counselor provides classroom guidance, small group and/or individual

counseling on various topics to the students. If a student exhibits a Level 1 or 2 behavior in the Code of Student Conduct, their parents are called to inform them of the incident and a conference is set up with the teacher, counselor and administrator. The student will receive individual counseling sessions depending on the offense committed.

If disciplinary action is required, the student could serve detention with an administrator, be excluded from a school event, and/or eat lunch in the main office. In addition, if the misbehavior continues then the student will have to be placed on a Behavior Intervention Plan (BIP).

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 David Fairchild Elementary school ensures that the social-emotional needs of all students are being met by having weekly counseling group classes. As well as pairing new students, shy or special needs students with classroom student leaders (mentors) or a one on one paraprofessional.

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

Our total attendance below 90 percent is 20 students.
Students with one or more suspension is 3.
ELA or Math course failure is 43.
Level 1 on a state assessment is 44.

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	
Attendance below 90 percent	7	5	2	2	2	2	20
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	10	9	12	10	2	0	43
Level 1 on statewide assessment	0	0	0	22	11	11	44

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	
Students exhibiting two or more indicators	6	4	2	10	1	23

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

RTI, RFA, Counseling, Reading Lab, Computer Lab, After School Tutoring and manipulatives.

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

David Fairchild Elementary has numerous of events during the day and in the evenings throughout the school year to have the staff collaborate with parents in building positive relationships between the families and staff. Parents are informed through connect ed, emails, text, newsletters and school website about upcoming school events.

When it comes to informing parents of their child progress, parents are provided information on how to monitor their child grades and attendance through the Miami-Dade County Public School Portal. They also receive Interim Progress Reports, Report Cards, Failure Notices and letters requesting parent conferences to discuss the child's academic if he/she is at risk of failing.

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

David Fairchild Elementary builds and sustains partnerships with the local community for example Mario the Baker Pizza provides rewards for Honor Roll students. First National Bank of South Miami trains our fifth grade students that work as tellers in the Twiglet Bank. As well as Randazzoo Little Italy Restaurant sponsors Spaghetti Dinner during Open House. The school also extends invitations to stakeholders to join our school's PTA as well as our EESAC committee. We also ask for volunteers to support our many school wide projects. We recruit partners right out of our own parents and community businesses.

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
Amengual, Lucy	Principal
Pena, Nancy	Teacher, K-12
Recio, Veronica	Assistant Principal

Duties

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

The Leadership Team is composed of the Principal, Ms. Lucy Amengual and Assistant Principal, Ms. Recio that share roles and responsibilities of serving as the LEA and monitoring ongoing data. Ms. Nancy Pena is a classroom teacher who also serves as the Reading Coach. She attends meetings and workshops and share the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.

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 Principal provides common vision and mission for the use of data-based decision making and ensures the school-based team is implementing MTSS/Rtl standardized processes.

The Assistant Principal coordinates implementation of the team's decisions and monitors fidelity of programs and curriculum. The AP monitors and aligns the MTSS/Rtl processes with the day-to-day school site operations. The Reading Coach, Science Liaison and Mathematic Liaison will meet with each grade level to share the information from the workshops. As well as provide monthly professional development during faculty meetings.

The Counselor provides quality services and expertise on issues ranging from behavior modification, coping skills, and peer mediation, to referrals for parents needing social services agencies.

The Grade Level Chairpersons assure the quality of curriculum offered, mentor and coach teachers at Grade Level using best practices, and assist in adjusting and aligning curriculum for remediation/enrichment based on MTSS/Rtl decisions. They set the agendas and facilitate the grade level weekly meetings.

The School Psychologist participates in collection, interpretation, and analysis of data, evaluates students as needed, provides professional development and technical assistance for problem-solving activities.

The Assistant Principal designs, develops, and implements the assessment schedule; delivers professional development and instructional modeling as needed.

Other team functions are to monitor and respond to the needs of subgroups within the expectations of Achievable Measurable Objectives (AMO) and to provide clear indicators of student needs and student progress, by examining the validity and effectiveness of program delivery.

The team implements ongoing evaluation for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark assessments, District generated assessments and progress monitoring data. Tier 2 students are placed in an additional 30 minute per day Core Curriculum small group, the Core Curriculum intervention program (McGraw-Hill Reading Wonders), Reading Plus, and i-Ready with ongoing computer assessment. Tier 3 students are placed in an additional 60 minutes of Core Curriculum Differentiated Instruction, McGraw-Hill Reading Wonders Intervention, Reading Plus, and i-Ready. During this process the MTSS/Rtl Team selects the individual responsible for communicating decisions to other school teams and/or stakeholders.

All processes utilize the Continual Plan, Do, Study, Act (PDSA) Florida Continuous improvement cycle.

