

Miami-Dade County Public Schools

Henry S. West Laboratory School



2015-16 School Improvement Plan

Henry S. West Laboratory School

5300 CARILLO ST, Coral Gables, FL 33146

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	22%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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

Henry S. West Laboratory School provides a learning environment in which all students are able to attain their maximum academic, social, and physical potential, thus enabling them to become interested learners and contributing members in a changing, multicultural society. Students are afforded the opportunity to capitalize on their inherent strengths through their participation in high level curricular and extracurricular activities. Individualized instruction and tutorial programs are provided as needed. Periodic evaluations, designed to diagnose and assess achievement, provide data for addressing needs and serve as a baseline for the School Improvement Plan. The Henry S. West Laboratory School and University of Miami partnership enhances the educational opportunities for students.

Provide the school's vision statement

Henry S. West Laboratory School provides a high quality education for all students and will pioneer the possibilities of change in the teaching and learning process. As a professional development school in conjunction with the stakeholders and the University of Miami, our vision is to prepare students to become life-long learners and productive citizens. As a clinical setting for aspiring teachers, the school will train and retrain teachers to meet the challenges of preparing students for the future.

School Environment

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

The staff at Henry S. West Laboratory School is committed to ensuring that every student receives a quality education, demonstrating academic growth and social development at the conclusion of each year. Our teachers share a common vision of what effective teaching looks like. Expectations are clearly defined and lessons are clear.

Every week, students at Henry S. West Laboratory School receive Character Education lessons that focus on the nine core values of the Values Matter campaign: respect, responsibility, citizenship, fairness, pursuit of excellence, kindness, cooperation, honesty, and integrity. Throughout the duration of the school year, one core value will be highlighted each month. This initiative provides our students with the opportunity to be exposed to values that will help them develop into successful students, citizens, and overall better human beings.

Students at Henry S. West Laboratory School are exposed to a variety of culturally based programs and activities that enhance learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as: Walk Safe Program, Hispanic Heritage Month, Black History Month, Say No To Drugs, Performing Arts, and Cultural Passport Field trips, Anti-bullying, Cyber bullying and Character Education Program. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and explore their interests. The staff, parents and community at Henry S. West Laboratory School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between teachers and students, which cultivates a highly effective and well-functioning classroom environment.

Emphasis is made throughout the curriculum to integrate all subject areas with English, Language

Arts, Social Sciences, Mathematics and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century.

To achieve these objectives, Henry S. West Laboratory School teachers aggressively pursue a rigorous curriculum based on the Florida State Standards that incorporate an evidence-based approach to solving complex multi-step problems. The teachers at Henry S. West Laboratory School are consistently participating in professional development activities which help them to be more effective in the implementation of the most current research-based and data-driven educational strategies.

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

Henry S. West Laboratory School is a School of Choice that services general education students and students with varying exceptionalities. Students come from diverse backgrounds and possess a wide range of academic and social skills. It is our goal to meet each child's needs in order for him/her to flourish and experience success. It is the staff's belief and expectation that every child can learn, despite his/her background and ability level. The staff has received training from The Center for Autism and Related Disorders (CARD) one of the world's largest organizations using applied behavior analysis (ABA) in the treatment of autism spectrum disorder. The staff believes that through a sound work ethic and collaborative efforts by the teacher, student and parent, students will become proficient and maximize their potential.

Henry S. West Laboratory School implements a variety of social skill - based programs and activities that enhance students' social problem solving skills and contribute to the students overall development. Our school counselor implements Character Education Curriculum, and the Say No To Drugs Program. Our school social worker implements student and parent Anti-bullying, Cyber bullying and Safer Stronger Kids Programs throughout the year. The teachers and administration implement the Code of Student Conduct progressive discipline plan. Students are provided opportunities to discuss and problem solve positive alternative choices. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and develop problem-solving and conflict resolution skills. The staff, parents and community at Henry S. West Laboratory School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between students and teachers, which cultivates a highly effective and well-functioning classroom environment.

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

All of the teachers at Henry S. West Laboratory School follow the code of student conduct as a school-wide discipline plan. Teachers have clearly defined classroom rules and consequences. Administration implements a progressive discipline plan. Students and staff foster mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner.

