Winston Park K 8 Center

2016-17 Schoolwide Improvement Plan

Winston Park K 8 Center

13200 SW 79TH ST, Miami, FL 33183

http://winstonpark.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)
Combination School PK-8	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

*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 Winston Park K 8 Center

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 mission of Winston Park K-8 Center is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a "family centered" atmosphere as they develop skills to become lifelong learners and successful participants in a global community.

b. Provide the school's vision statement.

Winston Park K-8 Center successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

2. School Environment

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

Winston Park K-8 Center is located in a suburban multiethnic community and serves 1,372 students in grades Pre-K to 8 of which 92.4 percent are Hispanic, 3.9 percent are White, 1.2 percent are Black and 0.05 percent report themselves as Other. The school staff of 104 full time and 21 part time members reflects the cultural makeup of the student population. Prior to the opening of school the staff opens the school for the parents and students for a meet and greet orientation and establishes phone contact with every student. Parents are able to visit the classrooms during the first three days of the school year and teachers establish electronic communication with all students through district established internet technology or smart phone applications. Every teacher mentors a group of students, supervising their academic progress and emotional well-being, contacting parents and establishing support when necessary. Through a variety of student centered activities and programs the school provides a secure environment for students to interact and develop sound values and interpersonal skills.

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

The staff of the school plans and implements a series of events to create a welcoming, inclusive environment for the students that include "meet and greet" orientation sessions and individual phone contact prior to the opening of the school year, as well as daily electronic communication between teachers, students and parents. During the first three weeks of the school year all students participate in assemblies with administration, teachers and counselors to review expectations and procedures. Counselors conduct separate homeroom presentations on bullying and teachers review the district's Student Code of Conduct which emphasizes student responsibilities that help maintain a safe learning environment at their school. A variety of clubs and sports activities, as well a Principal-Operated After School/Before School Care Program, offer students a supervised environment to continue to develop academic, athletic and artistic talents. In addition, the school's Student Government Association chapter offers students opportunities to participate and initiate practices that help create a school climate of safety and respect for all stakeholders.

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 staff of the school plans and implements a series of events to create a welcoming, inclusive environments for the students that include "meet and greet" orientation sessions and individual phone contact prior to the opening of the school year, as well as daily electronic communication between teachers, students and parents. During the first three weeks of the school year all students participate in Welcome Back to School assemblies with administration, teachers and counselors to review expectations and procedures. Counselors conduct separate homeroom presentations on bullying and teachers review the district's Student Code of Conduct and Values Matter Program which emphasizes student responsibilities that help maintain a safe learning environment at the school. A variety of clubs and sports activities, as well as the school-run After School/Before School Care Program, offer students a supervised environment to continue to develop academic, athletic and artistic talents. In addition, the school's Student Government Association chapter offers students opportunities to participate and initiate practices that help create a school climate of safety and respect for all stakeholders.

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.

Every teacher at the school performs a mentoring role for their homeroom students which number between 18 and 25 children. The teachers monitor for early warning signs as well as the development of the social and emotional needs of their targeted students. When necessary, teachers refer students to the appropriate student services program.
Through general presentations and individual or group counseling the three school counselors assist students in the developmental acquisition of knowledge and skills that will help them reach their academic, personal/social, health and career/community potential. More specifically, the counselors provide a character value program based on the district's Code of Student Conduct and Values Matter Program through classroom presentations and individual recognition of exemplary behavior. During the first month of the school year, they provide classroom presentations on Peer Pressure, Bullying and Harassment as well as Cyberbullying and Internet Safety and Sexting.
Throughout the year the counselors conduct guidance sessions in the classroom as well as small group counseling sessions to assist students at various developmental stages in developing lifelong skills, e.g., study skills, problem solving, decision making, goal setting. When necessary the counselors provide individual counseling sessions to help students deal with crisis intervention, transitional issues, and personal/ and family concerns.
The school implements the D.A.R.E. (Drug Abuse Resistance Education) Curriculum in grade 5. A mutual project of the Miami-Dade Police Department and the Miami-Dade County Public Schools this program is designed to equip pre-teens with the skills to improve self-esteem and avoid using harmful drugs.
The school staff is trained on the warning signs as well as proper procedures for reporting suspected child abuse and suicidal ideation. The Crisis Hotline is utilized by school staff for case consultation and the reporting of crisis incidents.

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.