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

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.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- 2) Nutrition education, as per state statute, is taught through physical education.

- 3) The 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.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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
Nancy Peña	Teacher
Lucy Amengual	Principal
Christine Samuels	Teacher
Maggie Tamargo	Education Support Employee
Jill Travieso-Silva	Parent
Lavonne Wilson	Business/Community
Jenniver Martinez	Teacher
Natasha Bradshaw	Education Support Employee
Cristina Blanco	Parent
Elizabeth Warren	Teacher
Rene Teboe	Teacher
Nancy Jimenez	Teacher
Julie Casanova	Teacher
Jeremiah Bryant	Parent
Jenise Burris	Parent
Lourdes Cauna	Parent
Miranda De Montmollin	Parent
Maria Estorino	Parent
Colleen Hoey	Parent
Brett Halsey	Parent
Stephanie Langer	Parent
Armando Sotolongo	Business/Community
Giorgia Campesato	Student
Benjamin Darby	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 EESAC members convene at the beginning of the school year and discuss the School Improvement Plan (SIP). They also discuss the EESAC's budget for the year and how the money will be utilized through out the year. The principal, Ms. Amengual, explains every section of the SIP and answers any questions the EESAC members may have. The SIP is put to the vote and if a unanimous vote is reached, the SIP is approved for the school year.

Development of this school improvement plan

Feedback was obtained from all EESAC members for SIP input. Brain storming and SWOT Analysis was conducted with all members. The Florida Continuous Improvement Model was used to problem solve and to manage processes. The EESAC is given a draft of the SIP and all members give feedback for errors, changes, and revisions.

Preparation of the school's annual budget and plan

The annual budget is discussed with the EESAC members and many suggestions on how to utilize the money are offered. This school year a few of the televisions in the classrooms need to be replaced. The committee voted on replacing them and to look into a device that will allow promethean boards to be connect to the cable to view the morning announcements.

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

The school received approximately \$3000 for school improvement. The school improvement funds were going to be utilized to facilitate the connection of the promethean board to the cable to view the morning announcements.

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
Amengual, Lucy	Principal
Pena, Nancy	Teacher, K-12
Recio, Veronica	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for the Literacy Leadership Team will be to use instructional data to drive the work of the teachers ensuring individual student needs are being met. The Team will support instructional staff in gaining expertise with the Core Curriculum. The LLT will utilize the Florida Continuous Improvement Model (FCIM) for process improvement and all decisions will be data driven. Appropriate research-based Core Curriculum instructional materials and strategies are used to address differentiated instruction, ongoing progress monitoring, and analysis of student data. Additionally, the LLT will implement with fidelity, maintain, and monitor for fidelity the school's comprehensive Core Curriculum reading programs, intervention reading programs, and scientifically-based reading research in reading instruction in alignment with the District pacing guides.

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

David Fairchild Elementary's strategies to encourage positive working relationships between teachers is to create daily common planning times for teachers to collaborate together. As well as to have a variety of committees that teachers voluntarily sign up to help organize events held school wide through-out the school year.

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

Use of an Interview Committee/Team.
Professional Recommendations.
Open door, transparent management model.
Networking with local businesses, the community, parents, and social media.

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

The Beginning Teachers will be mentored by a HQT with 12 years of experience. The teacher has strong interpersonal skills; has outstanding knowledge of content, materials, and methods. Mentor will meet with mentee once a week and observe mentee classroom instruction once per quarter. Mentee will be given feedback on current performance. Mentor is always available to mentee by phone and text message to supply excellent internal customer service.

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

David Fairchild Elementary ensures that its core instructional programs and materials are aligned to Florida Standards by hiring highly qualified teachers. The school also prides itself on 14 years as an A rated school. The school encourages teachers to go above and beyond their grade level expertise by taking professional development courses in a different grade level than their own to enhance instruction, in technology based instruction as well as creative and critical thinking activities throughout the curriculum.

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

The school uses data to provide and differentiate instruction to meet diverse needs by using the i-Ready data to create Differentiated Instruction (DI) groups. Teachers have been trained to use the i-Ready data to group students with weaknesses in Fluency, Reading Comprehension, Word Analysis, Phonemic Awareness, Phonics and Vocabulary. Students with high scores in the i-Ready are also grouped in DI groups but for enrichment purposes not remediation. The school also uses the STAR in the same process. The school also has a Reading Lab led by trained paraprofessionals that use Wonder Works Intervention strategies for remediation in grades K-5th.

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: After School Program

Minutes added to school year: 30

Small group tutoring for the lowest 25% of students in grades 3rd-5th.

