

Dr. Carlos J. Finlay Elementary

851 SW 117TH AVE, Miami, FL 33184

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	86%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

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

Dr. Carlos J. Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

Provide the school's vision statement

Our vision at Dr. Carlos J. Finlay Elementary is to have our students become bilingual/biliterate; responsible and productive citizens in a global society.

School Environment

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

Building relationships between administration, teachers, and students is a powerful component of our school's culture. It is our belief that students' academic, as well as emotional needs can best be met by establishing strong relationships. The process by which we learn about our students' cultures and build relationships is multi-faceted and takes place on many levels. For Pre-Kindergarten and Kindergarten students, the process is set in motion through a "Transition into Pre-Kindergarten and Kindergarten" meeting. At this time, teachers are able to meet with parents and students and provide guidance regarding pre-requisite academic skills. In addition, classroom teachers become acquainted with their students early in the school year through Personal Student Information Questionnaires and Surveys. Moreover, a few members of our staff live in the community that we service, and thus provide us with pertinent information regarding students and their families.

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

The school creates an environment in which students feel safe and respected before, during, and after school by assuring that adult supervision is present and visible at all times. Before school begins, a security monitor and another member of our instructional staff are present to supervise students as they arrive to school. A teacher is responsible for overseeing all the classes under the Physical Education shelter until all the students are picked up by their teachers. In addition, the administrative team strategically stands in high traffic areas to greet parents and students. School patrols assist in directing parents and students to the appropriate areas, and assist with escorting younger students from the cafeteria to the classrooms. During the school day, school security is situated in the cafeteria to assist with supervision. In addition, reinforcement of school rules through a system of rewards and consequences assists in maintaining a safe and respectful school environment. After school, all instructional staff is assigned to their designated areas to assure a safe dismissal.

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

Assertive Discipline is the school-wide behavioral system in place to minimize the disruption of instructional time in order to enhance learning. At the beginning of each school year, the classroom teacher develops a set of classroom rules with their students. These rules are hung in the classroom and visible for all to see. School-wide rules are also communicated to students, and clear behavioral expectations are established. Students that are unable to follow either classroom or school-wide rule after receiving three warnings are given consequences. Consequences may include a note home to parents, a phone call, lunchtime or after school detentions. Each child in the school receives an agenda, and it is the common practice within the school to advise parents of students' misbehaviors through short notes in their agendas. If the behavior persists, parents are invited to participate in a parent conference to discuss the child's behavior. Students that persistently misbehave are often placed on behavioral plan. If the behavior escalates or requires immediate attention, the child is sent to the main office to receive disciplinary action from the administration.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The staff at our school is hyper vigilant about assuring that the social and emotional needs of all students are met. It is an established practice within our school to report any concerns to the school's counselor. The counselor will often meet with students in order to determine the emotional state of the child and any outside factors that may be adversely affecting the student. When an issue is beyond the scope of our counselor's expertise, parents are referred to outside agencies. These outside agencies provide services in the emotional and behavioral domains, and will come out to our school to provide direct services. These individual agencies consult with teachers and the school counselor to provide techniques and/or insights to better target the students' academic and emotional 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

The following is a list of the early warning indicators used to identify at risk students:

- Attendance below 90 percent
- Course failure in English Language Arts and/or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts and/or Mathematics
- Previous retention(s)
- In grade 1, any ELL student that does not show an increase in the Listening/Speaking Component of the 2015 Spring CELLA
- In grade 2 - 5, any ELL student that does not show an increase in any component in the proficiency scale score on the 2015 spring administration of the CELLA

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	2	3	1	0	0	1	7
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	6	7	1	1	6	23
Level 1 on statewide assessment	0	0	0	0	2	11	13
Retention	9	6	5	0	0	0	20