All students exhibiting early warning signs are targeted for intervention. The previous school year's attendance (absences, tardies, early dismissals), academic (course failures/retention), and

suspension data are analyzed by administration, counselors, grade level chairs and team leaders to identify targeted students. The following early warning indicators are tracked during the school year: Attendance below 90 percent, one or more suspension, course failure in ELA or Math, more than one course failure, retentions, and level 1 on statewide assessments.

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	1	2	3	0	4	2	8	4	3	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	1	3	2	1	0	2	0	7	0	0	0	0	16
Level 1 on statewide assessment	1	4	16	5	36	68	98	75	87	0	0	0	0	390

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	1	8	5	10	38	55	32	41	0	0	0	0	190

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

The following interventions are implemented to improve the academic performance of students identified by the early warning system:
• Attendance is analyzed on a weekly basis and addressed through incremental steps to increase instructional time on task (teacher home contact, counselor student/parent meeting, parent/administration
meeting).
• Counselors and teachers monitor academic performance and schedule conferences with parents and group
counseling with students.
• Teachers utilize Differentiated Instruction (DI) and small group instructions on a daily basis to address
academic deficiencies of targeted students.
• Students are placed in Progress Monitoring, teachers and student services personnel assign targeted
students to Reading and Math interventions through RtI, Intensive Courses, and tutorials.
• Teachers assign and monitor student participation and progress in research based computer programs that remediate deficiencies.
• Counselors meet with small groups to address and support students with previous retentions.
• Teachers, coaches and administrators analyze assessment data to monitor progress and adjust intervention rosters.

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/315685.

> *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.

Winston Park K-8 Center endeavors to strengthen its partnership with the community throughout the year. Monthly meetings with the Parent Teacher Student Association (PTSA) and the Educational Excellence School Advisory Council (EESAC) create an ongoing dialogue which allows for collaborative planning for parent and student programs/events and opportunities to participate in decision making in a non-threatening atmosphere. Through this collaborative design, which stresses communication among all stakeholders, the school successfully achieved its academic goals during the school year 2015-2016 and will continue to assess and improve its performance for the current school year of 2016-2017. Winston Park K-8 Center involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind Act and other referral services. The goal is to Increase parental engagement/involvement through developing (with on-going parental input) the school's Title I School-Parent Compact (for each student); the school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. The school conducts informal parent surveys to determine specific needs of parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate the parents' schedule as part of the school's goal to empower parents and build their capacity for involvement.
The PTSA has over 1,000 members and has raised over $70,000 to assist the school. These funds have been utilized to purchase interventionists, mobile computer labs, and outdoor playground equipment.
The school hosts annual activities which include, but are not limited to, FSA Parent Nights, Curriculum Fair, weekly school tours, Red and Black Day, holiday shows, Harvest Festival, and Reading Under the Stars. Strong business partnerships exist with multiple organizations in the community including Publix, Papa John's, Target, Super Wheels, John Hancock Financial Network, Juiceblendz, the University of Miami Pediatric Van and the Children's Psychiatric Center.

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
Pelletier, Raquel	Principal
Robinson, Carl	Assistant Principal
Llama, Marlene	Instructional Coach
Gilbert, Theresa	Assistant Principal
Hernandez, Diana	Teacher, K-12
Babun, Beatriz	Teacher, PreK
Febles, Helen	Teacher, K-12
Saldarriaga, Denise	Teacher, K-12
Yen, Jessica	Teacher, K-12
Guitian, Sue	Teacher, K-12
Guzman, Patricia	Teacher, K-12
Coiras, Martha	Teacher, K-12
Cuenca, Christina	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 members of the School Leadership Team meet on a weekly basis to discuss instructional practices and establish goals. Led by the principal, the team members reach consensus to set timelines and allocate resources. The principal designates specific responsibilities and task assignments. Each team member then implements and supervises activities for their area of responsibilities.
Team members' areas of responsibilities include instructional rounds, assessment/testing programs and data analysis, professional development/professional learning support team, grade level/ department meetings, interventions and student progress monitoring.

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 School Leadership Team utilizes the Florida Continuous Improvement Model to develop the School Action Plan/School Improvement Plan (SIP). The SIP sets the school's academic and behavioral goals for the year and describes the strategies the school plans to implement to meet those goals.
Through the development of the SIP, the School Leadership Team identifies and analyzes research based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; utilize the early warning system to provide early intervention services for "at risk" students; assist in the design and implementation for progress monitoring, data collection, and data analysis; maintain an inventory of curricular, personnel and technology resources; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. On a quarterly basis the School Leadership Team guides the teachers and counselors in an analysis of progress and re-designs the SIP to address findings.
Other components that are integrated into the schoolwide program are special support services to

special needs populations such as homeless, migrant, and neglected and delinquent students. Title I funds are used to secure instructional resources to meet the needs of all students and maximize desired student outcome. Title III funds are used to provide English Language Learners supplemental instruction through tutoring programs utilizing research based reading materials. In addition, a Middle School Enrichment grant funds a homework assistance program for all students in Grades 6 through 8.

