

Eugenia B. Thomas K 8 Center



2016-17 Schoolwide Improvement Plan

Eugenia B. Thomas K 8 Center

5950 NW 114TH AVE, Doral, FL 33178

<http://ebt.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	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Eugenia B. Thomas 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 Eugenia B. Thomas K-8 Center is to provide our students the opportunity for a quality education by implementing comprehensive and innovative programs delivered by a competent and committed staff in a state-of-the-art facility. We establish partnerships with our community that instill global awareness and social consciousness in our students as we prepare them to become world leaders. Eugenia B. Thomas K-8 Center strives to instill the importance of respect, integrity and honesty in our students by making a conscientious effort to model the exemplary values that students should exhibit. Our programs include Advanced, Gifted and SPED classes for students in kindergarten through eighth grade. The school provides two-half day Exceptional Student Education Pre-kindergarten Programs for three and four year olds. In addition, the faculty provides the Extended Foreign Language Program (EFL) in Kindergarten through eighth grade, Teaching Enrichment Activities to Minorities (TEAM), Art Club, Choir, Strings Ensemble, National Junior Honor Society, Memory Club, Run Club, Cheerleading, Dance Team and Student Council. Early Bird, Open Lab, In-House and After-School Tutoring Programs are also available for students who require additional assistance in mastering reading and mathematics skills.

b. Provide the school's vision statement.

The mission of Eugenia B. Thomas K-8 Center is to provide our students with a structured educational foundation, dynamic learning opportunities, and comprehensive innovative programs to maximize each child's potential within a safe environment. We will establish partnerships with our community that will encourage global awareness and social consciousness as we prepare our students to become world leaders.

2. School Environment

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

Eugenia B. Thomas K-8 Center has established a community of stakeholders that are committed to continuous improvement and excellence. The school culture focuses on positive interaction and interpersonal relationships between parents, students and faculty. In addition to the required topics of study mandated by the district, Eugenia B. Thomas K-8 Center learns about our students' cultures by incorporating their customs and cultural traditions into daily assignments and discussions. During Hispanic Heritage and Black History months, students present traditional customs, foods, dress attire and performances during morning announcements on closed circuit television. During the Social Sciences instructional block, students research and share facts about their culture.

The Administrative Team and faculty work closely with PTSA and EESAC. During EESAC meetings, students and parents collaborate with teachers and staff to ensure the fulfillment of the school's mission. PTSA members actively volunteer in activities throughout the school year in an effort to support and work together with the teachers and students.

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

Eugenia B. Thomas K-8 Center is a closed campus closely monitored by security, a school resource officer, and a surveillance system before, during and after school hours. According to the results of

the school climate survey, all stakeholders unanimously rated the school as one that promotes safety and respect for all students. Students are encouraged to partake in leadership roles such as Safety Patrols and Youth Crime Watch members and promote the safety and well-being of all students. Finally, teachers and staff ensure the safety of all students by enforcing the check-and-challenge system, as well as adhering to assigned posts during arrival and dismissal.

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 school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students to promote positive behavior and interactions. Student Services promotes the "Do the Right Thing" Program where students are recognized every month for positive behavior. Also, students are exposed to the "Values Matter" MDCPS Initiative where staff collaborate to implement through direct instruction and model behavior core values. In instances where students violate the Student Code of Conduct, teachers are encouraged to follow the schoolwide Ten-Step Discipline Plan or the School's Alternate to Suspension Plan, which promotes progressive discipline.

In collaboration with the City of Doral Police, the 5th grade students participate in the D.A.R.E. Program and learn to become positive role models in their school and community. In addition, selected 8th grade students participate in the City of Doral Police Park Day.

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.

School personnel implement a seamless process to determine the physical, social, and emotional needs of each student in the school by providing or coordinating programs to meet the needs of students, as necessary. Measures of program effectiveness are in place and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Students participate in extra-curricular clubs such as the National Junior Honor Society, Student Council, Memory Club, Choir, Run Club, Art Club and sports teams that promote both academic and social growth. Counselors encourage student interaction through peer counseling. The Administrative Team works in collaboration with teachers to identify students that would benefit from receiving counseling services.

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.