Teachers have been trained on the Code of Student Conduct, and review the Code of Student Conduct with the students as part of the Opening of School Procedures. Parents are provided with a copy of the Code of Student Conduct. The school follows the policy and procedures of the Code of Student Conduct to ensure that progressive discipline is applied with established protocols for all

disciplinary incidents. Clear behavioral expectations are shared with the students. The mission of Henry S. West Laboratory School is to prepare students for the future by preparing students to become life-long learners and productive citizens. It is the role of the staff to guide students to be in control of their own learning and to enhance their ability to positively alter outcomes by making appropriate choices.

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

At Henry S. West Laboratory School students exhibiting severe emotional behavioral issues are identified via the Student Case Management Forms and referred to the School Support Team. A School Support Team Meeting is scheduled and the following participants are invited to the meeting: parents, teachers, school social worker, counselor, school psychologist and administration. During the meeting, an individualized Functional Analysis of Behavior (FAB) Plan is created for the student. Parents are provided with additional community resources. The plan identifies specific target behaviors, and provides instructional staff and parents with strategies to implement in order to improve the targeted behavior. The student's behavior is monitored, and counseling, mentoring and other student services are provided as deemed necessary. After a period of implementation the FAB plan and data collection instruments, such as teacher observations, school psychologist observations, rating scales and anecdotal reports are reviewed. A Behavior Intervention Plan (BIP) is then developed with the information compiled from the FAB, and the BIP is then implemented for a period of time. For severe cases additional testing and additional student services are requested on a case-by-case situation.

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

Henry S. West Laboratory School reviews a variety of Early Warning indicators. The following list includes the indicators reviewed:

- 1) Excessive Absences (More than 5 Excused & Unexcused)
- 2) Excessive Tardies (More than 5 Excused & 7 Unexcused)
- 3) FCAT Levels 1 or 2 (Reading or Mathematics)
- 4) Stanford Achievement Test SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Mathematics
- 5) D or F in a Core Subject.
- 6) Three (3) or more Disciplinary Referrals
- 7) Promotion to Grade 4 based on Good Cause
- 8) Retention
- 9) ELL six semesters or more

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level		Total
	1	4	
Attendance below 90 percent	0	0	
One or more suspensions	0	0	
Course failure in ELA or Math	1	0	1
Level 1 on statewide assessment	2	1	3
Retention of students	3	1	4

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

Indicator	Grade Level		Total
	1	4	
Students exhibiting two or more indicators	1	1	2

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

Henry S. West Laboratory School uses the data from a variety of early warning indicators to identify students at risk of not succeeding such as attendance, behavior and performance. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing to ensure that all students have academic, social, and behavioral success.

Students scoring below proficiency levels on standardized assessments are monitored and provided additional assistance in core subjects. Students identified as at risk in Reading receive an additional 30 minutes of Reading Intervention. Differentiated Instruction is provided at all grade levels for both Reading and Mathematics.

Truancy Intervention is addressed by the school counselor through the Attendance Review Committee to address students with five or more unexcused absences. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention. Students who have 3 or more disciplinary referrals are referred to the School Support Team for a Functional Analysis of Behavior meeting. Students who have been retained receive counseling through student services.

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

Based on past log in hours of school-related events, there is a high level of parental involvement in social programs. However, there needs to be more emphasis placed on involving parents in the school's academic programs (i.e.: Reading, Mathematics or Science) in an effort to increase student achievement. For instance, this includes but is not limited to: Friends of the Library, Chess Club, and Mathematics Club.

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

Parents will be provided with a Parent Resource Fair during Open House to showcase programs and resources available at the school. Additionally, parents are recruited to enlist their assistance in various activities sponsored through the Media-Library Services, Visions-Gifted program, SPED department and other academic departments.

Through this priceless partnership, students would encounter success, families would be strengthened, and a partnership with community would simultaneously be developed and ultimately sustained. Follow the FCIM review log in hours of volunteer and make necessary adjustments to strategy.

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
Soto Pujadas, Barbara	Principal
Sanchez, Michelle	Assistant Principal

Duties

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

The MTSS Leadership Team is comprised of the: Principal, Assistant Principal, School Social Worker, School Psychologist, Counselor, Department Head of (SWD) Teachers, and General Education Teachers as applicable to the student.