The members of the School Leadership Team serve on the MTSS Leadership Team and use 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. 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 take place once a month.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Sherry Maer	Business/Community
Raquel Pelletier	Principal
Janet Maldonado	Teacher
Steve Coiras	Teacher
Monica Diaz	Teacher
Sandra Romero	Teacher
Beatriz Rojas	Education Support Employee
Oscar Carbajal	Parent
Patricia Johnson	Parent
Lauriann Carbajal	Teacher
Yadis Mantillia	Teacher
Makarena Dupre	Parent
Melissa Llorens	Parent
Lynette Santana	Parent
Patricia Rojas	Parent
Jason Bruce	Parent
Rocio Hernandez	Student

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

Every grade level and department evaluated the 2015-2016 SIP, analyzed data, and recommended changes. Results were discussed at a faculty meeting and presented to the EESAC. In September of 2015, the leadership team, analyzed and reevaluated the 2015-2016 SIP to determine effectiveness of strategies as part of the development process of the new SIP.

b. Development of this school improvement plan

At the end of the 2015-2016 school year, the SAC completed the end of year review of the 2015-2016 SIP, considered the available data and approved the suggested targets and strategies. The Council analyzed the results of the 2016 FSA to determine what strategies and targets for this school improvement plan are appropriate. The SAC gave final approval for 2016-2017 SIP.

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

School leadership prepared a needs analysis (wish list) to present to the EESAC identifying suggested expenditures for the budget. The Council reviewed this information, considered the SIP goals and determined the budget.

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

The School Advisory Council funds were used to purchases supplemental instructional resources for students.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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
Pelletier, Raquel	Principal
Robinson, Carl	Assistant Principal
Llama, Marlene	Instructional Coach
Gilbert, Theresa	Assistant Principal

b. Duties

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

The major initiatives of the LLT this year is to promote literacy with all stakeholders, as well as assist with the implementation of the Common Core Standards and the Reading series, McMillan/McGraw-Hill Wonders! The team will work with the staff to ensure all reading and content teachers receive professional development on the programs. The principal will work closely with the LLT and grade level/department chairperson to assess student needs. The team will analyze student assessments throughout the school year, discuss classroom observations, and target professional development needs of instructional staff. The IPEGS and School Improvement Plan will be used as resources. All stakeholders will be involved in promoting literacy throughout the school.

D. 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).

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

Winston Park K-8 Center strives to provide positive working relationships between teachers by providing common planning, vertical planning, team building, and outside school functions. The administration also pairs highly qualified teachers with new teachers or teachers new to the building to help them throughout the school year, and recognizes two teachers a month for outstanding service to our school.

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

The academic reputation of the school is the number one draw to recruiting and retaining highly qualified, certified-in-field teachers to the school. The professional and supportive culture established by the administrative team gives teachers the opportunity to contribute and establish ownership. The school administration maintains an open door policy and provides support through a strong mentoring program.

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

New teachers and teachers new to the building are paired with master teachers from the same grade level/department for assistance in the following areas: Parent conference, classroom observations, lesson planning, analysis of data and preparation for data chats, and best practices.

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 provides students with a quality educational program with a strong academic focus delivered by
well trained, state certified, and highly motivated teachers using research based programs. The staff functions under the guidance of a strong, visible, educational, and managerial leadership. The administrative
team works collaboratively with a dynamic and committed Instructional Leadership Team, compromised of
key classroom teachers representing all grade levels and curricular areas. In weekly grade level and monthly department meetings teachers utilize the teacher's edition, pacing guide and item specs that are aligned with the Florida Standards to plan for a rigorous instruction and fidelity of implementation.

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.

The Leadership Team analyzes available data, including early warning signs to identify systemic student needs. Instructional Coaches and Grade Level/Team Leaders utilize assessment results to identify students in need of differentiated instruction. Differentiated Instruction is provided through small fluid group rotations, lowest 25 percent tutorial interventions, intensive courses, before/after school tutorials, and supplemental web based instructional programs (Reading Plus, IReady, Reflex, Ticket to Read, MyONReader, Edgenuity, MobyMax, TeenBiz, Waterford, Imagine Learning, Algebra Nation).

