

Miami-Dade County Public Schools

Miami Shores Elementary School



2015-16 School Improvement Plan

Miami Shores Elementary School

10351 NE 5TH AVE, Miami Shores, FL 33138

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

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

**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 mission of Miami Shores Elementary School is to provide a safe environment that will foster self-directed learning, good citizenship, and high scholastic achievement. We will emphasize parental involvement and encourage the total development of the child within our multi-ethnic population and within our constantly changing world.

Provide the school's vision statement

Miami Shores Elementary School is committed to providing a challenging, diversified curriculum and a safe, secure school environment where all students will succeed, regardless of their cultural background and/or socio-economic status. A total school effort will be placed on developing, coordinating, and implementing activities and programs, with the use of technology as the basis of instruction with emphasis on the academic disciplines, to improve student achievement. The staff, parents, and community members envision our students becoming lifelong learners and productive contributors to our society.

School Environment

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

Teachers and staff at Miami Shores Elementary school are able to embrace the different cultures of our students and parents throughout the year. The staff at Miami Shores Elementary school is committed to ensuring that each student who attends our school receives a quality education demonstrating academic growth and social skills. Students are greeted every morning by at least one administrator and security personnel that understands the importance of having children feel welcome when they enter the school building. We strive to highlight the potential of our students by teaching them responsibility, manners, and overall the knowledge they all need to be role model students now and future leaders. This is through our Values Matters campaign. We are committed to provide educational excellence for all our students. Targeting core values such as Excellence, Integrity, Equity and Citizenship. Our teachers share common visions of what effective teaching looks like. Teachers have clearly defined classroom rules and consequences. Administration implements a progressive discipline plan. Student and staff foster a mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner.

The students at Miami Shores Elementary school receive a variety of programs and activities that enhance their learning experiences and overall development. Some of the programs/activities students participate in are Hispanic Heritage Month, Career Day, Motivational Speakers Series, Science Fair, Black History Month, Walksafe, Say No to Drugs (Red Ribbon Week), October Breast Cancer Awareness Month, Anti-Bullying and Character Education. Participation in these programs helps our students to better adapt to their social surroundings and conduct themselves appropriately in real-world situations. Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math, and Science. We promote parental and community involvement in order to prepare our students to respect other cultures and backgrounds and be part of team building activities. We assist our students with gaining the knowledge and the necessary critical-thinking skills to support them in meeting the challenges of the 21st-century.

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

Students are greeted every morning by school personnel. They are escorted to the cafeteria for breakfast and are supervised by various staff members until their teacher arrives and start the instructional day. Students are informed that all personnel are at their service if they need to talk, have a problem, or they know something that needs to be brought to the attention of a trusted adult. Administration, the counselor, security, and other support personnel are clearly visible throughout the day to handle any situations that students may have. The Guidance Counselor, School Social Worker, and School Psychologist are all well known by the student body. These individuals engage in small group sessions with students allowing them to express themselves and resolve conflicts.

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

The M-DCPS Code of Student Conduct is provided to all students in their opening of school materials. Additionally, a progressive discipline plan is in place at all grade levels, emphasizing positive behaviors and constructive responses to potential incidents. Faculty and staff members take a proactive stance in ensuring that students are consistently reminded of behavioral expectations, consequences for misbehavior, and the benefits that accrue as a result of adherence to the stated policies. With this plan in place, the preservation of instructional time is maximized throughout the school year.

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

Student services personnel are available on an ongoing basis to meet the social-emotional needs of students. Parents are also able to schedule appointments with counselors when they are in need of additional guidance. Our Guidance Counselor has resources that are available to parents and will refer students for counseling and mentoring support on an "as needed" basis.

Early Warning Systems

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

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

The identification of students who demonstrate one or more of the early warning indicators is critical to the provision of interventions intended to address need areas. On a quarterly basis, the Leadership Team will review student reports to identify students in need of additional interventions based on the following indicators:

- Excessive absences or tardiness;
- Disciplinary actions, including suspensions;
- Failing grades in one or more content areas;
- Level 1 or 2 performance on prior year standardized assessments (in grades 3 through 5); and
- Teacher observations of student performances indicating the student is struggling.

Information collected by the Leadership Team will be shared with Grade Level and Department Chairpersons for dissemination through PLCs, development of intervention implementation plans, and ongoing progress monitoring purposes.