The Administrative and Leadership Team will collaborate to identify and provide interventions for students with:

- Attendance below 90 percent
- One or more suspensions
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	4	0	3	2	0	3	1	6	0	0	0	0	19	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	6	5	9	3	10	8	1	1	0	0	0	0	43	
Level 1 on statewide assessment	1	9	20	9	65	82	70	58	99	0	0	0	0	413	

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	4	7	9	46	58	54	53	67	0	0	0	0	298

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

- The Attendance Review Committee monitors students who may be developing a pattern of absences and/or tardies and facilitates the necessary intervention services. Attendance incentives for students with perfect attendance are provided monthly.
- Maintain the schoolwide Ten-Step Discipline Plan that begins with parental contact on the first infraction, led by conferences for the second infraction, and followed by after school detention hall for subsequent infractions.
- Implement the schoolwide Alternative to Suspension Plan. Administrators, SCSI Instructor and counselors meet regularly with students who have 2 or more behavior referrals.
- Implement the schoolwide "Do The Right Thing" Program to recognize students who exhibit positive behavior.
- Counselors, SCSI Instructor and Administrators provide quarterly academic counseling for at-risk students.
- Students in grades 6-8 who scored a Level 1 and 2 on the standardized statewide assessment are placed in an Intensive Reading or Mathematics course.
- Rtl process is initiated for students not meeting grade level standards and expectations.
- Students will have intervention opportunities through our Early Bird, In-House and After-School tutoring programs. Retained students are targeted for daily interventions.

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?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parental support is an integral part of the educational success of our students. Parents are informed of events such as Florida Standards Assessments, SAT-10 Parent Nights and informational sessions for all assessments through the school's website, Twitter and Instagram Accounts, Connect-Ed messages, schoolwide flyers, posters and information placed on the school's marquee. Parents have access to the school website, which provides the monthly parent/student calendar of activities. We have a designated area in our Media Center for parent resources. Parents are informed of their child's progress through communication via the student agenda, Interim Progress Reports, access to the grade book through the Parent Portal, and teacher/parent conferences.

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.

Eugenia B. Thomas K-8 Center has an APCE which establishes, maintains, and promotes relationships with the community. Ongoing communication between Dade Partners and the school helps to secure and utilize resources that support the school's mission and increases student achievement. Dade Partners are kept abreast of and often participate in schoolwide activities. EESAC and PTSA meetings are held on a monthly basis to communicate the needs of resources that would be valuable for use by students and teachers. Volunteer Orientation meetings are conveniently scheduled in the morning, as well as the evenings.

In addition, the Administrative Team and faculty collaborates with the City of Doral to expose our students to the D.A.R.E. Program and engage them in various community-sponsored competitions through means of the Fine Arts Department.

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
Saumell, Debbie	Principal
Rivera, Maribel	Assistant Principal
Mato, Phil	Assistant Principal
Alen, Ariani	Assistant Principal
Esquijarosa, Yesenia	Teacher, K-12
Napoles, Ashley	Teacher, K-12
Marrero, Rossana	Teacher, K-12
Fernandez, Francisco	Teacher, K-12
Fernandez, Mario	Teacher, K-12
Ings, Robert	Teacher, K-12
Mirabal, Aisha	Teacher, K-12
Smith, Ladema	Assistant Principal
Palomino, Grace	Teacher, K-12
Floyd, Kim	Teacher, K-12
Galliano, Yvette	Teacher, K-12
Inguanzo, Sofia	Teacher, K-12
Gonzalez, Angie	Teacher, K-12
Hernandez, Jennica	Teacher, K-12
Hernandez, Connie	Teacher, K-12
Sotolongo, Maria	Instructional Media
Ramirez, Maria	School Counselor
Quintero, Marielba	School Counselor
Valdes, Jennifer	Teacher, K-12
Salido, Isabel	Teacher, K-12
Jimenez, Laura	Teacher, ESE
Barnet, Merlys	Teacher, K-12
Perez-Daniel, Ana	Teacher, K-12
Marquez, Alfred	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 School-Based Leadership Team consists of the following staff members:

- Debbie Saumell, Principal
- Ariani Alen, Assistant Principal Community Education (APCE)
- Ladema Smith, Assistant Principal
- Phil A. Mato, Assistant Principal
- Maribel Rivera, Assistant Principal/EESAC Principal Designee
- Angie Gonzalez, ESOL/Language Arts and Social Sciences Contact/Test Chairperson
- Jennica Hernandez, SCSI Teacher/Math and Science Contact
- Laura Jimenez, SPED Chairperson