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	7	11	1	3	11	35

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

The school utilizes various strategies to improve the academic performance of students identified by the early warning system. At the beginning of the school year, Attendance Contracts and Policies are distributed to all families. In addition, the Assistant Principal conducts Attendance Review Committee meetings with parents of students who have excessive tardies or absences. If the problem is not remediated, the school's social worker is included in the process, and a meeting is scheduled between the school's social worker and the parents. In addition, at the beginning of each school year, a list of retained students and students identified as Level 1 in either English Language Arts or Mathematics is compiled. In addition to classroom interventions, these students receive an additional thirty minutes of intervention on a daily basis. Students are also invited to participate in our Title I before and after school tutorial academies, and those students that are English Language Learners are offered tutoring through Title III grant monies. Within the classrooms, teachers incorporate differentiated instruction in order to target those academic areas in which our retained and Level 1 students need additional instruction. Tier 2 and 3 students that are unable to demonstrate academic improvement with the above-mentioned interventions and strategies are referred to the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) process. The MTSS/RtI Leadership Team will conduct a more in-depth analysis and monitoring of academic and behavior data in order to determine and provide clear indicators of student need and student progress. The information generated will assist the teachers in providing the most effective program delivery.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188275>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Dr. Carlos J. Finlay Elementary maintains a strong and mutually beneficial professional development relationship with Florida International University. Our school hosts the America Reads program. Students from Florida International University (FIU) that participate in this program are paired up with teachers in the primary grades in order to provide our students with remediation and instruction in English Language Arts. In addition, FIU students complete field hours and student internships at our school. Thus providing us with additional human resources to impact student achievement.

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
Sanchez, Cecilia	Principal
Octala, Elena	Assistant Principal
Alonso, Maria Bianca	Teacher, K-12
Del Castillo, Maria V.	Instructional Coach
Escoto, Maria	Guidance Counselor
Tariche, Stella	Instructional Media
Legañoa, Monica	Teacher, K-12
Fernandez, Suzanne	Teacher, K-12
Lapadula, Marleni	Teacher, K-12

Duties

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

Dr. Carlos J. Finlay's Leadership Team is comprised by the following people:

- Cecilia C. Sanchez – Principal
- Elena Octala – Assistant Principal
- Maria Bianca Alonso – Lead Teacher/English as a Second Language (ESL) Chairperson
- Maria V. Del Castillo – Reading Coach
- Maria Escoto – School Counselor
- Stella Tariche – Media Specialist
- Monica Legañoa - Primary Chairperson:
- Suzanne Fernandez - Intermediate Reading Chairperson
- Marleni Lapadula - Intermediate Writing Chairperson

The functions and responsibilities of each member of the Leadership Team are as follows:

- Cecilia C. Sanchez, Principal - Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups.
- Elena Octala, Assistant Principal - Monitor behavior data and student attendance, schedule and facilitate regular MTSS/Rtl meetings, ensure attendance of team members, ensure follow up of action

steps, allocate resources;

-Maria Bianca Alonso, Lead Teacher/English Language Learners Chairperson - Assist in monitoring and responding to the academic of the English Language Learner subgroup, provide and facilitate professional development for the instructional staff, spearhead the School Improvement Plan Action Planning

-Maria V. Del Castillo, Reading Coach - Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectiveness of interventions being implemented.

-Maria Escoto, Counselor - Monitor behavior data, conduct intervention for students identified through the MTSS, provide support and resources for parents, gathers information and data required for the RtI Process.

-Stella Tariche, Media Specialist - Provides teachers and students with supplemental resources, insure students accessibility to reading, mathematics, and science software.

-Monica Legañoa, Primary Chairperson - Assists in monitoring and responding the needs of subgroups in the primary grades.

-Suzanne Fernandez, Intermediate Reading Chairperson and Science Coach - Assists in monitoring and responding to the needs of subgroups in the intermediate grades, and acts as the liaison between the Science Department and the school, providing current instructional strategies and information to meet the needs of our subgroups

-Marleni Lapadula, Writing Chairperson - Assists in monitoring and responding the needs of subgroups.

In addition to Tier 1 problem solving, the Leadership Team members will meet on a monthly basis to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Counselor, Reading Coach, ELL Chairperson, and the Assistant Principal will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Counselor, Reading Coach, ELL Chairperson, selected teachers, and the Assistant Principal and parent/guardian make up the Tier 3 SST Problem Solving Team.

1. Administrator(s) who will ensure commitment and allocate resources; Teacher(s) and Coaches who share the common goal of improving instruction for all students; and team members who will work to build staff support, internal capacity, and sustainability over time.