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	16	12	5	16	5	9	63
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	7	7	10	2	6	34
Level 1 on statewide assessment	0	17	23	0	8	55	103
Retentions	2	1	0	14	0	1	18

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism (five or more absences).
- Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.
- Identify available times throughout the instructional day when non-proficient readers can be provided access to computer laboratory resources and programs designed to assist with improving reading proficiency (e.g., I-Ready, Reading Plus). The McGraw/Hill Wonder Works Reading Intervention program will continue to be implemented in the elementary grades. Lastly, students not demonstrating proficiency in Reading in the primary grades should be given priority for involvement in Tier 2 and Tier 3 interventions through the MTSS process.
- Student schedules should be reviewed for flexibility during the instructional day that would permit the inclusion of a regular supplemental block for the delivery of interventions.
- Increase the number of classroom-based presentations by student services staff regarding disciplinary expectations, responsibilities and accountability. Additionally, ensure that all initial behavior referrals include a referral to student services for intervention, as well as a parent conference component to ensure parental involvement and understanding.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our school completes the PIP on-line.

Parental Involvement has been maintained in school wide activities with an overall increase throughout the school year. A variety of activities such as PTA meetings, Teacher Meet and Greet, Open House, Dads and Donuts, Science Fair, PTA Sponsored school dances and Spring Musical performances have led to increasing numbers of parents attending and participating in these events. Parents are also afforded opportunities to access web-based resources for informational and instructional purposes through the school's website.

Although there is an adequate level of parental involvement at our school, we would like to maintain and increase the number of opportunities parents, especially those parents of academically under-performing students.

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

Faculty and Staff of Miami Shores Elementary School view parents and Community Businessess as partners in helping students learn, value parents input and participation in advancing the school's mission and vision and supports efforts to strengthen its students' community resources. Miami Shores Elementary School creates a welcoming and communicative environment for all parents and Community Business Leaders. Parents and visitors are greeted warmly when they call or visit the school. Miami Shores Elementary communicates with parents and stakeholders via the new interactive school website and attends monthly meetings with the Miami Shores Alliance.

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
Swain, Brenda	Principal
Mayor, Evie	Assistant Principal
Quamina, Adwina	Guidance Counselor
Shaarbay, Tirsis	Other
Bogos, Jonathan	Teacher, K-12
Castano, Janet	Teacher, K-12
Geuther, Sharon	Teacher, K-12
Hesler, Deborah	Teacher, K-12
Charles, Johanne	Teacher, K-12
Delapaz, Ilany	Teacher, K-12
Charles, Thechelet	Teacher, ESE
Howell, Andrell	Teacher, K-12

Duties

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

The overall objective of the team is to positively impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and the prevention of student failure through proactive intervention. Our team is comprised of the following:

- The Principal, Brenda Swain and Assistant Principal, Evie Mayor who ensure commitment and allocation of specific resources.

-General Education Teachers (Primary and Intermediate): Selena Morrow, Ericka Cowgill, Jonathan Bogos, Maria Delgado and Billie Carpenter. They extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving.

-Grade Level Chairpersons (Primary & Intermediate):

The grade level chairs will ensure that core instruction and collaboration are implemented.

-The School Guidance Counselor, Adwina Quamina will insure that quality student services are provided to students. Working with community agencies to support the students academic, emotional, behavioral and social needs. Additionally, the school counselor will provide the quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

-The Leadership Team will include additional personnel as resources to the team based on specific problems are concerned is warranted such as:

Exceptional Student Education (ESE) Chairperson: Thechelet Charles

-The SPED chairperson will collaborate with general education teachers while participating in student data collection, school wide data, integrate core instructional activities and collaborate with general education teachers.

School Psychologist: Anabelle Rodriguez

-School psychologist will participate in collection, interpretation and analysis of data to facilitate the development of intervention plans, provide support for intervention fidelity, and documentation.

Professional development and technical assistance will also be provided for problem-solving activities including data collection and program evaluation.

Social Worker: Ms. St. Fleur

-The Social worker will facilitate the link with the community including referrals to local agencies and assist with parental involvement. Additionally, the School Social Worker will play a vital role in reduces the number of truancy cases.

Speech Language Pathologist: Sherry Kirkman

-The speech language pathologist will educate the team in the role language plays in curriculum, student assessment, and instruction as a basis for appropriate program design. Additionally, the Speech and Language Pathologist will assist in the selection of screening measures on an individual student basis.