The school-based MTSS/Rtl Leadership Team roles/functions at Henry S. West Laboratory School are as follows:

The Principal oversees the MTSS/Rtl process and monitors the fidelity of its implementation. The Assistant Principal coordinates and facilitates the SST process and MTSS/Rtl Intervention Plan. The MTSS/Rtl Leadership team reviews individual student areas of weakness. During data chats, all members review formative and summative data (i.e.: Edusoft Reports, PMRN) highlighting both the positive and negative issues impacting the student's functioning at school and determine whether any risk factors are present. Based on the outcome of the data analysis and the Guidelines for Determining the Presence of Significant Risk Factors, individualized interventions are then developed, according to the level of MTSS/Rtl.

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 process through which the school leadership identifies and aligns resources is through the school-based MTSS/Rtl Leadership Team. The MTSS/Rtl Leadership team monitors and adjusts the school's academic and EWS goals through data following the Continuous Improvement Plan Model (CIMS) process. The MTSS/Rtl Leadership Team monitors the fidelity of the delivery of instruction and intervention. The MTSS/Rtl Leadership Team provides levels of support and coordinates interventions for students based on data outcomes.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Barbara Soto Pujadas	Principal
Ophelia Bromell	Teacher
Jennifer Sadoian	Teacher
Pedro Pertierra	Teacher
Gema Duran	Teacher
Maydel Fernandez	Teacher
Tania-Arias Castellon	Teacher
Georgina Virreira	Teacher
Magalys Garcia	Education Support Employee
Margaret Johnson	Education Support Employee
Tonya Pacanins	Parent
Robert Alsopp	Parent
Lucy Paine	Parent
Jennifer Roque	Teacher
Barbara Sans	Parent
Lorena Moglia	Parent
Miriam Carnase	Parent
Caridad Bechtinger	Parent
Francisco Mora	Student
Mathias Vargas	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

On September 30, 2015 the Educational Excellence School Advisory Council (EESAC) members met to review the updates made to the SIP. Opportunities were provided for the EESAC members and staff to present the recommendations for the 2015-2016 School Improvement Plan. EESAC members assisted in the development of the School Improvement Plan by providing feedback during the EESAC meeting.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) members participate in a meeting to review the 2015-2016 School Improvement Plan. Opportunities are provided for EESAC members and staff to present recommendations for the 2015-2016 School Improvement Plan. EESAC members assist in the development of the School Improvement Plan by providing feedback during this EESAC meeting.

Preparation of the school's annual budget and plan

The Educational Excellence School Advisory Council (EESAC) members participate in a meeting to discuss the school's annual budget allocated. Recommendations are made for the spending of the allocated budget for activities or supplies directly tied to the goals the 2015-2016 School Improvement Plan.

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

EESAC funds in the amount of \$1,379.00, will be utilized to fund the Time for Kids resource.

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
Soto Pujadas, Barbara	Principal
Sanchez, Michelle	Assistant Principal
Demuth, Lizhel	Teacher, ESE
Moreland, Laurrene	Guidance Counselor
Roque, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will continue to implement the Florida Continuous Improvement Plan Model through Professional Learning Communities and provide continuous and consistent exposure to the Florida State Standards. Teachers will expose students to a rigorous curriculum through the use of higher level questioning techniques. Additionally, students will be provided differentiated instruction and interventions as necessary through the Multi-Tiered Support System MTSS/RtI.

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

Teachers are provided common planning time across grade levels and departments to encourage collaborative planning and instruction. Professional Learning Community meetings are scheduled monthly. During these monthly meetings the Reading, Mathematics and Science liaisons are provided an

opportunity to update the instructional staff with the most current information presented at their respective subject area District meetings.

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

1. Advertise the position within one week of position being available.
2. Schedule appointments to interview candidates within one week of advertising position.
3. Assign new hires to teacher mentoring program within one week of being hired.
4. Provide Professional Growth Team within one week of being hired.

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

New teachers to Henry S. West Laboratory School are assigned an experienced mentoring teacher, preferably one who is assigned to teach the same grade level and subject.

