Irving & Beatrice Peskoe K 8 Center

2015-16 School Improvement Plan

Irving & Beatrice Peskoe K 8 Center

301 WESTWARD DR, Miami Springs, FL 33166

http://peskoe.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	92%

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

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Irving & Beatrice Peskoe K-8 Center is the development of our students' social and academic achievements in order to succeed in a multicultural diverse community with the commitment of all stakeholders, our students will become productive citizens in a global society.

Provide the school's vision statement

Irving & Beatrice Peskoe K-8 Center endeavors to be a warm, creative learning environment where students will develop the strength to overcome academic and social challenges.

School Environment

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

Irving & Beatrice Peskoe K-8 Center offers all students an inviting learning environment where their cultures are respected and valued. With a student-centered mission, the school's faculty seek to provide every child a home away from home. Students who are new to our school are ushered in by a welcoming committee whose responsibility is to assist the students to become acclimated in their new environment. Teachers receive pertinent information that will enable them to better the students in their classes and better understand how to reach out to them.

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

Maintaining a warm and inviting environment is our first step in making our students feel safe and respected. The school has one full-time and two part time security monitors. The security monitors patrol the hallways and cafeteria ensuring safety and security. Additionally, teachers and other staff members serve in different capacities to provide morning supervision, at specific locations. We also have a team of safety patrols who assist with keeping children safe. When conflicts or disruption arise, students are encouraged to inform their teachers, the school counselor, and/or administration. We address all concerns promptly to ensure a safe and inviting learning 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

Every classroom teacher is required to have clear classroom policies and procedures that every student understands and are able to apply. These procedures include adherence to the Code of Student Conduct, acceptable peer interactions and respectful rapport with teachers as well as proper behavior in the cafeteria with delineations of adverse consequences. Through character education, the students learn to value their time and put forth maximum effort and are continuously encouraged to set attainable goals for their academic performance. Teachers provide immediate recognition and praise for model behavior. Students with persistent undesirable conduct are referred to Administration; they may be assigned a peer mentor, be put on a behavior plan or be referred for further support and intervention.

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 school is staffed with two guidance counselors for the purpose of ensuring that the social-emotional needs of all students are being met. Referrals to guidance counselors are submitted by the teachers, paraprofessionals as well as parents. Counseling services for students encompass four areas of skill development that include: academic, personal/social, career and community awareness, and health awareness. From a social-emotional standpoint, our school implements a rigorous anti-bullying program that compels everyone to report bullying anonymously. Classroom teachers infuse the anti-bullying program in their social science curriculum. In addition, counselors and peer mediators offer assistance with conflict resolution.

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

During the 2014-2015 school year, our school experienced attendance below 90% in every grade level except fourth and fifth. The lowest rates of attendance or 80 percent happened in first grade, followed by seventh grade and kindergarten at 81 percent.
We had 45 instances of suspensions.
Ninety-seven students from Kindergarten to 7th grade failed reading, and sixty students fail mathematics.
One hundred students from grades 3 through 8 scored level 1 on the 2014 FCAT 2.0, and 114 scored level 1 in mathematics.

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	6	7	8	
Attendance below 90 percent	5	29	47	9	33	55	13	47	41	279
One or more suspensions	0	2	3	2	3	1	4	4	1	20
Course failure in ELA or Math	7	37	13	35	35	7	12	9	2	157
Level 1 on statewide assessment	0	0	0	38	36	35	39	42	24	214

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The leadership team will develop a list of students that have been identified by the early warning system. To improve student academic performance, the identified students will receive intervention by one of the following formats: classroom support or pull-out tutoring during non-core subject instruction. In addition, after school tutoring is available to our students in Reading/Language Arts, Mathematics, and Science.
Irregular attendance is being addressed systematically. Once a child reaches five days of absences

during the school year, consecutive or not, a phone call is made to alert parents of the negative impact of poor attendance on the student's academic performance. Parents are encouraged to bring notes of excuses as appropriate.

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/202061.

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

Irving & Beatrice Peskoe K-8 Center has had a longstanding relationship with many vendors in our area. Partners such as Winn-Dixie, Walgreens and Publix have played a major role in supporting student motivation towards academic achievement and celebrating teacher appreciation week. Intermittently, our partners supply us with items that can be used for decorations, rewards and celebration. In return, our students' artwork ornate their walls and windows, our school chorus performs for their clients during the holidays, and our parents patronize their businesses. Irving & Beatrice Peskoe K-8 Center deeply values these relationships and continues to work towards forming new partnerships.

