

Madie Ives K 8 Preparatory Academy



2016-17 Schoolwide Improvement Plan

Madie Ives K 8 Preparatory Academy

20770 NE 14TH AVE, North Miami Beach, FL 33179

<http://mies.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	90%
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	B	B*	D	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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	0

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 Madie Ives K 8 Preparatory Academy

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.

Madie Ives Elementary prepares students for the future by emphasizing the importance of being functional, literate, and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunication strategies, advances in technology, and programs that heighten student achievement and cultural sensitivity. Madie Ives students will become functioning members of an ever-evolving society.

b. Provide the school's vision statement.

Madie Ives Elementary School and its stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. The Madie Ives staff provides a variety of teaching strategies and methods, and the latest advances in technology for students to become productive, literate, and responsible citizens in our multicultural society.

2. School Environment

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

Madie Ives Elementary School encourages a climate of bridging cultural gaps across all ethnic groups. The teachers provide an accepting, nourishing environment where each student is comfortable and accepted, no matter what their cultural background is. Some specific examples are through literature and visits to and from local museums. Madie Ives Elementary School practices a culture of cooperation, both, social and emotional where these skills are modeled and taught. In essence, all cultural barriers are dispelled through good communication.

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

Students at Madie Ives Elementary School feel safe and respected before school by following the Code Of Student Conduct and all protocols thereof. Upon arrival, students eat breakfast, then are supervised in the cafeteria until the safe pick up of their teachers. During the day and upon the safe dismissal of all students the policies of Miami-Dade County Public Schools are followed. The Values Matter Miami Curriculum is implemented school-wide. Students are recognized monthly for positive behavioral attributes. In addition, the school adheres to the following as well:

- Anti-bullying policy in practice
- School leadership that supports staff, students and parents
- A safety committee is in place which is made up of key stakeholders: public safety officials, parents, community, students, administrators, etc.
- An Emergency Response Plan is written and followed
- Early identification and intervention for students at risk (EWS)

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.

Madie Ives Elementary School enforces the Code of Student Conduct as the schoolwide behavioral system that aids in minimizing distractions and keeps students engaged during instructional time. The school is a conduit which provides the necessary communication between home and school to eliminate unnecessary distractions.

Students who were retained and Tier 1, Tier 2 and Tier 3 students have been targeted and carefully monitored in a small class setting. Small group and differentiated instruction indicates that students require additional support. Madie Ives Elementary School implements the Values Matter Miami Program and has a Disciplinary Committee that follows the Code of Student Conduct and communicates expectations to students, parents, faculty, and support staff.

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.

Data on Tier 1, 2, and 3 targets will be used to address academic and social/emotional areas; help to set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Extending, Refining, and Summarizing); and align the goals and objectives outlined in the SIP. Managed data include i-Ready Diagnostic Assessments, Baseline Assessments, student grades and FSA summative data. Behavioral data includes referrals, counseling and attendance.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Madie Ives Elementary uses the state standardized assessment in Reading and Math to identify students at risk. Students scoring a level 1 or 2 in Reading and/or Math are targeted for additional support.

Additionally, student attendance is monitored on a daily basis, specifically identifying students with 5 or more absences.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	7	6	10	6	5	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	19	26	17	0	0	0	0	0	0	0	62
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	11	14	3	12	24	0	0	0	0	0	0	0	66

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

Students scoring a level 1 and/or 2 in Reading or Math are targeted for additional support. This includes an additional 30 minutes of Reading Intervention, as well as afterschool tutoring which provides an additional hour of Reading and Math instruction.

Students scoring level 1 or 2 in Reading or Math are also monitored via I-Reading Growth Monitoring every 21 days.

Students identified as having 5 or more unexcused absences are referred to the counselor and an Attendance Review Committee Meeting is scheduled to address the absences and identify corrective strategies to improve the attendance one, of which includes acknowledging and signing an Attendance Contract. These student have also been identified on the Targeted Student for Services form.

Attendance incentives are utilized on a daily basis to encourage individual as well as grade level perfect attendance.

Additional resources, intervention and support is provided by the school counselor.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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/336806>.

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.

Madie Ives Elementary School utilizes Dade Partners for support as well as the EESAC Business members who provide various incentives for our students' achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Alba-Nunez, Monica	Teacher, K-12
Moore, LaShinda	Principal
Lichtman, Alexandra	Assistant Principal
Michelson, Helaine	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.

Ms. Deborah Johnson-Brinson, Principal – Oversees the entire process

Ms. Alexandra Lichtman – Monitors the process

Ms. Helanie Michelson - Instructional Coach

Mrs. Monica Alba-Nunez- Classroom Teacher/ Science Liaison

The Leadership Team supports all classroom teachers in the implementation of curriculum and the collection of data through intervention programs.

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

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 Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. Systematic interventions by teachers, using data collection and data analysis in grade level meetings will determine progress.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. The MTSS problem solving process and monitoring progress of instruction will be implemented during data chats.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem solving process after each growth monitoring assessment.