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

Miami Shores Elementary utilizes a process in which data is reviewed amongst our team members. Based on student achievement, services are provided and strategies are revised in order to meet the needs of all students. FSA ELA Reading, FSA Mathematics, FCAT 2.0 Science and SAT 10 data will be used to make initial program and instructional decisions for students in first through fifth grade. Title III-as a source of meeting the needs of English Language Learners (ELL) through instructional support and intervention during and beyond the school day. Funds are secured annually through the Title III grant to provide an ELL Tutoring Academy in Reading and Mathematics for these AMO subgroups.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brenda Swain	Principal
Lashon Howard	Teacher
Andrell Bryant	Teacher
Jonathan Bogos	Teacher
Selena Welch	Teacher
Nathalee Boykin	Education Support Employee
Gary Robbins	Education Support Employee
Margarita Mesa	Parent
Gina Brooks	Parent
Gina Chaudry	Parent
Deidre Dunham	Parent
Lili Nguyen	Parent
Jill Perry	Parent
Robert Bourne	Business/Community
Mark Wilder	Parent
Billie Carpenter	Teacher
Ericka Cowgill	Teacher
Thechelet Charles	Teacher
Maria Delgado	Teacher
Katreen Moorner	Education Support Employee
Ray Baker	Parent
Abigail Dorcelas	Student
Laura Cosse	Business/Community
Mariela Manion	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 School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. The main focus is achieving learning gains and increasing the number of students meeting proficiency. The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. The SIP is reviewed at regularly scheduled meetings. The SAC takes into consideration demographics, school budget, and the results of the standardized testing when developing these strategies. The SAC schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

Development of this school improvement plan

The Educational Excellence School Advisory Council is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. It will review the plan and discuss possible additions for complete implementation of the 2015-2016 SIP.

Preparation of the school's annual budget and plan

The principal shares information regarding the school's budget with the SAC. The SAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

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

Funds will be used for but not limited to:

- Student Incentives
- Attendance Incentives
- Supplemental Materials
- Technological needs

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
Swain, Brenda	Principal
Mayor, Evie	Assistant Principal
Quamina, Adwina	Guidance Counselor
Shaarbay, Tirsis	Teacher, K-12
Howell, Andrell	SAC Member
Bogos, Jonathan	Teacher, K-12
Castano, Janet	Teacher, K-12
Geuther, Sharon	Teacher, K-12
Hesler, Deborah	Teacher, K-12
Delapaz, Ilany	Teacher, K-12
Charles, Johanne	Teacher, K-12
Charles, Thechelet	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Miami Shores Elementary school's LLT major initiative for the 2015- 2016 school year is to positively impact student learning, encourage a literate climate to support effective learning, and create capacity of reading knowledge within the entire school building.

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

Miami Shores Elementary school strives to ensure collaboration amongst teachers. All teachers collaborate to promote professional growth. Miami Shores Elementary school teachers share a sense of responsibility for student development and school improvement. Teachers are supportive and respectful of one another, personally and professionally. Teachers at MSES are provided opportunities to participate in high-quality professional development opportunities and professional growth.

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

The Administration and Leadership Team are both responsible for interviewing highly qualified, certified-in-field individuals when recruiting applicants for open positions at Miami Shores Elementary School. In order to retain teachers, Miami Shores Elementary will mentor new and beginning teachers and provide regular dialogue sessions.

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

The administrative staff will provide opportunities to allow the mentee to observe classroom lessons throughout the school year. The mentor and mentee will meet on a bi-weekly basis to review the Individual Professional Development Plans and the School Improvement Plan.

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

All teachers are provided with applicable Florida Standards materials for their assigned grade levels and subjects. Additionally, resources provided through the District's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to 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

Miami Shores Elementary School uses data-driven instructional strategies to ensure a level of student success for ALL children. Data chats are conducted in the classroom on a bi-weekly basis or as needed. Staff data chats will be conducted on a monthly basis to assist with the identification of students needing remediation and those needing enrichment activities. Members of the leadership team will make data presentations at faculty meetings based on grade level data gathered from the previous month. Progress monitoring data on all students are collected and disaggregated for instructional planning purposes, MTSS (RtI) meetings, and to provide accommodations for our ELL and ESE students based on their specific instructional plans.

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: 1,440

Miami Shores Elementary School offers an after school tutorial program in the Spring for students identified as having deficiencies in the areas of reading and math.

Strategy Rationale

Students at Miami Shores Elementary School have the opportunity to participate in a free after school tutorial program with certified teachers using a district created curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Swain, Brenda, pr3341@dadeschools.net

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

Miami Shores Elementary School will collect attendance data to determine consistent participation in the after school tutorial program. Summative data will be collected after the results of the 2015 Florida Standards Assessment are released.

Strategy: Extended School Day

Minutes added to school year: 1,440

Miami Shores Elementary School offers an after school tutorial program in the Spring for ELL students identified as having deficiencies in the area of reading.