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
Sierra Hernandez, Madelyn	Principal
Bleus, Marie	Assistant Principal
Brooks, Jennifer	SAC Member
Bethel, Rochelle	Instructional Coach
Brill, Amber	Instructional Coach
Eguino-Diaz, Yvette	Guidance Counselor
Throckmorton, Mercedes	Teacher, ESE
Milner-Stubbs, Kerstin	Instructional Coach
Lewis, Adrian	Instructional Coach

Duties

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

Function and Responsibility:
The principal provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
The Assistant Principal assists in the implementation of the Principal's vision to use data-based decision making; ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
Reading Coaches, Science Liaison, Math Liaison, Writing Facilitator, Gifted Teacher provide information about core instruction; participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff members to implement Tier 2 intervention, and integrate Tier 1 materials/intervention with Tier 2/3 activities.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team at Irving and Beatrice Peskoe K-8 uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holds regular team meetings where problem solving is the sole focus of the core instruction.
2. Uses the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determines if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response?
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals
or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by
group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing growth monitoring data for all interventions and analyze that data using the Tier 2 problem solving process after each growth monitoring.
For students not responding to the Tier 2 or Tier 3 interventions, problem solving sessions are scheduled with the teacher and Leadership Team. The current response to intervention is reviewed and a new action plan is created for implementation or the team may recommend moving forward with a request for assistance.
Title I, Part A
At Irving and Beatrice Peskoe K-8 Center, the administrative team in conjunction with the Leadership Team oversees the coordination of all programs and services. Students in need of support and remediation are given extended learning opportunities such as pull-out tutoring and/or after-school

programs or summer school.The Curriculum Coach developed, lead, and evaluate school core content standards/ programs; identify and analyze 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. They assist with whole school screening in order to provide early intervention services for children to be considered "at risk". They assist with the design and implementation of progress monitoring, data collection and data analysis. They participate in the design and delivery of professional development and provide continuous support. The school also has parental participation program, Title I CHESS and special support services for the special-needs population such as homeless, migrant (as appropriate), and neglected and delinquent students.

Title I, Part C- Migrant

The District Migrant Liaison coordinates with Title I and other programs in order to conduct a comprehensive needs assessment of migrant students to ensure that the needs of these students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners at Irving & Beatrice Peskoe K-8 Center.

Title III funds are used to supplement and enhance the programs for English Language
Learner (ELL) and immigrant students by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12)

• professional development on Best Practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers (K-12)

• reading and supplementary instructional materials (K-12)

• 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 (K-12, RFP Process)

Title VI, Part B - NA

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for Irving & Beatrice Peskoe K-8 Center students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Irving & Beatrice Peskoe K-8 Center will continue to provide Supplemental Academic Instruction (SAI) as part of our After-School Tutoring (AFT) program.

Violence Prevention Programs

Irving & Beatrice Peskoe K-8 Center offers a non-violence and anti-drug program for students incorporating field trips, community service, drug tests, and counseling.

Nutrition Programs

1) Irving & Beatrice Peskoe K-8 Center adheres to and implements the nutrition requirements mandated by the District Wellness Policy.

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

Housing Programs - N/A
Head Start – N/A
Adult Education – N/A
Career and Technical Education – N/A
Job Training – N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Madelyn Sierra-Hernandez	Principal
Jennifer Brooks	Teacher
David Loeffler	Teacher
Mercedes Throckmorton	Teacher
Alejandra Finkelstein	Teacher
Jasmine Day	Parent
Debbie Pena	Parent
Armando Batista	Student
Larry Caudle	Business/Community
William Cure	Business/Community
James Weiland	Business/Community
Melissa Caudle	Education Support Employee
Jose Chaves	Teacher
Ken Levy	Teacher
Jose Ortiz	Parent

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 SAC evaluated last years School Improvement Plan (SIP) at the beginning, middle, and end. Recommendations made last year from the Council and the faculty was considered. The SAC reviewed and approved the SIP by consensus.

Development of this school improvement plan

The purpose of the Irving & Beatrice Peskoe K-8 Center School Advisory Council (SAC) is to ensure improvement student achievement and the stakeholder involvement. One of the ways the Council will do this is by preparing and evaluating the School Improvement Plan (SIP) as required by Section 229.591, FS., Comprehensive Revision of Florida's System of School Improvement and Education Accountability. The SAC will review and approved the School Improvement Plan, and evaluate it in the middle of the school year.

