Miami-Dade County Public Schools

Miami Springs Elementary School

2016-17 Schoolwide Improvement Plan

Miami Springs Elementary School

51 PARK ST, Miami Springs, FL 33166

http://mse.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	B*	B	C

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Miami Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff and community at Miami Springs Elementary value each and every one of our students. Our mission is to academically, emotionally and physically nurture the whole child in a positive, safe learning environment.

We will empower lifelong learners by providing rigorous instruction in all disciplines on a daily basis and by providing the emotional support that will enable each child to achieve at his highest potential.

The principal will provide strong instructional leadership to ensure that the vision becomes a reality by fostering a challenging and culturally relevant learning environment.

b. Provide the school's vision statement.

The vision of Miami Springs Elementary School is to inspire all students to pursue excellence and empower them to become lifelong learners.

2. School Environment

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

Expectations for our Educational Community: Everyone at Miami Springs Elementary School is expected to do their best at all times. Staff, students, and parents will all work together to help every person in
the school reach their fullest potential. Any behavior or action, which helps us grow and mature as learners, will be encouraged. Any behavior or action that interferes with our growth as learners will be discouraged. All of us in the educational community of Miami Springs Elementary are expected to help
others do their best. The involvement of the mentoring process, the student council, and the Extended Foreign Language program help ensure this process. Additionally, the promotion and study of Hispanic Heritage lessons and activities, Holocaust lessons, Native American studies and Black History month lessons help to build cultural awareness and sensitivity among the students and teachers.

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

Miami Springs Elementary creates an environment where students feel safe and respected before, during and after school by implementing a school-wide discipline plan. Patrols, student council members and staff assist in monitoring students throughout the day. The campus is a closed campus in order to be proactive in monitoring visitors. Security is stationed at key entrance and exit points. Recognizing good behavior is very important. When students are trying their best, school personnel should acknowledge this effort. Rule infractions will result in consequences. All school personnel are at the center of an effective school-wide discipline plan in order to ensure a safe environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The grade level/department chairs surveyed their colleagues to develop a unified school-wide discipline plan with a focus on positive reinforcement. The students will follow the posted school-wide rules. Rule infractions will result in consequences. The teacher/school personnel are at the center of an effective school-wide discipline plan. Staff will continually emphasize to students the importance of doing their best and helping others do their best. When there is a behavioral problem (Other than a Group III-V Violation (Appendix A) as per the Code of Student Conduct), the teacher will attempt to teach the student how to behave appropriately by referring to the school-wide rules. Parent contact should be made to advise parents of continuous defiance or insubordination by students. Students will be placed on a Behavior Intervention Plan, as needed. The counselor will provide individual and small group counseling sessions. The counselor will also conduct Values Matter lessons and Anti-Bullying instructional lessons in every classroom and an Anti-Bullying presentation will be provided for students in grades 3-5. The students in after-care will also follow the school-wide discipline plan. Staff will be provided on-going training to ensure fidelity of the school-wide discipline plan.

d. 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 ensures that the social-emotional needs of all students are met by providing counseling, mentoring and other student services. Professional development is given on a regular basis to staff in order to
establish a healthy social-emotional atmosphere. Through the Values Matter Miami curriculum the school adheres to the nine core values; citizenship, cooperation, fairness, honesty, integrity, kindness,
pursuit of excellence, respect and responsibility. Through the implementation of this curriculum we foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on values that are universal and we all share. Values Matter Miami focuses on the core civic virtues and moral values that are widely held in our society; laying a foundation for all learning which takes place in school, family and community. By infusing this curriculum into all subject areas, academic achievement, behavior, school culture, peer interaction and parental involvement has improved. Through the implementation of the Values Matter Miami curriculum and supporting additional resources; faculty, staff and the administration are able to focus on students needing additional services to promote a healthy well-rounded child. The counselor and psychologist are always available to assist and determine if community agencies are needed to be recommended to parents for further assistance.

3. 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).

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

The schools's early warning system includes an analysis of the success of a student's formative years in prekindergarten and kindergarten. Also included are attendance (absences and tardies), report card grades (to include academic, effort and behavior), results of standardized tests, and parental involvement.

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

1. 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	9	10	11	12	
Attendance below 90 percent	9	13	4	9	3	3	0	0	0	0	0	0	0	41
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	2	16	7	10	10	13	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	42	29	21	0	0	0	0	0	0	0	92
Retention	2	9	3	9	1	0	0	0	0	0	0	0	0	24

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

The following intervention strategies are employed by the school to improve the academic performance of students identified by the early warning system: Progress Monitoring Plans (PMP's), Response to Interventions (Rti's), Request for Assistance, WonderWorks Interventions, MobyMax, iReady, and Attendance Contracts.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315123.

