Sylvania Heights Elementary School

2015-16 School Improvement Plan

Sylvania Heights Elementary School

5901 SW 16TH ST, Miami, FL 33155

http://sylvaniaheights.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

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

We empower our students to become life long learners and responsible citizens by promoting collaboration, focusing on critical thinking, fostering independence and applying our four "R" value system: Rights, Rules, Responsibility, and Respect to everything we do.

Provide the school's vision statement

Sylvania Heights Elementary is committed to the premise that our students will learn and achieve their maximum academic potential by providing educational excellence for all.

School Environment

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

The process by which our school learns about students' cultures is by engaging students in schoolwide multicultural activities and events. Building relationships between teachers and students is an important part of our school culture and is developed through teacher mentoring and social peer interactions. We will focus on Increasing opportunities for developing global awareness across the curriculum, helping our students gain a global perspective that will help them prepare for the future.

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

Sylvania Heights Elementary creates an environment where students feel safe and respected by ensuring there is a positive learning environment that is safe and differentiated to address all student needs. Teachers utilize multiple strategies and techniques to motivate student learning and use critical thinking skills that enhance student learning opportunities. A multisensory approach to learning can appeal to all learning styles and increase student engagement throughout multidisciplinary approaches. In addition, our teachers keep a positive line of communication with students in order for the students to feel respected. This process sends a message to the students of the importance of mutual respect toward others. The students are given the opportunity to be listened to and express their views and are always acknowledged as an important part of the learning community. Every child has a valuable contribution to make in our classrooms.

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

At Sylvania Heights Elementary, our goal is to create a safe, healthy and happy environment that is conducive to learning. Our teachers, staff, parents and students are provided with discipline guidelines and expectations at the beginning of the year. Expectations will be taught and re-taught throughout the year. The younger the student, the more time teachers will spend discussing, modeling, practicing and role-playing. If problems occur in any area, students will receive positive instruction and information on how to behave responsibly in that setting. Every student deserves to be treated with kindness and respect.
Sylvania Heights Elementary teachers are expected to teach and review school-wide rules daily.

Develop expectations that are positive, unique to classroom needs, but related to the school-wide expectations. Rules are based on the problem behaviors seen in the classroom and teacher will focus on specific skills they want students to engage in and perform while in the classroom. Consequences for classroom misbehavior will be most effective if implemented with fairness and vision toward successful correction. Students will be informed in advance that certain behaviors are unacceptable and will lead to consequences. Consequences that are commonly used by teachers instead of removing the student from the room include the following:
• Positive reminder of rules
• Verbal reprimand
• Withhold recess or free time
• Temporary loss of privileges
• In-class time out for student reflection
• Changes in student seat.
• Contact parent/guardian
• Conference with the counselor
• Conference with an administrator

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

Sylvania Heights Elementary is dedicated to providing positive reinforcement and rewards for students who demonstrate compliance of rules and expectation in the classroom as well as the cafeteria and other unstructured activities. Verbal praise is the most effective reinforcement we can use, and we encourage our teachers to use it often. As with disciplinary consequences, students should be aware of positive reinforcement, awards and activities and how they can be earned. Each teacher is given the opportunity to be unique in how to implement their rewards and reinforcement in the classroom. The teachers will plan ahead of time what specific behaviors merit reinforcement. In addition, students must meet criteria to participate in school wide activities such as field-trips, clubs, special events, games, and other after school functions. Students will be given school-wide guidelines that will assist them in earning these activities. Our counselor is also devoted to implementing specific district-wide initiatives for all grade levels.. Group lessons on non-violent behaviors, bullying and character education are addressed during our morning announcements and specific classroom sessions throughout the year. In addition, mediation and peer mentoring is also used as a helpful tool in assisting students address their social, emotional and academic needs.

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

Sylvania Heights Elementary develops and utilizes an Early Warning System (EWS) that identifies At-risk students. The EWS identifies students with excessive absences (missing more than 10% of instructional time) and/or three or more behavior referrals. Student performance and At-Risk students are monitored through Progress Monitoring.
These risk factors are used as guidance in the EWS:
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics.
-Level 1/2 on FSA assessment for 2014-2015 school year..