- Jennifer Valdes, Kindergarten Chairperson
- Aisha Mirabal, First Grade Chairperson
- Isabel Salido, Second Grade Chairperson
- Yesenia Esquijarosa, Third Grade Chairperson
- Ashley Napoles, Fourth Grade Chairperson
- Merlys Barnet, Fifth Grade Chairperson/EESAC Chairperson
- Grace Palomino, Sixth Grade Chairperson/Language Arts Chairperson
- Rossana Marrero, Seventh Grade Chairperson
- Francisco Fernandez, Eighth Grade Chairperson
- Sofia Inguanzo, Science Chairperson
- Mario Fernandez, Bilingual Chairperson
- Ana Perez-Daniel, Fine Arts/Electives Chairperson
- Kim Floyd, Math Chairperson
- Yvette Galliano, Social Sciences Chairperson
- Maria Sotolongo, Media Specialist
- Marielba Quintero, Counselor
- Maria Ramirez, Counselor
- Robert Ings, UTD Steward
- Alfred Marquez, UTD Steward
- Connie Hernandez, ESOL Coordinator

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.

Eugenia B. Thomas K-8 Center's School Leadership Team strategically integrates a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being and prevention of student failure through early intervention.

1. The School's Leadership Team is vital, therefore, in building our team we have considered the following:

- administrators who will ensure commitment and allocate resources;
- teachers who share the common goal of improving instruction for all students; and
- team members who will work to build staff support, internal capacity and sustainability over time.

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

- SPED Personnel
- School Psychologist
- School Social Worker
- EESAC Chairperson
- Community Stakeholders

3. The School's Leadership Team will provide levels of support and/or resources in direct proportion to student needs.

- the first level of support is the Core Instructional and Behavioral Methodology practices and support for all students in the general curriculum.
- the second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective Core Instruction and Behavioral Methodology to groups

of targeted students who need additional instructional and/or behavioral support.

- the third level of support consists of intensive instructional and/or behavioral interventions that are provided in addition to and aligned with effective and supplemental instruction with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each level to monitor the effectiveness of meeting school goals and student growth as measured by benchmarks and progress monitoring data.

Eugenia B. Thomas K-8 Center uses Title III funds to supplement and enhance the programs for English Language Learners (ELL) by providing tutorial programs for students in grades 3-8.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debbie Saumell	Principal
Angie Gonzalez	Teacher
Jennica Hernandez	Teacher
Merlys Barnet	Teacher
Maria Elliott	Teacher
Washington Rojas	Parent
Janet Chiriboga	Parent
Brenda Andere	Parent
Alex Torre	Parent
Bill Watts	Business/Community
Mayna Nevares	Business/Community
Dominique Barba	Business/Community
Maribel Sena De Roche	Education Support Employee
Fatima Hombrados	Education Support Employee
Robert Ings	Teacher
Maribel Rivera	Education Support Employee
Ana Perez-Daniel	Teacher
Lisbeth Manrique	Parent
Ruddy Omaña	Parent
Ana Daniel	Student
Sarah Pareja	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

EESAC members evaluated the goals, objectives and resources for the School Improvement Plan implemented last year. After careful review of last year's data, goals and resources, members of ESSAC analyzed the barriers and evaluated the effectiveness of the strategies. They recommended changes for the current year School Improvement Plan based on their findings.

b. Development of this school improvement plan

EESAC is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level and department on the End of Year SIP Recommendations/Review. Once the School Improvement Plan is drafted by the SIP Writing Team, the EESAC members carefully review the document and makes suggestions to the SIP Writing Team. The SIP is once again reviewed with staff and approved by the EESAC. The School Improvement Plan is then implemented schoolwide and monitored throughout the year.

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

The school's annual budget is presented and reviewed with EESAC at the beginning of the school year.

EESAC will focus on supplying materials to meet the instructional needs of the teachers and students that will provide the opportunity to improve lessons in the classroom and develop different teaching strategies in order to have students reach their academic goals.

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

EESAC funds budgeted for last year were \$7,833.00. The funds were used to purchase supplies for technology such as toner and printers and was used for instructional needs in the classrooms.