Preparation of the school's annual budget and plan

At the first meeting of the SAC this school year, the Council evaluated last year's School Improvement Plan recommendations made by the faculty at the end of the school year will be

considered. The work of the school improvement team in identifying barriers, brainstorming solutions, and suggesting strategies to reduce the priority barrier will be considered.

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

The purpose of the I & B Peskoe K-8 Center School Advisory Council (SAC) is to work to ensure improved student achievement and stakeholder involvement. One of the ways the Council will do this is by preparing and evaluating the School Improvement Plan as required by Section 229.591, F.S., Comprehensive Revision of Florida's System of School Improvement and Education Accountability. The SAC will review and approve the School Improvement Plan, and evaluate it at mid-year. Upon approval by the SAC will review and Improvement Plan will be submitted for review and acceptance by the District.

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
Sierra Hernandez, Madelyn	Principal
Bleus, Marie	Assistant Principal
Bethel, Rochelle	Instructional Coach
Brill, Amber	Teacher, K-12
Eguino-Diaz, Yvette	Guidance Counselor
Smith, Tangelia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The principal, the reading coaches and the LLT will consider student assessment data, classroom observational data, and the professional development listed on the teachers' DPGT form, and School Improvement Plan, when planning professional development for the school. The principal and reading coaches will meet regularly to collaborate about the needs of teachers and students. During these meetings the reading coach will advise the principal regarding professional development planned based on follow up visits from classroom observations. The principal will also update the reading coaches about district and state reading requirements that could impact reading instruction at the school. Additionally, the principal and the reading coach will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.
The principal will monitor collection and utilization of assessment data, including growth monitoring data, District interim assessment data, observational data, and in-program assessment data. Growth monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:
• participating in the Data Analysis Team meetings after each assessment period;
• analyzing the growth monitoring data with reading coach;

• directing the reading coaches to meet with grade level/departments to review their growth monitoring data
• Ensuring that the reading coach use the data to differentiate teachers support as evidenced by the coach log, daily/weekly schedule, classroom visitations.
• monitoring the teacher's use of data driven instruction during classroom visits.
The principal will provide time for the media specialist to attend grade-level planning meetings so that collaborative planning between the media specialist and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media specialist will positively impact the media center for the purpose of instruction and checking out library materials. The principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

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

Our school embraces an all-inclusive approach to foster a positive working relationship amongst teachers. Every grade level has a healthy composition of new, relatively new as well as seasoned teachers. This balance creates spirited dynamics that enable members of each grade level to feed-off of and complement each other. The grade level chairperson is chosen by the members of the team, and the master schedule provides common planning time. At faculty meetings, opportunities are made available for teachers to share Best Practices and new knowledge garnered from recent professional development sessions.

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

Irving and Beatrice Peskoe K-8 Center has an active Beginning Teacher Program in place to provide new teachers and teachers new to the building with the assistance, administrative support, collaborative decision-making, and conducive teaching and learning conditions. This includes monthly meetings with the Curriculum Leadership Team and grade level meetings. These levels of support are available consistently. Ms.Jennifer Brooks is assigned to the new beginning teacher.

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

All new teachers are provided with mentors to assist them as they begin their career. All new teachers are provided with professional learning opportunities through professional development and ongoing planning and curriculum support at the school site and through the district's MINT program - Mentoring and Induction for New Teachers. The MINT teacher who have multiple years of teaching experience and relevant teaching background.

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

Across all curriculum areas, teachers were provided copies of the Florida Standards, Item Specs, and Task Cards with Question Stems during Curriculum Planning at the beginning of the school year. The standards guide planning and are unwrapped and discussed at weekly grade level meetings. All instruction throughout the week is driven by these standards, and are assessed for mastery either weekly or bi-weekly. The District Pacing Guides serve as road maps for content pacing and effective planning. Due to the fact that the Florida standards do not correlate to the science textbooks, teachers must be overly familiar with the standards, essential content, and objectives of the Pacing Guide. The Item Specifications further break down the benchmarks and provide clarification and limits on the content to be taught.