Strategy Rationale

Students at Miami Shores Elementary School have the opportunity to participate in a free after school tutorial program with certified teachers using a district created curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shaarbay, Tiris, tshaarbay@dadeschools.net

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

Miami Shores Elementary School will follow the procedures of the Title III Grant Guidelines. Attendance sheets will be monitored to ensure students are present to acquire the skills. Summative data will be collected after the results of the 2015 Florida Standards Assessment are released.

Strategy: Before School Program

Minutes added to school year: 960

Miami Shores Elementary School offers a Before School Technology Tutorial program for students in the ELL program to assist with skill acquisition through the use of District technology programs.

Strategy Rationale

Students at Miami Shores Elementary School have the opportunity to participate in a free before school technology tutorial program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Shaarbay, Tirsis, tshaarbay@dadeschools.net

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

Miami Shores Elementary School will follow the procedures of the Title III Grant Guidelines. Attendance sheets will be monitored to ensure students are present to acquire the skills. Summative data will be collected after the results of the 2015 Florida Standards Assessment are released.

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

Miami Shores Elementary School will:

1. Continue the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The school's administrative team will continue to host the annual "open house for new/prospective parents".
2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
3. Maintain articulation process between prekindergarten teachers and kindergarten teachers to facilitate discussion focusing on student performance, effective instructional methods, and developmental expectations.
4. Utilize the FLKRS and i Ready assessments to monitor student progress and to schedule in-school interventions as needed.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070562

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	48.0

Resources Available to Support the Goal 2

- Instructional coaches delineates information from monthly coaches meetings
- Interventions embedded in master schedule
- District web-based resources
- Core curriculum materials
- Technology

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity of implementation of core curriculum materials and resources

Plan to Monitor Progress Toward G1. 8

There is evidence of effective Implementation and strategic aligning of materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students.

Person Responsible

Brenda Swain

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher lesson plans, DI folders, Administrative Walkthroughs

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**

 G070562

G1.B2 Lack of fidelity of implementation of core curriculum materials and resources **2**

 B183845

G1.B2.S1 Effective Planning and Instructional Delivery **4**

 S195471

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 **5**

Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Person Responsible

Evie Mayor

Schedule

On 10/21/2015

Evidence of Completion

Agenda, Sign-in Sheets

Action Step 2 5

Provide for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Person Responsible

Evie Mayor

Schedule

On 10/21/2015

Evidence of Completion

Agenda, Sign-in Sheets

Action Step 3 5

Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction.

Person Responsible

Evie Mayor

Schedule

On 10/28/2015

Evidence of Completion

Lesson plans, Planning Agenda

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

Monitor the implementation of a purposeful standard and data-driven differentiated instruction lesson

Person Responsible

Brenda Swain

Schedule

Weekly, from 8/24/2015 to 11/13/2015

Evidence of Completion

Walkthroughs, Leadership team meeting agenda

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

Conduct coaching cycles and model the effective implementation of a systematic plan for differentiated instruction based on the feedback from observation.

Person Responsible

Evie Mayor

Schedule

Monthly, from 8/24/2015 to 12/4/2015

Evidence of Completion

Walkthrough logs, Formal/Informal observation notes

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	Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	Mayor, Evie	8/24/2015	Agenda, Sign-in Sheets	10/21/2015 one-time
G1.B2.S1.A2	Provide for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	Mayor, Evie	8/24/2015	Agenda, Sign-in Sheets	10/21/2015 one-time
G1.B2.S1.A3	Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction.	Mayor, Evie	8/24/2015	Lesson plans, Planning Agenda	10/28/2015 one-time
G1.MA1	There is evidence of effective Implementation and strategic aligning of materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students.	Swain, Brenda	8/24/2015	Teacher lesson plans, DI folders, Administrative Walkthroughs	6/9/2016 weekly
G1.B2.S1.MA1	Conduct coaching cycles and model the effective implementation of a systematic plan for differentiated instruction based on the feedback from observation.	Mayor, Evie	8/24/2015	Walkthrough logs, Formal/Informal observation notes	12/4/2015 monthly
G1.B2.S1.MA1	Monitor the implementation of a purposeful standard and data-driven differentiated instruction lesson	Swain, Brenda	8/24/2015	Walkthroughs, Leadership team meeting agenda	11/13/2015 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 Lack of fidelity of implementation of core curriculum materials and resources

G1.B2.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Facilitator

Assistant Principal

Participants

K-5

Schedule

On 10/21/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B2.S1.A1	Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	\$0.00
2	G1.B2.S1.A2	Provide for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	\$0.00
3	G1.B2.S1.A3	Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction.	\$0.00
Total:			\$0.00