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
Fernandez, Francisco	Teacher, K-12
Alen, Ariani	Assistant Principal
Mirabal, Aisha	Teacher, K-12
Esquijarosa, Yesenia	Teacher, K-12
Fernandez, Mario	Teacher, K-12
Napoles, Ashley	Teacher, K-12
Gonzalez, Angie	Teacher, K-12
Hernandez, Jennica	Teacher, K-12
Ings, Robert	Teacher, K-12
Marrero, Rossana	Teacher, K-12
Mato, Phil	Assistant Principal
Palomino, Grace	Teacher, K-12
Rivera, Maribel	Assistant Principal
Saumell, Debbie	Principal
Smith, Ladema	Assistant Principal
Floyd, Kim	Teacher, K-12
Galliano, Yvette	Teacher, K-12
Jimenez, Laura	Teacher, ESE
Barnet, Merlys	Teacher, K-12
Valdes, Jennifer	Teacher, K-12
Salido, Isabel	Teacher, K-12
Perez-Daniel, Ana	Teacher, K-12

b. Duties

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

Eugenia B. Thomas K-8 Center's Literacy Leadership Team develops, leads and evaluates the school Core Content Standards and programs by:

- Providing support for the implementation of the Florida State Standards
- Identifying and analyzing existing literature on scientifically based curriculum, behavior assessment and intervention approaches
- Assisting with schoolwide screening programs that provide early intervention services for children considered at-risk in reading
- Assisting in the design and implementation of progress monitoring, data collection and data analysis
- Participating in the design and delivery of professional development and providing support for assessment and implementation monitoring

D. Public and Collaborative Teaching

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

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

The Administrative Team at Eugenia B. Thomas K-8 Center encourages positive working relationships and collaboration by providing opportunities for peer shadowing and mentoring within their grade levels, as well as across the curriculum.

Teachers are actively engaged in sharing instructional strategies and resources as well as providing support for/to each other during common planning.

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

The Administrative Team at Eugenia B. Thomas K-8 Center communicates with local universities to increase the number of interns and temporary instructors at Eugenia B. Thomas K-8 Center, consequently increasing the number of Highly Qualified candidates and temporary instructors for employment at Eugenia B. Thomas K-8 Center.

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

Beginning teachers are assigned a mentor teacher who have been trained by the District's MINT Program. Teachers meet during their common planning time and before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observations. We continue to implement proven techniques and research-based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year during faculty meetings and over closed circuit television during morning announcements.

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.

Eugenia B. Thomas K-8 Center ensures that fidelity to the Florida State Standards are being taught by scheduling weekly common grade level meetings with administrators and content area contacts to assist and guide teachers as needed. Peer modeling/shadowing are initiated to support deficiencies and district pacing guides are followed to ensure that teachers align their lessons to the standards being taught across the curriculum. The Administrative Team conducts daily curriculum walkthroughs to monitor the effective implementation of the Core Instructional Programs and materials which are aligned to the Florida State Standards and provide support to the faculty.

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 will be used to guide instructional decisions and procedures for all students in order to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development

- Create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic:

- VPK Assessment
- FLKRS
- Science Baseline for grades 5 and 8
- Mid-Year Assessments for Science, Biology 1 and Civics
- Writing Baseline (grades 3-8) *optional
- FSA Reading, Mathematics, Writing (grades 3-8) and FCAT 2.0 Science (grades 5 and 8)
- SAT-10 (grades K-2)
- CELLA K-8 for all ELL newly students
- ACCESS for ELL's 2.0 (grades K-8)
- iReady Diagnostic for Reading and Mathematics
- Student grades
- School site specific assessments (classroom tests)
- Gateway to Data Reports

Behavior

- Student Case Management System
- Schoolwide Ten-Step Discipline Plan
- Detentions
- Referrals for student behavior
- Academic referrals for at-risk students
- Alternative Plan for Suspension
- School Climate Surveys
- Attendance records
- Referrals to special education programs

Attendance

- Daily Attendance Bulletin
- Teacher Referrals
- Tardy Logs

Training for all staff and parents in the data analysis process will be offered at the beginning of the school year. Parent workshops will be offered throughout the school year in the morning and afternoon so that all parents may have the opportunity to attend.

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: Before School Program

Minutes added to school year: 11,040

Services and support are provided through the district for educational materials to include English Language Learners (ELLs) in order to improve the education of immigrant and ELL students. Title III funds are used to supplement and enhance programs for ELL and immigrant students by providing funds for the before and after-school tutorial programs and provides opportunities for field trips for immigrant students to expose them to different cultural experiences.