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	1	5	3	2	0	2	13
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	2	4	4	8	3	3	24
Level 1 on statewide assessment	1	13	15	0	3	27	59

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	
Students exhibiting two or more indicators	2	8	5	2	2	3	22

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

Sylvania Heights Elementary monitors student attendance reports, data reports, grade reports, referrals, and student case management reports. Students that are identified as exhibiting early warning indicators are closely monitored and provided with the appropriate interventions. Attendance issues are referred to Student Support Services and the School Counselor and/or Social Worker contact the students' family and refer the family to an appropriate agency if needed. School-wide attendance incentives are also employed and are recognized on morning announcements and in quarterly awards ceremonies. Students with referrals and or suspensions meet with the school Counselor and participate in group and individual counseling sessions, as deemed appropriate. The school-wide Discipline plan is followed in order to encourage appropriate behavior. Student Case Management reports are monitored and parent conferences are held to address issues of concern.

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?

Yes

PIP Link

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

Description

See Parental Involvement Plan, Title one

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

Focus groups, which bring together a diverse group of ten to fifteen people to discuss a specific topic, helps our community understand the issues we are facing. School staff can learn how to improve

relations between the community and school. Focus groups also pinpoint key issues that will establish agendas for larger public forums. Invited community members attend school activities like Career Day , Title I
Parent Advisory Meetings; Title I District Advisory Meetings, EESAC Meetings, and PT A meetings, as well. In addition, our school engages with the community in Math and STEM activities and the KAPOW program which is a school to work initiative. These activities allow community members to interact with and become more involved in the school and students' education.

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
Reyes, Amor	Principal
Cicilia, Barbara	Assistant Principal
Chatila, Barbara	Instructional Coach
Ruiz-Lacayo, Yanet	Guidance Counselor
Losada, Anna Maria	Teacher, K-12
Tavio, Heather	SAC Member

Duties

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

The School-based Leadership Team follows the Florida Continuous Improvement Model (FCIM). The team analyses data and creates possible solutions to problems. Prgress is monitored and again reanalyzed. The cycle continues with each new implementation of possible intervention strategies. Select Support Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, schools social workers continue to link child serving and community agencies to Sylvania Heights Elementary and families to support the child's academic, emotional, behavioral and social success. Select General Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Instructional Coaches for Reading and Math/Science: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 that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
The members of the MTSS/RtI Leadership team will meet with the Principal, EESAC, and the Literacy Leadership Team to review and develop the SIP. The MTSS/RtI team will compile and provide the data from all areas of progress monitoring.

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/RtI Leadership Team at Sylvania Heights Elementary uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by participating in the following activities: Reviews universal screening data and correlate to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The MTSS/RtI team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Administration provides a common vision for the use of data-based decision-making, and that Sylvania

Heights Elementary-based MTSS/RtI team assessments of RtI skills are being conducted by school staff. In addition, administration provides professional development to assist the team in implementing strategies with fidelity, ensures that implementation of intervention support are documented, and that communication with parents regarding school based MTSS/RtI plans and activities are established.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Heather Tavio	Teacher
Amor Reyes	Principal
Rain de Lima	Teacher
Vivian Cela	Teacher
Janett Miranda	Teacher
Jessica Lopez	Student
Carolina Barona	Student
Noel Tavio	Business/Community
Leticia Vega	Business/Community
Alex Soto	Business/Community
Lulu Caudillo	Teacher
Jessica Gamora	Parent
Kathryn Love	Parent
Reinaldo Lazo	Education Support Employee
Sandra Lopez	Parent
Grisel Cabrera	Parent
Enrique Munoz	Business/Community