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

Data drives the school's reading instruction with a laser like focus across all curricula. Disaggregated data are the blueprint for Differentiated Instruction in all grade levels. AR data provides a reading level which allows teachers to align independent reading materials with minimal frustration for the student. Having fluently read a book on their level enables students to fare well on follow-up quizzes. The i-Ready Program diagnostic provides level in addition to students' specific areas of weakness in both English Language Arts and Mathematics.
The profile report drives instruction in the push-in tutoring and teacher led center where teachers provide instruction to achieve mastery. Specific skills are addressed in both whole group and small group, and are applied through assessment. Mid-year Assessments in both Reading and Math provide grade level data that is used to scaffold student needs as they progress to grade level mastery. Data drives our pull-out tutoring and the Wonder Works Intervention program by aligning specific academic needs to instructional small groups.
Differentiated instruction in mathematics takes place through the use of Reflex Math, ThinkCentral. District and topic assessments provide the necessary data for Differentiated Instruction. Progress is assessed through Growth Monitoring. Data also drives our After School Reading Programs for all students, providing an additional opportunity to master skills necessary for proficiency on state assessments.
Data is used to determine secondary benchmarks to be reviewed/retaught in the science classrooms. These secondary benchmarks are addressed as bellringers, mini-lessons, and DI. Data is also used to determine enrichment opportunities; Savvy Scientists (during Special Areas) and Science Club (after school). Resources used for both classroom, remediation, and enrichment include AIMS, Discovery, J and J Boot Camp, Gizmos, Scott Foresman, Pearson, ScienceSaurus, and the MCDPS Science website. Peskoe K-8 also participates in Dream in Green's Green School Challenge and Fairchild Tropical Garden's Fairchild Challenge.

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:

To increase the amount and the quality of learning time as well as to enrich and accelerate the curriculum, Irving & Beatrice Peskoe K-8 Center intends to structure After School programs that utilize proven research-based strategies. Already underway is our Science Engineering Communications Mathematics Enrichment (SECME) program. The students participate in fun interesting activities that prepare them for competitions. They utilize hands-on activities to reinforce math and science concepts.

Strategy Rationale

Developing our students academic potential is our mission. As such, we strive to make available to them the resources that will enable the attainment of that goal. Students are encouraged to make learning and academic growth their priorities, and parents are provided information on how to support our efforts towards that aim.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sierra Hernandez, Madelyn, madsierra@dadeschools.net

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

Data is collected on an ongoing basis (i.e., Science Baseline, Interims, Teacher-Developed Assessments, i-Ready, ACCESS for ELLS, Growth Monitoring). Data chats, grade level meetings, and cross-curricular planning (middle school) are used to determine and validate student placement and progress. Persons responsible are administration, leadership team, and teachers.

Student Transition and Readiness

PreK-12 Transition

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

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

At Irving and Beatrice Peskoe K-8 Center we have two different Pre-Kindergarten programs of which one is designed to provide intensive speech and language support. Each unit has a teacher and a paraprofessional. Mid year we have Pre-K articulation meetings designed to create a plan to assist the students with transition. The Pre-K transition from neighboring daycare centers and early childhood programs to the Kindergarten program takes place annually towards the end of the school year. Pre-K teachers and the receiving Kindergarten teachers are highly instrumental with this transition.
During the first forty-five days of school, Kindergarten students are screened using FLKRS, and FAIR assessments. Data from these assessments are used to determine the students' development and readiness for school as well as the effectiveness of the transition plan.Testing results indicate that most of the students that had the benefit of the Pre-K program are on grade level, whereas those that are below grade level did not attend a Pre-K program and arrive below grade level. Children scoring what is considered below grade level for their age are remediated to bring their academics up to what is considered on grade level. The teachers also work closely and collaborate with the kindergarten teachers to ensure vertical coherence.

College and Career Readiness

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

N/A

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

NA

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

NA

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

NA

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

Targets Supported 1b

G070876

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
FSA English Language Arts - Achievement	27.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	79.0
AMO Math - SWD	
FSA Mathematics - Achievement	30.0
Math Gains	69.0
Math Lowest 25% Gains	69.0
Algebra I EOC Pass Rate	100.0
CELLA Listening/Speaking Proficiency	63.0
CELLA Reading Proficiency	33.0
CELLA Writing Proficiency	28.0

Resources Available to Support the Goal 2

- (K-5) McGraw Hill Wonders/Wonder Works; (6-8 ELA/ELL) Mc-Dougal- Littell Literature; (6-8IR) and (6-8 ELL Developmental Language Arts National) Geographic Cengage Inside