Strategy Rationale

To provide opportunities for students to receive additional instruction in the areas of deficiencies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Ladema, lsmith3@dadeschools.net

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

Data is collected to ensure the effectiveness of the tutoring programs which includes Pre and Post-Tests to determine student academic growth. Web-Based research program reports are generated monthly by the content area contacts and assistant principals and data chats take place to discuss student progress. Instructional strategies are then aligned to ensure data-driven instruction takes place as required.

Strategy: Before School Program

Minutes added to school year: 11,080

We provide opportunity for students in grades 6-8 to attend Tutorial Open Labs. Students receive tutoring in the areas of Language Arts/Reading, Social Studies, Math and Science. Tutors align instruction to areas of deficiency and share progress with content area teachers.

Strategy Rationale

To provide opportunities for students to receive additional instruction in the areas of deficiencies.

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

Data is collected to ensure the effectiveness of the tutoring programs which includes web-based research program reports generated monthly by the content area contacts and assistant principals and data chats take place to discuss student progress. Instructional strategies are then aligned to ensure data-driven instruction takes place as required.

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.

School staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for kindergarten. All incoming kindergarten students are screened using a diagnostic test upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition and letter sound identification. Most students are also screened on their English language proficiency utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress. Based on the results of assessments and teacher observation, instructional strategies are modified to meet the individual needs of the students. Also, during Spring registration, the school offers campus tours for incoming kindergarten students and their parents. Transition packets are distributed at the conclusion of the tour. Orientation sessions are also held before school begins to prepare students and their parents and share expectations for the upcoming school year.

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.

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. To increase student achievement by improving Core Instruction in all Content Areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. To increase student achievement by improving Core Instruction in all Content Areas. 1a

G087713

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	81.0
AMO Reading - White	85.0
AMO Reading - SWD	62.0
AMO Math - African American	81.0
AMO Math - Asian	94.0
AMO Math - SWD	55.0
AMO Math - ELL	73.0

Targeted Barriers to Achieving the Goal 3

- Lack of the Gradual Release Model implementation to increase rigor in all Content Areas
- Lack of Differentiated Instruction cross curricular

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grade Level and Department Chairs, Reading, Math, Social Science and Science Contact, Promethean or Smart Boards in every classroom, tablets in grades 6-8th Social Sciences, Science and Math classes, 4 Computer Labs, 4 computers in each classroom, Accelerated Reader, Imagine Learning, Achieve 3000/Teen Biz, Waterford, iReady, MyOnReader, Reflex Math, grade level common planning time on Tuesdays, faculty meetings twice a month, in-house Professional Development, peer Shadowing, supportive EESAC, PTSA and Dade Partners.

Plan to Monitor Progress Toward G1. 8

The Administrative Team will oversee the implementation of Professional Development and will conduct Classroom Walkthroughs to ensure the implementation of the acquired strategies with fidelity.

Person Responsible

Debbie Saumell

Schedule

Daily, from 11/9/2016 to 6/2/2017

Evidence of Completion

Classroom 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. To increase student achievement by improving Core Instruction in all Content Areas. 1

 G087713

G1.B1 Lack of the Gradual Release Model implementation to increase rigor in all Content Areas 2

 B233206

G1.B1.S1 Teachers will use the Gradual Release Model: "I Do (direct instruction), We Do (guided instruction) and You Do (independent and collaborative learning) in the classroom 4

 S246136

Strategy Rationale

The implementation of the Gradual Release Model will allow students to experience accountability for their own learning thus encouraging rigor and promoting an optimal learning experience.

Action Step 1 5

Provide an effective Professional Development on rigor and the implementation of the Gradual Release Model

Person Responsible

Ladema Smith

Schedule

On 10/12/2016

Evidence of Completion

Agendas and Sign-In Sheets

Action Step 2 5

The Content Area Teachers will model and provide additional support for implementation acquired during the Gradual Release Model

Person Responsible

Maribel Rivera

Schedule

Quarterly, from 10/17/2016 to 12/19/2016

Evidence of Completion

Lesson plans

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

The Administrative Team will monitor the implementation of the Gradual Release Model through formal and informal observations.

Person Responsible

Debbie Saumell

Schedule

Weekly, from 10/13/2016 to 6/2/2017

Evidence of Completion

Notes from informal and formal observations, student data reports, data chats discussions

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

The Administrative Team will monitor student engagement and progress in correlation with the implementation of the Gradual Release Model.