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 Sylvania Heights Elementary EESAC meets to review data and evaluate the effectiveness of last year's School Improvement Plan (SIP) so that the necessary adjustments can be made in order to improve student performance in the current school year. Stakeholders provide input after analyzing student performance data, set new goals, and comprise strategies to positively impact student performance. The EESAC bylaws address the following procedures:
1.   Requiring a quorum to be present before a vote may be taken by the school advisory council. A majority of the membership of the council constitutes a quorum.
2.   Requiring at least 3 days' advance notice in writing to all members of the advisory council of any matter that is scheduled to come before the council for a vote.
3.   Scheduling meetings when parents, students, teachers, businesspersons, and members of the community can attend.
4.   Replacing any member who has two unexcused consecutive absences from a school advisory council meeting that is noticed according to the procedures in the bylaws.
5.   Recording minutes of meetings.

Development of this school improvement plan

The Sylvania Heights Elementary EESAC meets several times each year to review and adjust the current school improvement plan. Additionally, we decide which strategies to keep, modify, or change out for the upcoming year's school improvement plan. The EESAC takes input from parents, students, community members, teachers, and support staff into consideration when developing the school improvement plan.

Preparation of the school's annual budget and plan

All stakeholders work together to discuss the school's annual budget in relation to the School Improvement Plan (SIP) and EESAC funds are allocated by consensus in areas that will impact student achievement and support SIP goals.

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

The EESAC allocates a portion of the school improvement funds ($300.00) to purchase subscriptions of instructional magazines such as Scholastic News and Time for Kids to help students increase their reading skills in informational text and the research process. ($350.00) of the funds will also be allocated for student achievement awards and attendance incentives. The remaining funds will be utilized to fulfill teacher's requests to purchase educational materials to further support school improvement goals.

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

The Educational Excellence School Advisory Council (EESAC) is in compliance with section 1001.452, Florida Statutes. The Sylvania Heights Elementary EESAC is the sole body responsible for final decision making at the school relating to implementation of ss. 1001.42(18) and 1008.345. The majority of the members of the EESAC (50% +1) are not employed by the school district. The EESAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Council members representing

teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in a fair and equitable manner.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Chatila, Barbara	Instructional Coach
Reyes, Amor	Principal
Cicilia, Barbara	Assistant Principal
Losada, Anna Maria	Teacher, K-12
Tavio, Heather	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiative for the 2014-2015 school year is to improve student achievement and raise test scores. The LLT will continue providing professional development and support to teachers, ensuring availability of core K-12 CRRP instructional materials, coordinating assessments to evaluate student progress, and monitoring intervention strategies in the classrooms throughout the school year. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

For the 2015-2016 school year, Sylvania Heights Elementary has facilitated positive working relationships between teachers to include collaborative planning and instruction. All grade levels and departments have common planning time at least once per week. Each grade level has been designated with a specific day and time to collaboratively meet and plan for instructional delivery. These days are used for reviewing core material, unpacking standards, establishing routines, gathering resources and sharing best practices.

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

Professional Development opportunities are provided in house for teachers to share Best Practices with their colleagues. Vertical articulation meetings are held between upper and lower grade levels to ensure that teachers are aware of what their students need to be successful in the next grade level.
To ensure that teachers remain highly qualified and that out of area teachers fulfill their requirements, teachers are advised of the availability and schedule of tutorial sessions which are offered twice yearly. The Principal oversees this area and provides support for teachers who are considered not highly qualified so that they can meet requirements within the timeline.
In recruiting high quality educators, referrals are solicited from current employees and clinically certified teachers mentor and host interns from local universities. Administration and Curriculum coaches oversee these activities.

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

Administration will be responsible for assigning mentor teachers to new teachers. Mentors will be provided through the Mentoring and Induction for New Teachers (MINT) Program. This mentoring is provided to any teachers that are new to the profession, with no previous teaching experience. Additionally, second and third year teachers are eligible to receive a buddy teacher and will be paired with a teacher who has achieved a highly-effective rating and occupies a leadership role, such as a Nationally Board Certified Teacher, Curriculum Coach, or Grade Level Chair.