Tier 2

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:

Title X- Homeless

- Madie Ives Elementary School uses The Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools- each school is provided a video and curriculum manual, as well as a contest sponsored by the homeless trust- a community organization.

Supplemental Academic Instruction (SAI)

At Madie Ives Elementary, we offer several afterschool program to supplement or academic instruction. Selected students can receive additional support in reading and math in our Tutoring Program. Enrichment opportunities are also provided via Geography Bowl and Coding class. In addition, students participate in weekly Chess Program. Selected boys in grades 4 and 5 are provided mentoring and academic support via our 5000 Role Model of Excellence Program.

Values Matter Miami Curriculum

Madie Ives Elementary School implements the Values Matter Miami curriculum. The 2016-2017 initiative which continues the focus on the District's nine core values as the foundation of behavioral expectations for students. Values will be highlighted during each grading period using the following schedule:

- o 1st Grading Period: Cooperation, Respect, and Responsibility
- o 2nd Grading Period: Citizenship and Pursuit of Excellence
- o 3rd Grading Period: Kindness and Fairness
- o 4th Grading Period: Honesty and Integrity

These lessons are intended to engage students in a deeper and more focused conversation about the nine values and will include opportunities to connect values driven behavior incorporating digital citizenship.

Violence Prevention Programs

Madie Ives Elementary School uses The Safe and Drug-Free Schools Program to address violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and administrators. Counseling is also a component of this program.

Nutrition Programs

- Madie Ives Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Other

Parental Involvement Program at Madie Ives Elementary Provides:

- Involve parents in the planning and implementation of the Title I Program in order to inform parents regarding available programs, their rights and other referral services.
- Parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact for each student: our school's Title I Parental Involvement Policy; scheduling Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parent's schedules as part of our goal to empower parents and build their capacity for involvement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ms. Deborah Johnson-Brinson	Principal
Geoffrey Philp	Business/Community
Altagracia Pena	Teacher
Guiliana Ore	Teacher
Shawanna Ledgister-Joseph	Teacher
Nadezka Ferro-Philp	Teacher
Charlie Seldon	Parent
Lisa Schnitzer	Teacher
Donella Debose	Teacher
Joshua Thompson	Student
Lee Chery	Business/Community
Genaro Bachmann	Education Support Employee

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

The SAC evaluated and reviewed 2015-2016 school's improvement plan during the EESAC meeting. All goals, barriers and action plans were discussed.

b. Development of this school improvement plan

The purpose of the SAC is support student achievement. The SAC is the guiding force for the writing and implementation of the School Improvement Plan. It is the sole body responsible for final decision making at the school in regards to the implementation of the components of the School Improvement Plan. The SAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. All decisions for the SIP are made through consensus. The SAC follows the Continuous Improvement Model in order to ensure fidelity to the school's mission.

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

Preparation of the 2016-2017 School Improvement Plan:

- Through consensus disseminate EESAC funds to promote student achievement.
- Provide schoolwide information to members of the EESAC and all other stakeholders in preparing the budget.

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

- \$4,500 Budget

\$400 for Time for Kids Subscription
\$500 Music Department to purchase drums
\$600 for trophies for End of Year Awards Ceremony
\$400 for Kindergarten leveled readers
\$275 for second grade DI Materials
\$1,800 Computer Drops in the Media Center
\$400 Novels for Fifth Grade

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
Alba-Nunez, Monica	Teacher, K-12
Michelson, Helaine	Teacher, K-12
Moore, LaShinda	Principal
Lichtman, Alexandra	Assistant Principal

b. Duties

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

The LLT will focus on content-based reading comprehension strategies, ongoing formative assessment, intensive writing integration, diverse texts, strategic tutoring, Core Curriculum strategies, differentiated instruction and technology integration.

The LLT will monitor, with fidelity, students' performance data from i-Ready and My On Reader that indicates deficiencies in each Reporting Category.

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.

Madie Ives Elementary School promotes working relationships between teachers, administration, instructional coach by collaboratively planning twice a week. Collaborative planning includes sharing best practices, modeling lessons, utilizing pacing guides, and item specifications.

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

Madie Ives Elementary School utilizes a rigorous program to recruit and retain highly qualified teachers. Ongoing relationships with local universities and student-teacher programs to recruit and retain teachers. Monthly Professional Developments as well as collaborative planning and mentoring are used to support and develop highly qualified effective teachers.

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

Madie Ives Elementary School participates in the New Teacher Center i3 Scale Up Grant. This program Pairs an experienced teacher with a beginning or new teacher to the school. The administrative teams provide resources, and time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional 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.

Administration, instructional coach, and teachers work together to ensure that the core instructional programs and materials are being implemented effectively. This is done via collaborative planning meetings, classroom walkthroughs, reviewing lesson plans and student work folders.

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 is disaggregated and analyzed individually with each teacher and administration through data chats to determine the needs of each student. Students performing below grade level are identified for interventions daily for 30 minutes. Additionally students are also provided after school tutoring to reinforce reading and math skills in on core academic instruction. The groups are fluid and are monitored weekly.