2. Dr. Carlos J. Finlay's Leadership Team will include additional personnel as resources to the team based on specific problems or concerns as warranted, such as:

- School reading, math, and science coaches, and school psychologist
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

3. Dr. Carlos J. Finlay's MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

•The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

•The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

•The third level of support consists of intensive instructional and/or behavioral interventions provided

in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

Dr. Carlos J. Finlay Elementary School 's Leadership Team identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes through the following process.

The following steps are implemented by Dr. Carlos J. Finlay's Leadership Team to address how we utilize the MTSS/RtI process and other available resources to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

Through monthly and quarterly Leadership Team and Grade Level meetings, academic and behavior data are evaluated and monitored. Students' academic needs and progress are addressed by the following important questions:

- What will all students learn? (Curriculum based on standards)
- How will we determine if the students have learned? (Common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Enrichment opportunities).

After ascertaining and disaggregating the afore-mentioned information, the following procedures are executed:

- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings.
- Maintain communication with staff for input and feedback, as well as updating them on new standards and/or instructional strategies that will increase student achievement and enhance teacher knowledge.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress, and assist in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
- Use Educational Excellence School Advisory Committee (EESAC) meetings to discuss the results of assessments, compare those results with the initial goals set forth in the SIP, and make adjustments in the plan as necessary to take into account the new data.
- Conduct monthly grade level meetings and data chats to analyze and discuss students' progress, compare current data to that set forth in the initial SIP, and determine if any changes need to be made.

Title I

Dr. Carlos J. Finlay Elementary provides services to ensure that students requiring additional remediation are assisted through extended learning opportunities, such as our after school tutorial programs. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are also provided to students. The Leadership Team including the Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and

intervention approaches. They identify systematic patterns of student need 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. Other components that are integrated into the school-wide program include maintaining a professional development relationship with Florida International University, and providing special support services to our special needs populations. The partnership with Florida International University provides us with resources in the form of university students who work with primary students in reading through a program called “America Reads”. In addition, Florida International

University’s Elementary Education Program students provide us with a Community Literacy Program, which is a tutorial program that targets students in the primary grades who exhibit deficiencies in their reading skills.

Title III

Title III funds are used at Dr. Carlos J. Finlay Elementary to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide tutorial programs such as the “Title III Tutorial Academy”. This after school tutorial program targets all levels of ELL students as well as Level 5 students that have been exited within the past two years. Students receive instruction in the areas of Reading, Math, and Science in their home language.

Title III funds are also utilized for the following:

Parent outreach activities (PK-12)

Professional development on best practices for ESOL and content area teachers

Coaching and mentoring for ESOL and content area teachers(PK-5)

Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (PK-5, RFP Process).

Head Start

Dr. Carlos J. Finlay currently hosts 36 students enrolled in our Head Start Program. Sixteen students attend the Pre-K 3 program and 20 students attend the Pre-K 4 program. Children who attend our Head Start program participate in a variety of educational activities that provide early learning experiences in order for them to be successful as they begin their more formal academic career. The students also receive free medical and dental care; have healthy meals and snacks; and enjoy playing indoors and outdoors in a safe learning environment.

Dr. Carlos J. Finlay will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school’s parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We will increase parental engagement/involvement through developing (with on-going parental input) our school’s Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling of Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. With the assistance of our Community Involvement Specialist, Dr. Carlos J. Finlay Elementary will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, and monthly parental involvement activities, with flexible times to accommodate our parents and their work schedules. This impacts our goal to empower and build their capacity and level of involvement.

In addition, Dr. Carlos J. Finlay Elementary, will complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey’s results will be used to assist us with revising our Title I parental documents for the following school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cecilia C. Sanchez	Principal
Alina Díaz	Teacher
Suzanne C. Fernandez	Teacher
Marleni Lapadula	Teacher
Aida Hernandez	Teacher
Alejandro Escoto	Parent
Marilyn Castro	Parent
Karen Figueiredo	Business/Community
Luisa Perez-Alonso	Business/Community
Lia Valdes-Cardenas	Student
Claudia Nogales	Parent
Hilda Elizabeth Escoto	Parent
Ann Takoor	Parent
Monica Leganoa	Teacher
Dania Perez Martin	Education Support Employee
Maria Bianca Alonso	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The EESAC committee was provided with data and a copy of last year's School Improvement Plan. Strategies and barriers were assessed to determine the effectiveness of the strategies and techniques that were designed and implemented to improve student achievement. A discussion was held to determine if resources used were beneficial to the attainment of our instructional goals, or if new resources needed to be considered. The technology was successfully introduced and was an integral part in the instructional delivery and student learning. A review of the use of EESAC, Title I and Title III funds was discussed in order to determine if monies were maximized for student achievement and incentives.