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

Sylvania Heights Elementary follows the FLDOE item specifications and the District Pacing Guide which is aligned to the Florida Standards The pacing guides use the core textbooks, district created resources and online resources.

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

Sylvania Heights Elementary uses the continuous improvement model which consists of plan, do, check and act. Data is utilized to analyze the result of baselines and interim assessments to determine areas of strength and weaknesses for students.. Teachers develop differentiated instruction for specific areas of weaknesses for students in need or reteaching or practice and opportunities for student mentors to reinforce academic concepts while assisting students in need of assistance. In addition, digital resources are used to reinforce lessons by integrating lessons developed and taught by other teachers. This includes multimedia resources, videos and interactive presentations.

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: 4,000

Sylvania Heights Elementary recognizes that learning needs to take place beyond the bell and provides a variety of learning opportunities and resources to be accessed before or after school. Technology resources are accessible from home via the internet. These programs and resources include:
• After School Tutorials for ELL and non-ELL Students in Reading and Mathematics
• Gifted Program
• Weekly teacher collaborative grade level lesson planning
• Professional Development based on Teachers' professional needs and grade levels
• Professional Learning Communities
• Science Club Enrichment After School Program
• Reading Plus
• Gizmos for Science
• Reflex Math
• iReady

Strategy Rationale

There is limited time during the day for student reinforcement and enrichment beyond the core curriculum.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Reyes, Amor, pr5441@dadeschools.net

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

Data will be analyzed to identify weak benchmarks. Resources to supplement the teaching of those benchmarks and the strategies used in the classroom to facilitate remediation will occur after every district Interim assessment. Assessment Data is analyzed and interpreted by the Leadership Team. The Leadership Team conducts data chats with instructional staff and students using a protocol sheet. Instructional staff conducts data chat with students. Each student has a data folder and each teacher has a data binder.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At Sylvania Heights Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be

used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/ processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept and self-efficacy. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools such as Florida Assessments for Instruction in Reading (FAIR) will be administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Sylvania Heights Elementary will expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten 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 our school. The principal will also meet with the center directors of neighborhood centers. Local VPK providers are members of the Sylvania Heights EESAC and provide input in developing Sylvania Heights Elementary improvement plan. Additionally, Sylvania Heights Elementary holds a yearly Kindergarten orientation at the end Sylvania Heights Elementary year to inform parents about the expectations and academic standards associated with Kindergarten. This provides parents with a clear picture of what their children will be exposed to and expected to learn. 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. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods and developmental expectations. Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the 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

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

G070737

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	45.0
CELLA Writing Proficiency	39.0

Resources Available to Support the Goal 2

- Computer and technology access, increase use of Promethean boards, common planning, professional development addressing rigor; Iready, for Math and Reading, Gizmos Math & Science, Reflex Math activities, Reading Wonder-works Intervention program, Intensive Acceleration class for selected 3rd & 4th grade at-risk students, and PLC lesson studies.

Targeted Barriers to Achieving the Goal 3

- There is evidence for a need to increase academic rigor in the content areas utilizing the gradual release model, explicit instruction, collaborative conversations, and student authentic work.

Plan to Monitor Progress Toward G1. 8

On-going monitoring of the gradual realease model for effectiveness and fidelity.

Person Responsible

Amor Reyes

Schedule

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

Evidence of Completion

Administrators observation log/note

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

🔑 G070737

G1.B1 There is evidence for a need to increase academic rigor in the content areas utilizing the gradual release model, explicit instruction, collaborative conversations, and student authentic work. 2

🔑 B184339

G1.B1.S1 Implement the gradual release of responsibility model 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

🔑 S195880

Strategy Rationale

Teachers lack the instructional routine and framework to move from teacher accountability and direction to student academic accountability.

Action Step 1 5

Ensure that all teachers and administrators participate in professional development sessions that address best practices in academic rigor, gradual release and explicit instruction.

Person Responsible

Barbara Chatila

Schedule

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

Evidence of Completion

Attendance Rosters, sample lesson plans, walk throughs

Action Step 2 `5`

Monitor the Implementation of gradual release as evident in teacher lesson plans and in the instructional delivery.