Strategy Rationale

To give students in the lowest 25% a chance to excel in the core curriculum by using small group tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Amengual, Lucy, pr1761@dadeschools.net

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

i-Ready Reading and Mathematics scores.

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

The school has two preschool programs (VPK and PreK LEAP Program). The school has kindergarten registration during the spring and summer for all students living in the school's boundaries. The school sends flyers to all the near by preschools in the community informing when the VPK registration begins, and the lottery will be held. Once the students are selected through the lottery system, a list is created from the rest of the Pre-K students not selected in the lottery. The Pre-K LEAP program are screened to be role models in the program. If a student qualifies the parent will be informed and provided a slot in the program.

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

N/A

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

N/A

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:

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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

G070480

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	88.0
AMO Math - All Students	88.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- ELA: iReady, STAR, Accelerated Reader, Task cards, In-House Tutoring
- Math : iReady, Think Central, Reflex Math, Gizmos, Task cards, Manipulatives
- Science: Discovery Learning, NBC Learn, Gizmos, Lab Kits
- Social Science: Time for Kids, National Geographic
- Technology: Mobile Laptop carts, computer lab, classroom desktops, Promethean Boards

Targeted Barriers to Achieving the Goal 3

- Evidence of the implementation of the Gradual Release of Responsibility Model (GRRM) is not present.
- Limited evidence of effective planning including instructional routines and frameworks.

Plan to Monitor Progress Toward G1. 8

iReady Diagnostics, Mid-Year Assessments

Person Responsible

Veronica Recio

Schedule

Triannually, from 9/7/2015 to 5/27/2016

Evidence of Completion

Data chats and data disaggregation

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**

 G070480

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

 B183615

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

 S195272

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 a faculty meeting.

Person Responsible

Nancy Pena

Schedule

Monthly, from 10/14/2015 to 5/11/2016

Evidence of Completion

Meeting Agenda, Sign-in Sheets and Handouts

Action Step 2 5

Teachers across all content areas will implement the GRRM during classroom instruction.

Person Responsible

Veronica Recio

Schedule

Weekly, from 10/14/2015 to 5/11/2016

Evidence of Completion

Classroom Visitation Logs, lesson plans, student data, data chats

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

After the professional development of the Gradual Release Responsibility Model is provided and teachers begin implementing the GRRM during classroom instruction, classroom walkthroughs, data chats and lesson plans will help monitor the fidelity of instruction.

Person Responsible

Lucy Amengual

Schedule

Weekly, from 10/14/2015 to 5/11/2016

Evidence of Completion

Classroom Visitation Logs, lesson plans, student data, data chats

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

After the professional development of the Gradual Release Responsibility Model is provided and teachers begin implementing the GRRM during classroom instruction, classroom walkthroughs, data chats and lesson plans will help monitor the fidelity of instruction.

Person Responsible

Lucy Amengual

Schedule

Weekly, from 10/14/2015 to 5/11/2016

Evidence of Completion

Classroom Visitation Logs, lesson plans, student data, data chats

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 a faculty meeting.	Pena, Nancy	10/14/2015	Meeting Agenda, Sign-in Sheets and Handouts	5/11/2016 monthly
G1.B2.S1.A2	Teachers across all content areas will implement the GRRM during classroom instruction.	Recio, Veronica	10/14/2015	Classroom Visitation Logs, lesson plans, student data, data chats	5/11/2016 weekly
G1.MA1	iReady Diagnostics, Mid-Year Assessments	Recio, Veronica	9/7/2015	Data chats and data disaggregation	5/27/2016 triannually
G1.B2.S1.MA1	After the professional development of the Gradual Release Responsibility Model is provided and teachers begin implementing the GRRM during classroom instruction, classroom walkthroughs, data chats and lesson plans will help monitor the fidelity of instruction.	Amengual, Lucy	10/14/2015	Classroom Visitation Logs, lesson plans, student data, data chats	5/11/2016 weekly
G1.B2.S1.MA1	After the professional development of the Gradual Release Responsibility Model is provided and teachers begin implementing the GRRM during classroom instruction, classroom walkthroughs, data chats and lesson plans will help monitor the fidelity of instruction.	Amengual, Lucy	10/14/2015	Classroom Visitation Logs, lesson plans, student data, data chats	5/11/2016 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 achievement by improving core instruction in all content areas.

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

G1.B2.S1 Implement the gradual release of responsibility model (GRRM) across all content areas as an instructional framework to support students in content, 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 a faculty meeting.

Facilitator

Delia Kilcoyne, PD Liason

Participants

Instructional Staff

Schedule

Monthly, from 10/14/2015 to 5/11/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during a faculty meeting.	\$0.00
2	G1.B2.S1.A2	Teachers across all content areas will implement the GRRM during classroom instruction.	\$0.00
Total:			\$0.00