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: 2,160

An After School Tutoring Academy occurring twice a week for one hour on Tuesdays and Thursdays. The teachers will provide core academic instruction, remediation and enrichment opportunities for students in grades three through five.

Strategy Rationale

To provide extra support for students in preparation for the FSA.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lichtman, Alexandra, alichtman@dadeschools.net

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

Data is collected and analyzed through teacher collaboration as well as student-teacher conferencing.

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. Â§ 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.

Title 1 Administration assists Madie Ives Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Prekindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

Madie Ives Elementary School holds the following meetings each year to support incoming and outgoing cohorts of students:

- Welcome to Kindergarten held in May 2016
- Kindergarten Orientation held on August 19, 2016
- Open House held on September 15, 2016

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.

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

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

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. Â§ 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" 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

 = 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

G087679

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Reading - African American	78.0
AMO Reading - ED	78.0
AMO Reading - ELL	74.0
AMO Reading - Hispanic	79.0
AMO Reading - SWD	67.0
FSA ELA Achievement	
AMO Math - All Students	78.0
AMO Math - African American	77.0
AMO Math - ED	77.0
AMO Math - ELL	72.0
AMO Math - Hispanic	79.0
FSA Mathematics Achievement	
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Limited evidence of alignment of standards to core instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: McGraw Hill Wonders, i-Ready, After School Tutoring, MyOn Reader, FSA task Cards, Item Specs, Pacing Guides, Reading Interventionist, FCRR, Imagine Learning. MATH: Houghton Mifflin Go Math, Reflex Math, I-Ready, Ready Common Core, Gizmos, Item Specs, Pacing Guides, After School Tutoring. SCIENCE: Scott Foresman, Pacing Guides, Item Specs, Discovery Learning, J & J Bootcamp.

Plan to Monitor Progress Toward G1. 8

Classroom Walkthroughs, Lesson Plans, Interactive Work Journals

Person Responsible

Alexandra Lichtman

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Agendas, Lesson Plans, Administrative Walkthroughs

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

 = Problem Solving Step  S123456 = Quick Key


G1. If core instruction is increased in all content areas then student achievement will improve. 1

 G087679

G1.B1 Limited evidence of alignment of standards to core instruction. 2

 B233099

G1.B1.S1 Utilize collaborative planning with the end in mind to align the standards to core instruction. 4

 S246038

Strategy Rationale

To increase the effectiveness of instruction through planning with an emphasis on standards.

Action Step 1 5

Introduce the action plan to the faculty during collaborative planning sessions.

Person Responsible

LaShinda Moore

Schedule

On 10/5/2016

Evidence of Completion

Collaborative Planning sign-in sheets, agendas

Action Step 2 5

Provide Professional Development through collaborative planning based on the standards

Person Responsible

Helaine Michelson

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign in sheets, Agendas

Action Step 3 5

Monitor the effectiveness of the strategy

Person Responsible

LaShinda Moore

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Administrative Walkthroughs

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

Classroom Walkthroughs, Lesson Plans, Interactive Work Journals

Person Responsible

LaShinda Moore

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Agendas, Lesson Plans, Administrative Walkthroughs

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

Classroom Walkthroughs, Teacher Lesson Plans, Interactive Work Journals

Person Responsible

Alexandra Lichtman

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Agendas, Lesson Plans, Administrative Walkthroughs

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 A318830	Introduce the action plan to the faculty during collaborative planning sessions.	Moore, LaShinda	10/5/2016	Collaborative Planning sign-in sheets, agendas	10/5/2016 one-time
G1.MA1 M332132	Classroom Walkthroughs, Lesson Plans, Interactive Work Journals	Lichtman, Alexandra	8/22/2016	Agendas, Lesson Plans, Administrative Walkthroughs	6/8/2017 weekly
G1.B1.S1.MA1 M332130	Classroom Walkthroughs, Teacher Lesson Plans, Interactive Work Journals	Lichtman, Alexandra	8/22/2016	Agendas, Lesson Plans, Administrative Walkthroughs	6/8/2017 weekly
G1.B1.S1.MA1 M332131	Classroom Walkthroughs, Lesson Plans, Interactive Work Journals	Moore, LaShinda	8/22/2016	Agendas, Lesson Plans, Administrative Walkthroughs	6/8/2017 weekly
G1.B1.S1.A2 A318831	Provide Professional Development through collaborative planning based on the standards	Michelson, Helaine	8/22/2016	Sign in sheets, Agendas	6/8/2017 monthly
G1.B1.S1.A3 A318832	Monitor the effectiveness of the strategy	Moore, LaShinda	8/22/2016	Administrative Walkthroughs	6/8/2017 weekly

V. Professional Development Opportunities

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

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.B1 Limited evidence of alignment of standards to core instruction.

G1.B1.S1 Utilize collaborative planning with the end in mind to align the standards to core instruction.

TA Opportunity 1

Provide Professional Development through collaborative planning based on the standards

Facilitator

Helaine Michelson, Instructional Coach/ Monica Alba-Nunez, Science Liaison

Participants

Faculty

Schedule

Monthly, from 8/22/2016 to 6/8/2017