- (K-5) McGraw-Hill Wonders ELL leveled readers, WonderWorks, FSA Item Specifications grades (3-8 ELA) and supplemental instructional charts, reader response journals, and Discovery Education resources. (6-8 ELA) McDougal-Littel Classzone, CPALMS, NBC Learns, and Discovery Education; (6-8 IR)myon Reader components. (6-8 ELL Developmental Language Arts) Achieve3000

- Core-Houghton Mifflin Harcourt, Go Math! Florida, Grades K-5, McGraw-Hill Education, Florida Math Grades 6-8, Ready Florida MAFS Curriculum Associates; Supplemental-Go Math! Digital Resources, McGraw-Hill Digital Resources, Edgenuity MAFS Digital Resources (6-8), Algebra Nation

- Grade K-5 Leveled Readers (Regular, Gifted & Advanced)Core: 6-8Pearson Interactive Science - Florida, Course 1, 2, and/or 3

- http://science.dadeschools.net/elem/instructional Resources/default.html , Gizmos (3-8), BYOD Resources (5 – 8) http://science.dadeschools.net/byod/byod_students_ms.html , Discovery Education, NBC Learn, PBS Learning Media, Florida ACHIEVES FCAT Explorer/FOCUS http://www.fcatexplorer.com/ ,CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8), Supplemental Resources in Pacing Guides (K-5, 6-8), Florida Activities Integrating Mathematics and Science (AIMS) Resource Book (K-5), ScienceSaurus Student Handbook (K-5), Baseline and/or Interim Assessments grades 5 and 8, Pre-tests and Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (K – 4, 6, and 7), Extended Learning Modules on Learning Village, District developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8),

Instructional Resources: Benchmark Review http://science.dadeschools.net/middleSchool/InstructionalResoucesMS.html ,Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, Biscayne Nature Center, MAST Outreach (Weather on Wheels, LandSharc), EarthEcho International

Targeted Barriers to Achieving the Goal 3

- Limited evidence of in-depth planning aligned to the Florida Language Arts Standards for Reading and Writing across all grade levels (K-8)

- Limited evidence of teacher knowledge of the Mathematics Florida Standards

- Limited evidence of vocabulary proficiencies in science classrooms

Plan to Monitor Progress Toward G1. 8

Monthly skills tests, i-Ready, and classroom assessments

Person Responsible
Madelyn Sierra Hernandez

Schedule
On 2/17/2016

Evidence of Completion
Comparison charts, trend analysis charts, progress monitoring charts

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

🔑 G070876

G1.B1 Limited evidence of in-depth planning aligned to the Florida Language Arts Standards for Reading and Writing across all grade levels (K-8) 2

🔑 B184750

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

🔑 S196180

Strategy Rationale

Additional need for in depth planning due to new standards

Action Step 1 5

Provide job embedded professional development through grade-level teams to unwrap upcoming standards in order to increase knowledge of the LAFS standards and develop rigorous lessons utilizing the FSA ELA Item Specifications (3-8) that will guide and impact instruction in English Language Arts, ELL, and Reading courses inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Digital Resources, etc.)

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 10/15/2015

Evidence of Completion

teacher lesson plans, reading/writing notebooks, and classroom observations

Action Step 2 5

Plan with teachers and reading coach for effective and rigorous lessons utilizing the grades 6-8 ELA/ELL pacing guides and the exemplar lessons (6-8) which will guide and impact instruction.

Person Responsible

Rochelle Bethel

Schedule

On 11/13/2015

Evidence of Completion

complete comprehensive lesson plans aligned to the District pacing guides

Action Step 3 5

Provide professional development on how to utilize the reading materials effectively and use the entire program with fidelity for grades 6-8 on September 25, 2015. Provide professional development for teachers on September 25, 2015 on the use of the Wonder Works intervention program in order to target students' reading deficiencies for grades 3-5.

Person Responsible

Rochelle Bethel

Schedule

On 9/25/2015

Evidence of Completion

teacher lesson plans, student work folders ,and classroom observations, intervention schedules, attendance sheets, OPM Charts and student work folders

Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective implementation of standards based instruction developed during collaborative planning. In addition, monitor fidelity of implementation of reading programs on a daily basis.