Person Responsible

Debbie Saumell

Schedule

Weekly, from 10/13/2016 to 6/2/2017

Evidence of Completion

Student data reports, informal and formal observations

G1.B2 Lack of Differentiated Instruction cross curricular **2**

 B233207

G1.B2.S1 Teachers will use Differentiated Instruction in small group settings and through individualized instruction in the classroom. **4**

 S246137

Strategy Rationale

Teachers will use Differentiated Instruction cross curricular to target student weaknesses and strengths in order to increase student achievement

Action Step 1 **5**

Provide an effective Professional Development on Differentiated Instruction

Person Responsible

Debbie Saumell

Schedule

On 11/8/2016

Evidence of Completion

Agendas and Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

The Administrative Team will oversee the implementation of the Professional Development and will conduct classroom walkthroughs to ensure the implementation of the acquired strategies with fidelity.

Person Responsible

Debbie Saumell

Schedule

Daily, from 11/9/2016 to 6/2/2017

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Administrative Team will monitor engagement and progress in correlation with the implementation of Differentiated Groups

Person Responsible

Debbie Saumell

Schedule

Weekly, from 11/9/2016 to 6/2/2017

Evidence of Completion

Student data reports, informal and formal observations

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 A319093	Provide an effective Professional Development on rigor and the implementation of the Gradual...	Smith, Ladema	10/12/2016	Agendas and Sign-In Sheets	10/12/2016 one-time
G1.B2.S1.A1 A319095	Provide an effective Professional Development on Differentiated Instruction	Saumell, Debbie	11/8/2016	Agendas and Sign-In Sheets	11/8/2016 one-time
G1.B1.S1.A2 A319094	The Content Area Teachers will model and provide additional support for implementation acquired...	Rivera, Maribel	10/17/2016	Lesson plans	12/19/2016 quarterly
G1.MA1 M332355	The Administrative Team will oversee the implementation of Professional Development and will...	Saumell, Debbie	11/9/2016	Classroom Walkthroughs	6/2/2017 daily
G1.B1.S1.MA1 M332351	The Administrative Team will monitor student engagement and progress in correlation with the...	Saumell, Debbie	10/13/2016	Student data reports, informal and formal observations	6/2/2017 weekly
G1.B1.S1.MA1 M332352	The Administrative Team will monitor the implementation of the Gradual Release Model through formal...	Saumell, Debbie	10/13/2016	Notes from informal and formal observations, student data reports, data chats discussions	6/2/2017 weekly
G1.B2.S1.MA1 M332353	The Administrative Team will monitor engagement and progress in correlation with the implementation...	Saumell, Debbie	11/9/2016	Student data reports, informal and formal observations	6/2/2017 weekly
G1.B2.S1.MA1 M332354	The Administrative Team will oversee the implementation of the Professional Development and will...	Saumell, Debbie	11/9/2016	Classroom Walkthroughs	6/2/2017 daily

V. Professional Development Opportunities

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

G1. To increase student achievement by improving Core Instruction in all Content Areas.

G1.B1 Lack of the Gradual Release Model implementation to increase rigor in all Content Areas

G1.B1.S1 Teachers will use the Gradual Release Model: "I Do (direct instruction), We Do (guided instruction) and You Do (independent and collaborative learning) in the classroom

PD Opportunity 1

Provide an effective Professional Development on rigor and the implementation of the Gradual Release Model

Facilitator

Angie Gonzalez and Techie Guzman

Participants

All teachers

Schedule

On 10/12/2016

G1.B2 Lack of Differentiated Instruction cross curricular

G1.B2.S1 Teachers will use Differentiated Instruction in small group settings and through individualized instruction in the classroom.

PD Opportunity 1

Provide an effective Professional Development on Differentiated Instruction

Facilitator

Techie Guzman

Participants

All Teachers

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.

VII. Budget

1	G1.B1.S1.A1	Provide an effective Professional Development on rigor and the implementation of the Gradual Release Model	\$0.00
2	G1.B1.S1.A2	The Content Area Teachers will model and provide additional support for implementation acquired during the Gradual Release Model	\$0.00
3	G1.B2.S1.A1	Provide an effective Professional Development on Differentiated Instruction	\$0.00
Total:			\$0.00