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

2. 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.

The school enlists the local community support for student achievement by partnering with Milam's Markets to provide a fun, family Math Night. Students participate in a hands-on scavenger hunt involving mathematical problems throughout the market. The school enlists the support of the local restaurant, Treats, to award Principal's Honor Roll (all A's) students with a free lunch provided by the Carolina House. The school also receives community support from Family Nights at Carolina House where a portion of the funds raised goes back to the school to purchase student incentives.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Savigne, Jennifer	Principal
Durr, Cristina	Teacher, K-12
Magarino, Ramon	Teacher, K-12
Pacheco, Janice	Teacher, K-12
Pacheco, Mercedes	Teacher, K-12
Phillips, Meisha	Teacher, K-12
Sanchez-Alcaine, Patricia	School Counselor
Simon, Naomi	Assistant Principal
Soper, Barbara	Teacher, K-12
Suarez, Lucia	Teacher, K-12

b. Duties

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

The Tier I Leadership Team is made up of the school Administrators, Sally Hutchings, Principal and Naomi Simon, Assistant Principal, who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps and allocate resources. In addition to the school administrators the school's Leadership Team includes Barbara Soper, Reading Contact and Patricia Sanchez-Alcaine, School Guidance Counselor. Along with Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/RtI. The assistant principal, guidance counselor and school psychologist 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. Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS/RtI Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by holding regular team meetings. Additionally implementing 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. The Leadership Team determines how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?). The Team responds when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction).

The Leadership Team responds when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively. The Leadership Team gathers and analyzes data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. The school leadership ensures that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Leadership gathers ongoing progress monitoring (OPM) for all interventions and analyzes that data using the Tier 2 problem solving process after each OPM.

The second level of support consists of supplemental instruction and interventions 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. Tier 2 problem solving meetings occur regularly (monthly is suggested) to review OPM data for intervention groups to evaluate group and individual student response, support interventions where there is not an overall positive group response and to select students (see SST guidelines) for SST Tier 3 intervention.

The Schoo Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year. The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Sally Hutchings	Principal
Meisha Phillips	Teacher
Janice Pacheco	Teacher
Mercedes Pacheco	Teacher
Bianca Pereyra	Teacher
Michelle Hunter	Teacher
Barbra Marr	Parent
Theresa Michael	Parent
Barbara Soper	Teacher
Mariana Bryson	Teacher
Maria Rodriguez	Education Support Employee
Lerssiee Morales	Parent
Victor Alonso	Student
Christopher Logan	Student
Jeff Dunevitz	Business/Community
Vicky Perez	Business/Community
Ana Tosca	Parent
Naomi Simon	Teacher
Patricia Alcaine-Sanchez	Parent
Carolyn Lopez	Parent
Marjorie Wisecup	Parent
Jasira Gonzalez	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At our school's first EESAC meeting for 2016-2017, last year's school improvement plan was reviewed and evaluated. The objectives and strategies were analyzed in relation to the results student achievement.

b. Development of this school improvement plan

The EESAC met during the 2015-2016 school year to provide input on the strategies utilized toward school improvement goals. Recommendations were made at the end of year workshop for the development of the 2016-2017 school improvement plan. The EESAC met in September to review the SIP and make additional recommendations.

c. Preparation of the school's annual budget and plan

EESAC funds will be used to purchase agendas, teacher/student resources, supplies and materials totaling $1,987.76.

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

The EESAC utilized available funds to purchase the annual subscription for BrainBOP, approximately $800.00, and approximately $1,200.00 for agendas.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Savigne, Jennifer	Principal
Simon, Naomi	Assistant Principal
Soper, Barbara	Instructional Coach
Durr, Cristina	Teacher, K-12
Magarino, Ramon	Teacher, K-12
Pacheco, Janice	Teacher, K-12
Pacheco, Mercedes	Teacher, K-12
Phillips, Meisha	Teacher, K-12
Sanchez-Alcaine, Patricia	School Counselor
Suarez, Lucia	Teacher, K-12
Vale, Idania	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

During the 2016-2017 the Literacy Leadership Team's initiatives will include the implementation of the Wonders Reading series, Wonderworks Intervention program, as well as the implementation and usage of the Accelerated Reader program. The Leadership Team will assist teachers with the planning and implementation of the Wonders reading program and Wonderworks intervention program and assist teachers in setting individual student goals and progress monitoring student comprehension. The assistant principal will create incentive programs and challenges for the consistent utilization of the Accelerated Reader Program. Additionally, the LLT will work with all special area teachers to facilitate with school-wide support of the Florida Standards.