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 11/13/2015

Evidence of Completion

classroom walkthrough forms

Action Step 5 5

Conduct weekly coaching cycles with identified teachers on the implementation of the Language Arts Florida Standards.

Person Responsible

Rochelle Bethel

Schedule

On 11/20/2015

Evidence of Completion

Coaching Logs, Coaching Calendar

Action Step 6 5

Disaggregate and analyze student assessment data both formal and informal (Weekly or Bi-Weekly Assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.

Person Responsible

Marie Bleus

Schedule

On 11/20/2015

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 7 5

Plan with teachers and reading coach every other week (ELL, Elem ELA) and weekly (ELA Sec) with grade levels to effectively incorporate the district's rigorous open ended questions and text based writing prompts.

Person Responsible

Rochelle Bethel

Schedule

On 11/20/2015

Evidence of Completion

Evidenced in the teacher lesson plans, reading/writing notebooks, and classroom observations

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

Implementation of Action Plan

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 11/13/2015

Evidence of Completion

Data, walkthroughs, logs, calendars

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

Data analysis and disaggregation

Person Responsible

Madelyn Sierra Hernandez

Schedule

Quarterly, from 9/23/2015 to 11/13/2015

Evidence of Completion

Interim data, monthly skills test, classroom assessments, student grades

G1.B3 Limited evidence of teacher knowledge of the Mathematics Florida Standards 2

B184752

G1.B3.S1 Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem solving protocol 4

S196181

Strategy Rationale

Additional need for in-depth planning due to new standards

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Implementation of Action Plan

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 10/29/2015

Evidence of Completion

Data, walkthroughs, logs and calendars

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 [7]

Data analysis and disaggregation

Person Responsible

Madelyn Sierra Hernandez

Schedule

Quarterly, from 11/14/2014 to 2/13/2015

Evidence of Completion

Interim data, monthly skills tests, classroom assessments, student grades

G1.B7 Limited evidence of vocabulary proficiencies in science classrooms [2]

🔑 B184756

G1.B7.S1 Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction. [4]

🔑 S196182

Strategy Rationale

Additional need for more in-depth planning to deepen the students' understanding of the scientific process

Action Step 1 [5]

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Implementation of Action Plan

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 10/29/2015

Evidence of Completion

Data, Classroom Walkthroughs, Lesson plans, work samples, lab activities, student journals/
interactive notebooks

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Monitor effectiveness through data analysis and disaggregation