Development of this school improvement plan

During our initial EESAC meeting, members received student performance data based on the results of last year's I-Ready assessment. Committee members were informed of the successful implementation and use of the technology discussed at the end of the last school year. The changes to this school year's SIP were explained. Committee members discussed the initial steps of our Action Plan, namely meeting with teachers to identify barriers to achieving our SIP goals, and strategies to overcome there barriers. The information garnered from the action planning sessions with the instructional staff were discussed and shared. Committee members discussed the additional action plan steps that would be needed for us to achieve the goals delineated in our SIP. Instructional Staff participate in PLC's that assist in determining the goals and barriers foreseen for the new school year based on the 2014-2015 district data. Strategies and best practices are

discussed and identified in order to promote an effective and productive learning environment. The development of the School Improvement Plan is a continuous process that is revisited at every EESAC meeting.

A draft of the School Improvement Plan is completed and presented at an EESAC meeting. At this time, EESAC members are able to make suggestions and additional contributions to the development of the SIP will be taken into consideration. Members of the EESAC attend district meetings that assist in the development of the SIP and relay the information to the rest of the members during the meeting.

Preparation of the school's annual budget and plan

Once the EESAC committee, Administration and Instructional Staff have identified the areas in need of improvement and students that require intervention, a plan of action is developed to identify the resources that will be necessary and beneficial to meet goals and overcome our barriers.

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

EESAC funds were used to purchase school marketing materials like roll up banners, banners, pens, and pencils. These materials were purchased in order to advertise our school, its programs, and achievements in order to increase enrollment and awareness. The amount of EESAC dollars spent was \$960.00. In addition, EESAC funds were utilized to purchase of five, two-way "walkie-talkie" radios. These radios are used by the administrative team and school security in order to monitor and assure the safety of students and staff at the school site. The amount of EESAC dollars spent was \$1,480.00.

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
Sanchez, Cecilia	Principal
Octala, Elena	Assistant Principal
Del Castillo, Maria V.	Instructional Coach
Alonso, Maria Bianca	Teacher, K-12
Fernandez, Suzanne	Teacher, K-12
Lapadula, Marleni	Teacher, K-12
Tariche, Stella	Instructional Media
Legañoa, Monica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT are to:

1. Continue the effective implementation of the new Florida English Language Arts Standards in grades K – 5 by creating and providing Lesson Studies that focus on developing and implementing

instructional routines that use complex text and incorporate text dependent questions.

2. To promote the development of high order thinking, speaking, and writing skills through the implementation of the Collaborative Conversations Framework, Essential Questions, and Claim, Evidence, and Reasoning (CER) model.

3. To incorporate the use of Interactive Notebooks across all content areas for the purposes of integrating reading through content and throughout the curriculum that will enhance the development of real-world problem-solving skills.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school uses various methods to encourage positive working relationships between teachers. Among these are the use of Professional Learning Communities, in which teachers can collaborate and share best practices to improve their pedagogical knowledge and instructional delivery. Administration provides grade levels with as much common planning time as is feasible due to schedule constraints.

Administration encourages teachers to conduct vertical planning in order to communicate academic expectations and needs for students, as well as to build awareness of each grade levels' academic strengths and weaknesses.

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

In order to recruit and retain highly qualified, certified in field, effective teachers, our school will do the following:

1. Facilitate attendance to District provided and Job-Embedded Professional Development Workshops - Principal, Assistant Principal
2. Provide opportunities for Professional Development through Professional Learning Communities - Principal, Assistant Principal, Lead Teacher/PD Liaison, Teacher Leaders
3. Provide access to field students/student interns through our Professional Development relationship with Florida International University, FIU Teach, and Miami-Dade College - Principal, Assistant Principal, Lead Teacher/PD Liaison, Reading Coach

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

The school designates two teachers as mentors. Teachers go through an induction program in which their mentor teacher provides support and assistance as necessary. Teachers also receive professional development in order to be exposed to best practices and scientifically-based research and strategies used at the school.