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: 4,500

Instruction in Reading, Writing and Math will be offered for one hour three times a week for students in the ESOL Program.

Strategy Rationale

ELL students report language barrier result in limited academic support at home.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Interim Assessments, Teen Biz and Imagine Learning reports will be utilized to measure progress.

Strategy: After School Program

Minutes added to school year: 4,500

Provide core subjects homework assistance for secondary students.

Strategy Rationale

Low homework completion rates impacts student achievement in CORE subjects. Secondary students report limited assistance/supervision at home for homework completion

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pelletier, Raquel, pelletier@dadeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Analysis of Interim Progress Report and Report Card data to determine effectiveness of strategy.

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.

To establish a home-school connection the school hosts "Welcome to Kindergarten" and "Meet and Greet" meetings. At these meetings the families have the opportunity to tour the school, meet

teachers, and gather valuable information about our early childhood programs. To guide instruction, the students are assessed using the CELLA (Comprehensive English Language Learning Assessment) and/or the FAIR (Florida Assessments for Instruction in Reading) to determine their English language proficiency and print/letter knowledge, as well as their level of phonological awareness/processing. The FLKRS (Florida Kindergarten Readiness Screener) is administered to measure the students' social/emotional development. All of this data will be used to plan core academic and behavioral instruction and interventions. These screening tools will be re-administered throughout the year to determine growth.

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.

The school conducts informal and formal surveys to identify students' interests and incorporates results in its master schedule. Orientation sessions open to parents are conducted with each grade level to inform and review offerings and procedures for course selection. In addition, an annual Magnet School Fair as well as a field trip to the feeder High School is organized for all 8th graders and their parents. Counselors conduct presentations as well as provide materials and assistance for students and parents requesting advise/information on High School Programs. The school helps conduct and organize College Tours for students from the school's region. All students complete a Career and Education Planning course and complete a academic and career plan utilizing the Florida CHOICES program.

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

Through the creation of STEM and Fine Arts academies the school's course offerings emphasize school to careers experiences that exposes students to careers in the respective fields. The curriculum, which includes field trips, a career speaker series, as well as exposure to current applications of technologies in the various fields, is designed to help the students make the connection between current course offerings and future careers.

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

After analyzing the High School Feedback Report the school adopted the following strategies:
• Creation of STEM Academy to increase careers in the fields of Science, Technology, Engineering and
Mathematics
• Implementation of a mentoring program to assist students with organizational and study skills
• Implementation of an attendance plan that emphasizes and creates work habits and responsibilities
• Implementation of a Career Education Program that requires all students to complete an academic and
career plan

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.

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.   If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

🔑 G087609

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - White	
AMO Reading - Hispanic	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - White	
AMO Math - Hispanic	
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the Gradual Release of Responsibility Model (GRRM) being used as an instructional framework in instructional lesson plans

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading: McGraw-Hill Reading Wonders Series, ELA Test Item Specifications, ELA District website resources, District Pacing guides, Reading Plus, iReady, Imagine Learning, Media Center, computer labs, common planning time, Instructional Leadership Team, PTSA, EESAC, Ladders Program, tutorials, interventionists, Instructional Coaches, Ticket To Read, MyBigCampus, Remind, Edmodo, BrainPop, CPalms, and Book Adventures. Mathematics: McGraw-Hill Florida Math Series, Go Math Series, Prentice Hall Algebra Gold Series, Discovering Geometry, Math Test Item Specifications, Math District website resources, District Pacing guides, Edgenuity, iReady, Khan Academy, Moby Max, Reflex Math, Media Center, computer labs, common planning time, Instructional Leadership Team, PTSA, EESAC, Gizmos, BrainPop, Cpalms, Ladders Program, tutorials, interventionists, MyBigCampus, Remind, Edmodo, and Instructional Coaches. Science: Pearson Successnet, Florida Interactie Science, Pearson Florida Edition Foundations of Physical Science, Pearson Florida Edition Biology, Science Test Item Specifications, Science District website resources, District Pacing guides, Media Center, computer labs, common planning time, Instructional Leadership Team, PTSA, EESAC, Ladders Program, tutorials, interventionists, Instructional Coaches, CPalms, Edgenuity, Discovery Education, NBC Learn, PBS Learning, BrainPop, MyBigCampus, Remind, Edmodo, and Essential Labs. Social Sciences: McGraw-Hill Series, iCivics, FLREA, McGraw-Hill Kahoot, Brain Pop, NBC Learn, PBS, History Channel, CNN Student News, MSNBC Learn, McGraw-Hill Civics, McGraw-Hill Economics, McGraw-Hill Geography, ELA Test Item Specifications, Social Sciences District website resources, District Pacing guides, Reading Plus, Imagine Learning, Media Center, computer labs, common planning time, Instructional Leadership Team, PTSA,