Person Responsible

Madelyn Sierra Hernandez

Schedule

Quarterly, from 11/14/2014 to 2/13/2015

Evidence of Completion

Interim data, monthly skills tests, classroom assessments, student grades

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 job embedded professional development through grade-level teams to unwrap upcoming standards in order to increase knowledge of the LAFS standards and develop rigorous lessons utilizing the FSA ELA Item Specifications (3-8) that will guide and impact instruction in English Language Arts, ELL, and Reading courses inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Digital Resources, etc.)	Sierra Hernandez, Madelyn	10/15/2015	teacher lesson plans, reading/writing notebooks, and classroom observations	10/15/2015 one-time
G1.B3.S1.A1	[no content entered]			one-time	
G1.B7.S1.A1	[no content entered]			one-time	
G1.B1.S1.A2	Plan with teachers and reading coach for effective and rigorous lessons	Bethel, Rochelle	9/25/2015	complete comprehensive lesson plans aligned to the District pacing guides	11/13/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	utilizing the grades 6-8 ELA/ELL pacing guides and the exemplar lessons (6-8) which will guide and impact instruction.				
G1.B1.S1.A3	Provide professional development on how to utilize the reading materials effectively and use the entire program with fidelity for grades 6-8 on September 25, 2015. Provide professional development for teachers on September 25, 2015 on the use of the Wonder Works intervention program in order to target students' reading deficiencies for grades 3-5.	Bethel, Rochelle	9/25/2015	teacher lesson plans, student work folders ,and classroom observations, intervention schedules, attendance sheets, OPM Charts and student work folders	9/25/2015 one-time
G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective implementation of standards based instruction developed during collaborative planning. In addition, monitor fidelity of implementation of reading programs on a daily basis.	Sierra Hernandez, Madelyn	9/22/2015	classroom walkthrough forms	11/13/2015 one-time
G1.B1.S1.A5	Conduct weekly coaching cycles with identified teachers on the implementation of the Language Arts Florida Standards.	Bethel, Rochelle	9/22/2015	Coaching Logs, Coaching Calendar	11/20/2015 one-time
G1.B1.S1.A6	Disaggregate and analyze student assessment data both formal and informal (Weekly or Bi-Weekly Assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.	Bleus, Marie	9/22/2015	Student assessment reports, data binder, student data chat sheets	11/20/2015 one-time
G1.B1.S1.A7	Plan with teachers and reading coach every other week (ELL, Elem ELA) and weekly (ELA Sec) with grade levels to effectively incorporate the district's rigorous open ended questions and text based writing prompts.	Bethel, Rochelle	9/22/2015	Evidenced in the teacher lesson plans, reading/writing notebooks, and classroom observations	11/20/2015 one-time
G1.MA1	Monthly skills tests, i-Ready, and classroom assessments	Sierra Hernandez, Madelyn	10/9/2015	Comparison charts, trend analysis charts, progress monitoring charts	2/17/2016 one-time
G1.B1.S1.MA1	Data analysis and disaggregation	Sierra Hernandez, Madelyn	9/23/2015	Interim data, monthly skills test, classroom assessments, student grades	11/13/2015 quarterly
G1.B1.S1.MA1	Implementation of Action Plan	Sierra Hernandez, Madelyn	9/28/2015	Data, walkthroughs, logs, calendars	11/13/2015 one-time
G1.B3.S1.MA1	Data analysis and disaggregation	Sierra Hernandez, Madelyn	11/14/2014	Interim data, monthly skills tests, classroom assessments, student grades	2/13/2015 quarterly
G1.B3.S1.MA1	Implementation of Action Plan	Sierra Hernandez, Madelyn	8/24/2015	Data, walkthroughs, logs and calendars	10/29/2015 one-time
G1.B7.S1.MA1	Monitor effectiveness through data analysis and disaggregation	Sierra Hernandez, Madelyn	11/14/2014	Interim data, monthly skills tests, classroom assessments, student grades	2/13/2015 quarterly
G1.B7.S1.MA1	Implementation of Action Plan	Sierra Hernandez, Madelyn	8/24/2015	Data, Classroom Walkthroughs, Lesson plans, work samples, lab activities, student journals/interactive notebooks	10/29/2015 one-time

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 Limited evidence of in-depth planning aligned to the Florida Language Arts Standards for Reading and Writing across all grade levels (K-8)

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide job embedded professional development through grade-level teams to unwrap upcoming standards in order to increase knowledge of the LAFS standards and develop rigorous lessons utilizing the FSA ELA Item Specifications (3-8) that will guide and impact instruction in English Language Arts, ELL, and Reading courses inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Digital Resources, etc.)

Facilitator

Rochelle Bethel and Karen Moore

Participants

All Reading Teachers

Schedule

On 10/15/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide job embedded professional development through grade-level teams to unwrap upcoming standards in order to increase knowledge of the LAFS standards and develop rigorous lessons utilizing the FSA ELA Item Specifications (3-8) that will guide and impact instruction in English Language Arts, ELL, and Reading courses inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Digital Resources, etc.)	$0.00
2	G1.B1.S1.A2	Plan with teachers and reading coach for effective and rigorous lessons utilizing the grades 6-8 ELA/ELL pacing guides and the exemplar lessons (6-8) which will guide and impact instruction.	$0.00
3	G1.B1.S1.A3	Provide professional development on how to utilize the reading materials effectively and use the entire program with fidelity for grades 6-8 on September 25, 2015. Provide professional development for teachers on September 25, 2015 on the use of the Wonder Works intervention program in order to target students' reading deficiencies for grades 3-5.	$0.00
4	G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective implementation of standards based instruction developed during collaborative planning. In addition, monitor fidelity of implementation of reading programs on a daily basis.	$0.00
5	G1.B1.S1.A5	Conduct weekly coaching cycles with identified teachers on the implementation of the Language Arts Florida Standards.	$0.00
6	G1.B1.S1.A6	Disaggregate and analyze student assessment data both formal and informal (Weekly or Bi-Weekly Assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.	$0.00
7	G1.B1.S1.A7	Plan with teachers and reading coach every other week (ELL, Elem ELA) and weekly (ELA Sec) with grade levels to effectively incorporate the district's rigorous open ended questions and text based writing prompts.	$0.00
8	G1.B3.S1.A1		$0.00
9	G1.B7.S1.A1		$0.00
		Total:	$0.00