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

In order to ensure that the school's instructional programs and materials are aligned to current Florida's standards, teachers adhere to the District Pacing Guides per content area. Teachers also use available resources provided by the District in order to supplement instructional materials.

Reading, Science, and Mathematics Liaisons attend monthly meetings in order to receive the latest information regarding their content area, as well as training on new research-based strategies and activities that will enhance instructional delivery. Each liaison is responsible for disseminating the information gained during the District meetings to the instructional staff at the school.

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

In order to meet the diverse needs of our students, the school gathers information from various diagnostic and standardized assessments. At the beginning of the school year, the school refers to diagnostic data obtained through I-Ready Reports. Students' profile levels determine the amount of intervention that the students will receive. Students scoring in profile 1 and 2, receive thirty additional minutes on a daily basis of reading/language arts instruction. Students' results on the Comprehensive English Language Learning Assessment (CELLA) and the Florida State Assessment (FSA) assist us in determining particular academic areas in need of improvement and supplemental instruction. i-Ready Reading and Mathematics web-based programs provided to teachers will be utilized as a diagnostic tool to evaluate and determine students' placements, which in turn will assist us in determining placement for differentiated instruction. The STAR computer-based assessment also provides teachers and students with additional data about individual student's reading and mathematics levels. This information establishes a baseline vocabulary level and a zone of proximal development which will help increase reading comprehension skills on an individual basis as well as deficiencies in basic and fundamental mathematical skills. Within the school, teachers have administered diagnostic tests made available through the WonderWorks and the GO Math! series, prescribed by the District. Student results allow teachers to ascertain individual students' strengths and weaknesses within the standards, and thus guide instruction. In addition, students in grades 1 through 5 will be administered the District Baseline Writing Assessment and in grade 5, students were provided with a District Baseline Assessment in Science for the aforementioned purpose of evaluating students' academic needs and knowledge base.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,000

Students are exposed to research-based strategies in reading, mathematics, and science in order to provide remediation for areas of weakness. Students also complete sessions on Reading Plus, Gizmos, I-Ready, and Reflex Math.

Strategy Rationale

To provide additional instructional time in order to strengthen academic areas in need of improvement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Cecilia, pr5061@dadeschools.net

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

Quarterly reports are generated in order to monitor student progress and make any instructional adjustments that are 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

Our school houses two Pre-Kindergarten classes from the Head Start Program. Housing this early childhood program at our school provides us with the unique opportunity of being able to communicate with the Head Start teachers more frequently about the expectations for Kindergarten readiness and about the students' behavior in general. At the same time, these students will be better acclimated to our school environment and daily routines, making the transition into Kindergarten practically seamless. In order to assist other preschool students transitioning from early childhood programs outside of our school to local elementary school programs, we conducted several site visits to Early Learning Centers within our school boundaries. While meeting with our contact person at each site, it was communicated that students entering Kindergarten were having the most difficulty in the areas of "Letter Name and Sound Knowledge" and "Phoneme Blending" as historically indicated by the results obtained through previous diagnostic assessments in Reading. Each contact person at these Early Childhood Programs was encouraged to communicate this to their teachers, as well as the students' parent in order to better prepare the students for Kindergarten. Additionally, our school distributed flyers to these Early Childhood Centers announcing a Kindergarten Transition Meeting for Parents. At the meeting, conducted at our school site on two separate dates, parents received the "Transition to Kindergarten-A Handbook for Parents 2015-2016," provided by the Office of Early Childhood Programs, and were also told about the expectations for students entering Kindergarten. Several strategies are employed to assist our fifth graders as they transition into middle school. Fifth grade teachers conduct an informational forum for parents and students in which information is disseminated and questions are asked. This process facilitates an awareness of the academic, emotional, and social expectations as students transition into middle school. Our school hosts an annual Magnet Fair in which a variety of middle school magnet programs attend and present

information about their school program to our parents and students. During this decision-making process, the fifth grade teachers and school counselor meet individually with parents to provide assistance and guidance in completing the magnet school applications. In order to create an awareness of the types of pressures they may encounter in middle school, students in fifth grade participate in the Miami-Dade County D.A.R.E. program. Additionally, our school counselor offers middle school transitioning sessions to each fifth grade class to facilitate their progression to middle school.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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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