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

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

The school schedules collaborative planning sessions and weekly common planning time. Teachers are encouraged to work with grade level/department team members to plan high quality lessons with emphasis on priority components. Teachers are encouraged to share best practices and model lessons. Professional learning opportunities are offered at various times during the school year.

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

The school will recruit high quality teachers through the district's interviewing and hiring process. New teachers will be partnered with veteran teachers, and meetings will be scheduled regularly with new teachers, veteran teachers and the administrative team to provide necessary support and guidance. Additionally, the school will partner with local universities to provide internships to student teachers.

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

The school's mentoring program consists of pairing Mentoring and Induction of New Teachers (MINT) trained teachers with newly hired teachers. Pairings are selected based on grade level and curricular assignments.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school utilizes District Pacing Guides to ensure its core instructional program is aligned to Florida Standards. Instructional leaders and teachers work collaboratively to align state-adopted textbooks to the new Florida Standards by utilizing Florida Standards task cards and item specifications.

b. Instructional Strategies

1. 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 analysis is performed on a bi-weekly basis. Utilizing formative assessment, as well as summative assessment data, students are identified and placed in school-wide intervention and enrichment programs. The Reading intervention program is delivered using the WonderWorks reading series and the Mathematics intervention program uses teacher-delivered re-teaching components, MobyMax and Think Central assignments. Instruction is differentiated based on identified student needs and students utilize the iReady program during the instructional block.

2. 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:** 120 |

Provide reading and mathematics tutoring to students

Strategy Rationale

Instruction in core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Savigne, Jennifer, pr3381@dadeschools.net

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

Monthly assessments will be administered to students enrolled in the after-care program.

2. Student Transition and Readiness

a. 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).

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

In order to assist our preschool students in the transition from the early childhood to the elementary school program we collaborate with neighboring preschools. Parents and students are invited to visit our school and teachers to learn about our Kindergarten program. Both a Pre-Kindergarten and Kindergarten orientation are held to present expectations and program components to entering families.

Students housed within our school-site Pre-Kindergarten program are monitored by their teachers. Teachers complete checklists and observations to determine Kindergarten readiness for each student and provide parents with information regarding their child's development. The Florida Kindergarten Readiness Screening (FLKRS) will be given to each student upon entering Kindergarten to assess readiness and any need for remediation.

b. College and Career Readiness

1. 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

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   We will 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

🔑 G087603

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - ED	
FSA Mathematics Achievement	43.0
Math Gains	65.0
Math Lowest 25% Gains	70.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
FSA ELA Achievement	54.0
ELA/Reading Gains	78.0
Math Lowest 25% Gains	88.0
CELLA Listening/Speaking Proficiency	55.0
CELLA Reading Proficiency	35.0
FCAT 2.0 Science Proficiency	60.0
CELLA Writing Proficiency	39.0

Targeted Barriers to Achieving the Goal 3

- Not maximizing time in the instructional block, not prioritizing instructional components.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Support Specialists, built in common planning time, professional development calendar, Accelerated Reader, interactive boards for technology integration, effective instructional strategies, science kits, math manipulatives, BrainPOP, Reading Plus, MobyMax, Think Central, OnReader, iReady, interventions, library circulation, Math Liaison, Science Liaison

Plan to Monitor Progress Toward G1. 8

Formative and summative assessment data will be analyzed to determine progress of improved core instruction.

Person Responsible

Naomi Simon

Schedule

Monthly, from 10/14/2016 to 5/25/2017

Evidence of Completion

Formative assessments (classroom assessments and interim assessments) and Summative assessments (Florida Standards Assessment)

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. We will increase student achievement by improving core instruction in all content areas. [1]

🔑 G087603

G1.B1 Not maximizing time in the instructional block, not prioritizing instructional components. [2]

🔑 B232860

G1.B1.S1 Utilize effective planning protocols including the use of the pacing guide, core curriculum and Florida Standards item specifications to develop effective instructional strategies to maximize use of the instructional block. [4]

🔑 S245828

Strategy Rationale

Improved planning practices will result in maximum use of instructional block and positively impact student achievement.

Action Step 1 [5]

Provide teachers and administration with professional development on effective planning protocols and the use of the pacing guide, core curriculum and Florida Standards item specifications.

Person Responsible

Barbara Soper

Schedule

On 4/14/2017

Evidence of Completion

Sign in sheets, agenda, pd deliverable

Action Step 2 [5]

Teachers will plan for and provide instruction utilizing the pacing guide and core curriculum with an emphasis on prioritizing instructional components.

Person Responsible

Naomi Simon

Schedule

Biweekly, from 10/14/2016 to 5/25/2017

Evidence of Completion

Sign in sheets, agenda, lesson plans, meeting notes

Action Step 3 `5`

Identify and utilize observational classrooms to demonstrate effective implementation of priority components.