Person Responsible

Amor Reyes

Schedule

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

Evidence of Completion

Lesson Plans, Planning Agenda, Student Work

Action Step 3 `5`

Provide additional support through the coaching cycle to those teachers identified by the administrative team.

Person Responsible

Barbara Chatila

Schedule

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

Evidence of Completion

Grade Level Minutes, Coaching documentation, lesson plan, student work

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

On-going monitoring of the gradual release model for effectiveness and fidelity.

Person Responsible

Amor Reyes

Schedule

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

Evidence of Completion

Administrators observation logs/notes

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

On-going monitoring of the gradual release model for effectiveness and fidelity.

Person Responsible

Amor Reyes

Schedule

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

Evidence of Completion

Administrators observation log/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.B1.S1.A1	Ensure that all teachers and administrators participate in professional development sessions that address best practices in academic rigor, gradual release and explicit instruction.	Chatila, Barbara	8/24/2015	Attendance Rosters, sample lesson plans, walk throughs	6/9/2016 quarterly
G1.B1.S1.A2	Monitor the Implementation of gradual release as evident in teacher lesson plans and in the instructional delivery.	Reyes, Amor	8/24/2015	Lesson Plans, Planning Agenda, Student Work	6/9/2016 annually
G1.B1.S1.A3	Provide additional support through the coaching cycle to those teachers identified by the administrative team.	Chatila, Barbara	8/24/2015	Grade Level Minutes, Coaching documentation, lesson plan, student work	6/9/2016 monthly
G1.MA1	On-going monitoring of the gradual realease model for effectiveness and fidelity.	Reyes, Amor	8/24/2015	Administrators observation log/note	6/9/2016 quarterly
G1.B1.S1.MA1	On-going monitoring of the gradual release model for effectiveness and fidelity.	Reyes, Amor	8/24/2015	Administrators observation log/notes	6/9/2016 monthly
G1.B1.S1.MA1	On-going monitoring of the gradual release model for effectiveness and fidelity.	Reyes, Amor	8/24/2015	Administrators observation logs/notes	6/9/2016 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.B1 There is evidence for a need to increase academic rigor in the content areas utilizing the gradual release model, explicit instruction, collaborative conversations, and student authentic work.

G1.B1.S1 Implement the gradual release of responsibility model 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

Ensure that all teachers and administrators participate in professional development sessions that address best practices in academic rigor, gradual release and explicit instruction.

Facilitator

Barbara Chatila (Reading coach) Denise Alfaro (science liaison) Monica Gonzalez (math liaison)

Participants

All K-5 Teachers

Schedule

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

PD Opportunity 2

Provide additional support through the coaching cycle to those teachers identified by the administrative team.

Facilitator

Barbara Chatila (instructional coach)

Participants

All teachers k-5

Schedule

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

Technical Assistance Items

Technical Assistance 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.B1 There is evidence for a need to increase academic rigor in the content areas utilizing the gradual release model, explicit instruction, collaborative conversations, and student authentic work.

G1.B1.S1 Implement the gradual release of responsibility model 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

Monitor the Implementation of gradual release as evident in teacher lesson plans and in the instructional delivery.

Facilitator

Barbara Chatila (Reading coach) Denise Alfaro (science liaison) Monica Gonzalez (math liaison)

Participants

All Teachers k-5

Schedule

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

Budget

Budget Data

1	G1.B1.S1.A1	Ensure that all teachers and administrators participate in professional development sessions that address best practices in academic rigor, gradual release and explicit instruction.				$0.00
2	G1.B1.S1.A2	Monitor the Implementation of gradual release as evident in teacher lesson plans and in the instructional delivery.				$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5441 - Sylvania Heights Elem. School	School Improvement Funds		$800.00
			Notes: Scholastic News Story Works			
3	G1.B1.S1.A3	Provide additional support through the coaching cycle to those teachers identified by the administrative team.				$0.00
					Total:	$800.00