G070822

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - ED	
AMO Reading - ED	
AMO Reading - All Students	
AMO Reading - SWD	
FCAT 2.0 Science Proficiency	63.0

Resources Available to Support the Goal 2

- Interactive Notebooks, Writing Binders, Promethean boards, Collaborative Conversation Framework, interventionists, para-professional in-class support. Title I tutoring, Reading, Mathematics, Science, and Professional Development Liaisons, positive school culture, two computer labs, grade level chairpersons, Lead Teacher, grade group meetings, Leadership meetings, data chats, Community Involvement Specialist, Student Services personnel, I-Ready, Accelerated Reader, Imagine Learning, Reflex Math, Think Central, Discovery Learning, Gizmos, portable laptop cart.

Targeted Barriers to Achieving the Goal 3

- Students struggle to organize their thoughts in order to express themselves in written language using text evidence.

Plan to Monitor Progress Toward G1. 8

On-going monitoring of the implementation of the Collaborative Conversations Framework to ensure effective instructional delivery of strategies with fidelity.

Person Responsible

Cecilia Sanchez

Schedule

Monthly, from 10/9/2015 to 6/9/2016

Evidence of Completion

Authentic student work samples; walk-throughs, attendance at grade level meetings/PD, and data chats

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**

 G070822

G1.B1 Students struggle to organize their thoughts in order to express themselves in written language using text evidence. **2**

 B184573

G1.B1.S1 Implement academic writing as part of an instructional framework to support students' vocabulary development in all content areas, as well as for the production of rigorous, coherent writing about text, by explicitly teaching how to analyze, interpret, compare/contrast, and evaluate text using clear and relevant evidence in all content areas. **4**

 S196073

Strategy Rationale

Implementation of academic writing across all content areas will provide students with increased opportunities to develop their writing and vocabulary skills in order to produce writing that will encompass high levels of complexity.

Action Step 1 **5**

Provide instructional staff with Professional Development on Text-Based Writing and CER (Cite, Evidence, Respond).

Person Responsible

Cecilia Sanchez

Schedule

Weekly, from 10/9/2015 to 12/18/2015

Evidence of Completion

PD agendas, sign-in sheets, hand-outs, and reflections

Action Step 2 5

Teachers will implement Collaborative Conversations Framework through the use of writing binders, graphic organizers, writing frames, and question stem cards during instructional delivery.

Person Responsible

Cecilia Sanchez

Schedule

Daily, from 10/9/2015 to 6/9/2016

Evidence of Completion

Authentic student work samples in Interactive Notebooks, evidence of student participation in conversations.

Action Step 3 5

Follow-up and support for teachers through the sharing of best practices, peer support, and modeling the use of interactive notebooks, graphic organizers, writing frames and question stem cards.

Person Responsible

Cecilia Sanchez

Schedule

Weekly, from 10/9/2015 to 6/9/2016

Evidence of Completion

Grade level meeting minutes, classroom walk-throughs, and student writing samples

Action Step 4 5

Provide ELL students with additional instructional time in order to target academic areas in need of improvement.

Person Responsible

Maria Bianca Alonso

Schedule

Daily, from 11/2/2015 to 4/7/2016

Evidence of Completion

Title III tutorial academy student sign-in sheets

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

On-going monitoring of the implementation of Text-Based Writing to ensure effective instructional delivery of strategies with fidelity.

Person Responsible

Cecilia Sanchez

Schedule

Monthly, from 10/9/2015 to 6/9/2016

Evidence of Completion

Authentic student work samples; walk-throughs, attendance at grade level meetings/PD

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

On-going monitoring of the implementation of Text-Based Writing to ensure effective instructional delivery of strategies with fidelity.