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Who receives a mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The teachers at Henry S. West Laboratory School plan with a process using the end in mind. The teachers' focus is the Florida State Standards and the Item Specifications provided by the Florida Department of Education. From this end, they select activities and assessments that are aligned to the Florida State Standards. Additionally, teachers utilize the pacing guide provided by the Miami-Dade County Public School's District.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Literacy Leadership Team (LLT) members meet once a month to focus on areas of literacy concerns across the school. They analyze the ongoing formative and summative data collected, identify trends of student needs, and reflect on school wide trends. The LLT team meets approximately five times per school year to focus on data; at the beginning of the year, following each of the three i-Ready assessments, and at the end of the year. Based on the District's MTSS/Rtl model, the LLT team will meet as needed to identify and target interventions for students. The administrative team then individually conferences with all teachers during data chats to analyze their students' data. Thereafter, team members work with teachers to identify and target interventions for students. Additionally, the administrative team individually conferences with all teachers during data

chats to analyze their students' data and determine areas of strengths and weakness. Through the use of ongoing progress monitoring, the LLT team members work with teachers to identify and provide targeted, customized professional development in alignment with the student data. The LLT team makes recommendations for support; research-based instructional strategies, and customized professional development in alignment with student data. The members of the LLT consider student assessment data, classroom observational data, and professional development listed on the teachers' IPEG goals setting form, DGPT form, and the School Improvement Plan, when planning professional development for the school. The administrative team monitors implementation of the CRRP and students' literacy progress through a variety of methods that include weekly classroom walk-throughs, monthly grade/department meetings and data chats.

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: 5,190

Provide at risk students in grades 1-4, identified as scoring in the lowest quartile with additional practice to develop a better understanding of Florida State Standards in Reading during after school tutorial program that provides individualized, one-on-one tutoring through our collaboration with the University of Miami (UM STARS).

Strategy Rationale

Additional remediation with UM STARS will provide students with the opportunity to remediate/reinforce skills they have not mastered during their individualized tutoring sessions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Michelle, michellemsanchez@dadeschools.net

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

The Literacy Leadership Team will meet quarterly after each District Interim Assessment and will review the student growth data from i-Ready and correlate the data with the District Interim Assessments to monitor student individual progress and make adjustments to instruction as deemed necessary.

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

During the month of April a Kindergarten Orientation meeting is held for parents of future Kindergarten students. During the orientation meeting the parents have an opportunity to listen to the Kindergarten teachers present the curriculum and give an overview of the Kindergarten program. A tour of the school and Kindergarten classroom is provided. One week prior to school beginning the Parent Teacher Organization of West Laboratory organizes a Kindergarten/New Family Picnic.

Parents of registered Kindergarten students and new students are invited to the picnic which is held in the school's Kindergarten playground. Parents and students are provided with an opportunity to get to know each other in this meet and greet environment and the Parent Teacher Organization representatives and administration are readily available to answer questions.

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

Not Applicable - N/A

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

Not Applicable - 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

Not Applicable - 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

Not Applicable - 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

G070814

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	92.0
AMO Math - All Students	93.0
FCAT 2.0 Science Proficiency	78.0
FAA Writing Proficiency	85.0

Resources Available to Support the Goal 2

- Teacher openness to learning and applying new practices
- Content knowledgeable teachers
- Core textbooks
- Promethean boards in all classrooms
- Interactive links from Miami-Dade County Public Schools pacing guide
- Time allocated for teacher collaboration activities (i.e.: Faculty Meetings, Common Planning)

Targeted Barriers to Achieving the Goal 3

- Limited evidence of Gradual Release of Responsibility Model implementation.

Plan to Monitor Progress Toward G1. 8

The administrative team will review student work, lesson plans, and conduct classroom walk-throughs on a daily basis.

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 9/24/2015 to 6/9/2016

Evidence of Completion

Classroom Walk-Throughs, Student Work, and Lesson Plans

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**

 G070814

G1.B2 Limited evidence of Gradual Release of Responsibility Model implementation. **2**

 B184545

G1.B2.S1 Implement the Gradual Release of Responsibility Model (GRRM) across all content areas as an instructional framework to provide assistance to all learners in their content area courses, attainment of necessary skills, and strategy acquisition by gradually releasing responsibility for learner outcomes from the educator to the learner. **4**

 S196053

Strategy Rationale

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

Action Step 1 **5**

The principal and assistant principal will facilitate PD during Faculty Meetings and Common Planning meetings regarding the Gradual Release of Responsibility Model and conduct classroom walk-throughs on a daily basis to ensure that ownership is being released to the students.