EESAC, Discovery Education, NBC Learn, BrainPop, CPalms, Ladders Program, tutorials, interventionists, Instructional Coaches, MyBigCampus, Remind, Edmodo, Time For Kids and Scholastic Magazines.

Plan to Monitor Progress Toward G1. [8]

Review student data from bi-weekly assessments, District Interim assessments, and academic reports to determine student progress toward goal attainment.

Person Responsible
Raquel Pelletier

Schedule
Monthly, from 10/28/2016 to 6/8/2017

Evidence of Completion
FSA data, EOC data, Coach logs, lesson plans, instructional round notes, classroom observations will all be monitored for evidence of progress.

Plan to Monitor Progress Toward G1. [8]

Review instructional lesson plans, administrative walk-throughs and teacher observation will all be monitored for evidence of fidelity by work-site administrators.

Person Responsible
Raquel Pelletier

Schedule
Weekly, from 10/28/2016 to 6/8/2017

Evidence of Completion
FSA data, EOC data, lesson plans, administrative classroom walk-throughs notes and teacher observations will be monitored for evidence of progress toward goal attainment.

Plan to Monitor Progress Toward G1. [8]

Conduct coaching cycles based on teacher need. Teachers in need of additional support will visit observational classrooms.

Person Responsible
Raquel Pelletier

Schedule
Quarterly, from 10/28/2016 to 6/8/2017

Evidence of Completion
Lesson plans, student work, Reading Response Journals, administrative recommendation.

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. If core instruction is increased in all content areas then student achievement will improve. `1`

🔑 G087609

G1.B3 Limited evidence of the Gradual Release of Responsibility Model (GRRM) being used as an instructional framework in instructional lesson plans `2`

🔑 B232878

G1.B3.S1 Teachers will develop and implement instructional plans that include the 4 components of the Gradual Release of Responsibility. `4`

🔑 S245841

Strategy Rationale

Research indicates that effective planning should begin with the consideration of 3 questions. What should be taught? How should it be taught? How should instruction and student learning be assessed?

Action Step 1 `5`

Provide professional development for all instructional staff on the 4 components of Gradual Release of Responsibility Model and Formative Assessments.

Person Responsible

Carl Robinson

Schedule

On 11/8/2016

Evidence of Completion

Meeting agenda, Sign-in sheets, Handouts

Action Step 2 `5`

Instructional staff will develop and implement lesson plans that include the 4 components of the Gradual Release of Responsibility Model.

Person Responsible

Raquel Pelletier

Schedule

Weekly, from 10/28/2016 to 6/8/2017

Evidence of Completion

Action Step 3 5

Instructional staff will develop instructional plans that incorporate embedded formative assessments.

Person Responsible

Raquel Pelletier

Schedule

Weekly, from 10/28/2016 to 6/8/2017

Evidence of Completion

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

Review of instructional lesson plans, administrative classroom walk-throughs and teacher observations will all be monitored for evidence of fidelity by work-site administrators.

Person Responsible

Raquel Pelletier

Schedule

Weekly, from 10/28/2016 to 6/8/2017

Evidence of Completion

FSA data, EOC data, lesson plans, administrative classroom walk-through notes and teacher observations will be monitored for evidence of progress toward goal attainment.

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

Monitor instructional lesson plans and teacher instructional delivery for evidence of embedded formative assessments.

Person Responsible

Raquel Pelletier

Schedule

Weekly, from 10/28/2016 to 6/8/2017

Evidence of Completion

Administrative classroom walk-through logs, classroom observations notes, lesson plans and student work.

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

Conduct coaching cycles based on teacher need. Teachers in need of additional support will visit observational classrooms.

Person Responsible

Raquel Pelletier

Schedule

Weekly, from 10/28/2016 to 6/8/2017

Evidence of Completion

Lesson plans, student work, Reading Response Journals, administrative recommendation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Monitor instructional plans and teacher instructional delivery for evidence of the use Gradual Release of Responsibility.