Person Responsible

Naomi Simon

Schedule

Biweekly, from 10/14/2016 to 5/25/2017

Evidence of Completion

Observation notes, debriefing notes

Action Step 4 `5`

Active participation in professional development by observing teachers engaged in planning with the end in mind. Participate in lesson planning sessions listening for prioritized instructional components. Observe instructional delivery by teachers.

Person Responsible

Jennifer Savigne

Schedule

Weekly, from 10/14/2016 to 5/25/2017

Evidence of Completion

Walk through observation, notes

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

The Leadership Team will monitor teacher planning sessions and instructional delivery for utilization of priority instructional block components.

Person Responsible

Jennifer Savigne

Schedule

Weekly, from 10/14/2016 to 5/25/2017

Evidence of Completion

Lesson plans, meeting notes, walk through observation notes

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

The Leadership Team will participate in debriefing sessions after analyzing lesson plans and instructional delivery.

Person Responsible

Jennifer Savigne

Schedule

Monthly, from 10/14/2016 to 5/25/2017

Evidence of Completion

Debriefing notes, data chats

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A318351	Provide teachers and administration with professional development on effective planning protocols...	Soper, Barbara	10/14/2016	Sign in sheets, agenda, pd deliverable	4/14/2017 one-time
G1.MA1 M331631	Formative and summative assessment data will be analyzed to determine progress of improved core...	Simon, Naomi	10/14/2016	Formative assessments (classroom assessments and interim assessments) and Summative assessments (Florida Standards Assessment)	5/25/2017 monthly
G1.B1.S1.MA1 M331629	The Leadership Team will participate in debriefing sessions after analyzing lesson plans and...	Savigne, Jennifer	10/14/2016	Debriefing notes, data chats	5/25/2017 monthly
G1.B1.S1.MA1 M331630	The Leadership Team will monitor teacher planning sessions and instructional delivery for...	Savigne, Jennifer	10/14/2016	Lesson plans, meeting notes, walk through observation notes	5/25/2017 weekly
G1.B1.S1.A2 A318352	Teachers will plan for and provide instruction utilizing the pacing guide and core curriculum with...	Simon, Naomi	10/14/2016	Sign in sheets, agenda, lesson plans, meeting notes	5/25/2017 biweekly
G1.B1.S1.A3 A318353	Identify and utilize observational classrooms to demonstrate effective implementation of priority...	Simon, Naomi	10/14/2016	Observation notes, debriefing notes	5/25/2017 biweekly
G1.B1.S1.A4 A318354	Active participation in professional development by observing teachers engaged in planning with the...	Savigne, Jennifer	10/14/2016	Walk through observation, notes	5/25/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

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

G1.B1 Not maximizing time in the instructional block, not prioritizing instructional components.

G1.B1.S1 Utilize effective planning protocols including the use of the pacing guide, core curriculum and Florida Standards item specifications to develop effective instructional strategies to maximize use of the instructional block.

PD Opportunity 1

Provide teachers and administration with professional development on effective planning protocols and the use of the pacing guide, core curriculum and Florida Standards item specifications.

Facilitator

CSS

Participants

K-5 Teachers

Schedule

On 4/14/2017

PD Opportunity 2

Teachers will plan for and provide instruction utilizing the pacing guide and core curriculum with an emphasis on prioritizing instructional components.

Facilitator

Participants

Schedule

Biweekly, from 10/14/2016 to 5/25/2017

PD Opportunity 3

Identify and utilize observational classrooms to demonstrate effective implementation of priority components.

Facilitator

Participants

Schedule

Biweekly, from 10/14/2016 to 5/25/2017

PD Opportunity 4

Active participation in professional development by observing teachers engaged in planning with the end in mind. Participate in lesson planning sessions listening for prioritized instructional components. Observe instructional delivery by teachers.

Facilitator

Participants

Schedule

Weekly, from 10/14/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide teachers and administration with professional development on effective planning protocols and the use of the pacing guide, core curriculum and Florida Standards item specifications.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		$2,000.00
			Notes: BrainPOP			
2	G1.B1.S1.A2	Teachers will plan for and provide instruction utilizing the pacing guide and core curriculum with an emphasis on prioritizing instructional components.				$0.00
3	G1.B1.S1.A3	Identify and utilize observational classrooms to demonstrate effective implementation of priority components.				$0.00
4	G1.B1.S1.A4	Active participation in professional development by observing teachers engaged in planning with the end in mind. Participate in lesson planning sessions listening for prioritized instructional components. Observe instructional delivery by teachers.				$0.00
					Total:	$2,000.00