Person Responsible

Barbara Soto Pujadas

Schedule

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

Evidence of Completion

Classroom walkthroughs and student ownership.

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

The administrative team will conduct classroom walk-throughs on a daily basis to ensure that ownership is being released to the students.

Person Responsible

Barbara Soto Pujadas

Schedule

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

Evidence of Completion

The principal and assistant principal will conduct daily classroom walkthroughs to ensure that the GRRM is being implemented by certifying that the instructional lesson is being delivered through the We Do, They Do, and You Do lesson cycle.

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

The principal and assistant principal will conduct classroom walk-throughs on a daily basis to ensure that ownership is being released to the students. Additionally, feedback from the teachers will be acquired regarding how the GRRM model is progressing in their respective classrooms.

Person Responsible

Barbara Soto Pujadas

Schedule

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

Evidence of Completion

The administrative will conduct daily classroom walkthroughs and check lesson plans to ensure that the GRRM is being implemented by certifying that the instructional lesson is being planned with the end in mind and delivered through the We Do, They Do, and You Do lesson cycle.

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	The principal and assistant principal will facilitate PD during Faculty Meetings and Common Planning meetings regarding the Gradual Release of Responsibility Model and conduct classroom walk-throughs on a daily	Soto Pujadas, Barbara	9/24/2015	Classroom walkthroughs and student ownership.	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	basis to ensure that ownership is being released to the students.				
G1.MA1	The administrative team will review student work, lesson plans, and conduct classroom walk-throughs on a daily basis.	Soto Pujadas, Barbara	9/24/2015	Classroom Walk-Throughs, Student Work, and Lesson Plans	6/9/2016 daily
G1.B2.S1.MA1	The principal and assistant principal will conduct classroom walk-throughs on a daily basis to ensure that ownership is being released to the students. Additionally, feedback from the teachers will be acquired regarding how the GRRM model is progressing in their respective classrooms.	Soto Pujadas, Barbara	9/24/2015	The administrative will conduct daily classroom walkthroughs and check lesson plans to ensure that the GRRM is being implemented by certifying that the instructional lesson is being planned with the end in mind and delivered through the We Do, They Do, and You Do lesson cycle.	6/9/2016 monthly
G1.B2.S1.MA1	The administrative team will conduct classroom walk-throughs on a daily basis to ensure that ownership is being released to the students.	Soto Pujadas, Barbara	9/24/2015	The principal and assistant principal will conduct daily classroom walkthroughs to ensure that the GRRM is being implemented by certifying that the instructional lesson is being delivered through the We Do, They Do, and You Do lesson cycle.	6/9/2016 monthly

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 Limited evidence of Gradual Release of Responsibility Model implementation.

G1.B2.S1 Implement the Gradual Release of Responsibility Model (GRRM) across all content areas as an instructional framework to provide assistance to all learners in their content area courses, attainment of necessary skills, and strategy acquisition by gradually releasing responsibility for learner outcomes from the educator to the learner.

PD Opportunity 1

The principal and assistant principal will facilitate PD during Faculty Meetings and Common Planning meetings regarding the Gradual Release of Responsibility Model and conduct classroom walk-throughs on a daily basis to ensure that ownership is being released to the students.

Facilitator

Barbara Soto Pujadas and Michelle Sanchez-Perez

Participants

Instructional Staff

Schedule

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

Budget

Budget Data						
1	G1.B2.S1.A1	The principal and assistant principal will facilitate PD during Faculty Meetings and Common Planning meetings regarding the Gradual Release of Responsibility Model and conduct classroom walk-throughs on a daily basis to ensure that ownership is being released to the students.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6000	140-Substitute Teachers	5831 - Henry S. West Laboratory School	General Fund		\$2,000.00
				<i>Notes: Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions.</i>		
					Total:	\$2,000.00