Person Responsible

Raquel Pelletier

Schedule

Weekly, from 10/28/2016 to 6/8/2017

Evidence of Completion

Administrative classroom walk-through logs, classroom observations notes, lesson plans and student work. In addition, students who demonstrate improved academic achievement will be recognized.

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.B3.S1.A1 A318382	Provide professional development for all instructional staff on the 4 components of Gradual Release...	Robinson, Carl	11/8/2016	Meeting agenda, Sign-in sheets, Handouts	11/8/2016 one-time
G1.MA1 M331658	Review student data from bi-weekly assessments, District Interim assessments, and academic reports...	Pelletier, Raquel	10/28/2016	FSA data, EOC data, Coach logs, lesson plans, instructional round notes, classroom observations will all be monitored for evidence of progress.	6/8/2017 monthly
G1.MA2 M331659	Review instructional lesson plans, administrative walk-throughs and teacher observation will all be...	Pelletier, Raquel	10/28/2016	FSA data, EOC data, lesson plans, administrative classroom walk-throughs notes and teacher observations will be monitored for evidence of progress toward goal attainment.	6/8/2017 weekly
G1.MA3 M331660	Conduct coaching cycles based on teacher need. Teachers in need of additional support will visit...	Pelletier, Raquel	10/28/2016	Lesson plans, student work, Reading Response Journals, administrative recommendation.	6/8/2017 quarterly
G1.B3.S1.MA1 M331654	Monitor instructional plans and teacher instructional delivery for evidence of the use Gradual...	Pelletier, Raquel	10/28/2016	Administrative classroom walk-through logs, classroom observations notes, lesson plans and student work. In addition, students who demonstrate improved academic achievement will be recognized.	6/8/2017 weekly
G1.B3.S1.MA1 M331655	Review of instructional lesson plans, administrative classroom walk-throughs and teacher...	Pelletier, Raquel	10/28/2016	FSA data, EOC data, lesson plans, administrative classroom walk-through notes and teacher observations will be monitored for evidence of progress toward goal attainment.	6/8/2017 weekly
G1.B3.S1.MA2 M331656	Monitor instructional lesson plans and teacher instructional delivery for evidence of embedded...	Pelletier, Raquel	10/28/2016	Administrative classroom walk-through logs, classroom observations notes, lesson plans and student work.	6/8/2017 weekly
G1.B3.S1.MA3 M331657	Conduct coaching cycles based on teacher need. Teachers in need of additional support will visit...	Pelletier, Raquel	10/28/2016	Lesson plans, student work, Reading Response Journals, administrative recommendation.	6/8/2017 weekly
G1.B3.S1.A2 A318383	Instructional staff will develop and implement lesson plans that include the 4 components of the...	Pelletier, Raquel	10/28/2016		6/8/2017 weekly
G1.B3.S1.A3 A318384	Instructional staff will develop instructional plans that incorporate embedded formative...	Pelletier, Raquel	10/28/2016		6/8/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B3 Limited evidence of the Gradual Release of Responsibility Model (GRRM) being used as an instructional framework in instructional lesson plans

G1.B3.S1 Teachers will develop and implement instructional plans that include the 4 components of the Gradual Release of Responsibility.

PD Opportunity 1

Provide professional development for all instructional staff on the 4 components of Gradual Release of Responsibility Model and Formative Assessments.

Facilitator

Carl Robinson & Marlene Llama

Participants

Instructional Staff

Schedule

On 11/8/2016

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B3 Limited evidence of the Gradual Release of Responsibility Model (GRRM) being used as an instructional framework in instructional lesson plans

G1.B3.S1 Teachers will develop and implement instructional plans that include the 4 components of the Gradual Release of Responsibility.

TA Opportunity 1

Instructional staff will develop and implement lesson plans that include the 4 components of the Gradual Release of Responsibility Model.

Facilitator

Participants

Schedule

Weekly, from 10/28/2016 to 6/8/2017

TA Opportunity 2

Instructional staff will develop instructional plans that incorporate embedded formative assessments.

Facilitator

Participants

Schedule

Weekly, from 10/28/2016 to 6/8/2017

VII. Budget

1	G1.B3.S1.A1	Provide professional development for all instructional staff on the 4 components of Gradual Release of Responsibility Model and Formative Assessments.	$0.00
2	G1.B3.S1.A2	Instructional staff will develop and implement lesson plans that include the 4 components of the Gradual Release of Responsibility Model.	$0.00
3	G1.B3.S1.A3	Instructional staff will develop instructional plans that incorporate embedded formative assessments.	$0.00
		Total:	$0.00