Person Responsible

Cecilia Sanchez

Schedule

Monthly, from 10/9/2015 to 6/9/2016

Evidence of Completion

Authentic student work samples; walk-throughs, attendance at grade level meetings/PD

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	Provide instructional staff with Professional Development on Text-Based Writing and CER (Cite, Evidence, Respond).	Sanchez, Cecilia	10/9/2015	PD agendas, sign-in sheets, hand-outs, and reflections	12/18/2015 weekly
G1.B1.S1.A2	Teachers will implement Collaborative Conversations Framework through the use of writing binders, graphic organizers, writing frames, and question stem cards during instructional delivery.	Sanchez, Cecilia	10/9/2015	Authentic student work samples in Interactive Notebooks, evidence of student participation in conversations.	6/9/2016 daily
G1.B1.S1.A3	Follow-up and support for teachers through the sharing of best practices, peer support, and modeling the use of interactive notebooks, graphic organizers, writing frames and question stem cards.	Sanchez, Cecilia	10/9/2015	Grade level meeting minutes, classroom walk-throughs, and student writing samples	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A4	Provide ELL students with additional instructional time in order to target academic areas in need of improvement.	Alonso, Maria Bianca	11/2/2015	Title III tutorial academy student sign-in sheets	4/7/2016 daily
G1.MA1	On-going monitoring of the implementation of the Collaborative Conversations Framework to ensure effective instructional delivery of strategies with fidelity.	Sanchez, Cecilia	10/9/2015	Authentic student work samples; walk-throughs, attendance at grade level meetings/PD, and data chats	6/9/2016 monthly
G1.B1.S1.MA1	On-going monitoring of the implementation of Text-Based Writing to ensure effective instructional delivery of strategies with fidelity.	Sanchez, Cecilia	10/9/2015	Authentic student work samples; walk-throughs, attendance at grade level meetings/PD	6/9/2016 monthly
G1.B1.S1.MA1	On-going monitoring of the implementation of Text-Based Writing to ensure effective instructional delivery of strategies with fidelity.	Sanchez, Cecilia	10/9/2015	Authentic student work samples; walk-throughs, attendance at grade level meetings/PD	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.B1 Students struggle to organize their thoughts in order to express themselves in written language using text evidence.

G1.B1.S1 Implement academic writing as part of an instructional framework to support students' vocabulary development in all content areas, as well as for the production of rigorous, coherent writing about text, by explicitly teaching how to analyze, interpret, compare/contrast, and evaluate text using clear and relevant evidence in all content areas.

PD Opportunity 1

Provide instructional staff with Professional Development on Text-Based Writing and CER (Cite, Evidence, Respond).

Facilitator

Maria Del Castillo/Reading Coach; Maria Bianca Alonso/Lead Teacher

Participants

Instructional Staff

Schedule

Weekly, from 10/9/2015 to 12/18/2015

PD Opportunity 2

Follow-up and support for teachers through the sharing of best practices, peer support, and modeling the use of interactive notebooks, graphic organizers, writing frames and question stem cards.

Facilitator

Maria Del Castillo/Reading Coach; Suzanne Fernandez/Science Coach; Maria Bianca Alonso/Lead Teacher

Participants

Instructional Staff

Schedule

Weekly, from 10/9/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Provide instructional staff with Professional Development on Text-Based Writing and CER (Cite, Evidence, Respond).				\$0.00
2	G1.B1.S1.A2	Teachers will implement Collaborative Conversations Framework through the use of writing binders, graphic organizers, writing frames, and question stem cards during instructional delivery.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5061 - Dr. Carlos J. Finlay Elem.	Title I Part A		\$2,400.00
<i>Notes: Purchase of Student Writing Guides per grade level.</i>						
3	G1.B1.S1.A3	Follow-up and support for teachers through the sharing of best practices, peer support, and modeling the use of interactive notebooks, graphic organizers, writing frames and question stem cards.				\$0.00
4	G1.B1.S1.A4	Provide ELL students with additional instructional time in order to target academic areas in need of improvement.				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5061 - Dr. Carlos J. Finlay Elem.	Title III		\$9,500.00
<i>Notes: Hourly teacher salaries</i>						
Total:						\$11,900.00