Springview Elementary School

2016-17 Schoolwide Improvement Plan

Springview Elementary School

1122 BLUEBIRD AVE, Miami Springs, FL 33166

http://svelem.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

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 Springview Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff and community at Springview Elementary School are committed to the belief that all children should be encouraged to grow, learn, and become productive through involvement in a continuous progression of meaningful learning experiences. We believe that our school's purpose is to challenge all students to apply high levels of critical and creative thinking in achieving academic and social skills. The staff and parents accept and share responsibility for personal, academic, and social growth as well as positive participation in the learning process of their classmates.

b. Provide the school's vision statement.

Springview Elementary is committed to developing lifelong learners in a climate of excellence through school, family and community.

2. School Environment

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

Relationships are built through our staff, students, and parents in various manners and in working together to help every person in the school reach their fullest potential. Through various activities such as meet and greet with the teachers, parents, students and administration, Open House, PTA meetings, functions and activities, school wide intercultural activities through out the year. All stakeholders in the educational community of Springview Elementary are expected to learn about students' cultures and build on these relationships.

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

Recognizing good behavior is very important. When students are trying their best, school personnel acknowledges this effort through school wide awards and incentives such as "Glad You Are Here and Do The Right Thing", safety patrols, school security and Values Matter announcements. The Values Matter Initiative videos are played in the classrooms. Progressive Discipline is infused daily throughout every subject.
The students are introduced to school wide rules, these are posted through out the school and individual classrooms. Rule infractions will result in consequences outlined below, "Guidelines for Intervention."
In addition, teachers review the student code of conduct.

The teacher/school personnel are at the center of an effective school discipline plan. The teacher will continually emphasize to students the importance of doing their best and helping others do their best. When there is a behavioral problem (Other than a Group III-V Violation (Appendix A) as per the Code of Student Conduct), the teacher will attempt to teach the student how to behave appropriately by referring to the classroom/school wide rules. Parent Contact is made to advice parents of continuous defiance or insubordination of student. To avoid disruptions and student misconduct, students remain under the supervision of their designated teacher at all times.

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.

Students are engaged and distractions are minimized by keeping a structured curriculum. An established disciplinary plan is in place with clear behavioral expectations instilled by faculty, staff and administration. School personnel are consistently trained through PD and faculty meetings to ensure the implementation of the school wide progressive discipline plan. Springview will follow the Code of Student Conduct, Anti-Bullying Curriculum and Progressive Discipline Plan provided by MDCPS with fidelity and reliability.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Our school has limited issues with attendance and tardiness; however, an effort is always made to contact those students and their parents in order to improve attendance. Appropriate interventions and support are provided for those students who have not been able to pass the ELA or Math courses. In addition, all students scoring a level 1 on statewide assessment, receive intervention in addition to the core instruction.

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	10	11	2	3	4	3	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	2	0	0	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	7	4	0	0	26	0	0	0	0	0	0	0	37

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Our school uses pull out intervention for 3-5th grade students that scored an FCAT level 1 or 2 in addition to any students needing this extra support. These students receive an additional 30 minutes of Wonderworks for Reading/LA. The Math intervention is through Think Central. There will be afterschool tutoring for ELL students. Additionally, I-Ready will be used for Reading and Math as well as the Reflex program for math.

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?
No

1. PIP Link

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

2. Description

Provide parent workshops in native languages so that parents can help their children at home. Community resource information will be available to parents.

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.

Parents and our Dade Partner community play a vital role in supporting successful learning outcomes. By providing meaningful participation, collaboration and dialogue, we can build relationships that lead to positive action and ultimately, lead to change. The education of our students is a shared responsibility, and by working together, we can benefit the quality of life at Springview Elementary School.

Springview Elementary School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Miami-Dade District Pre-K and Early Intervention, Exceptional Student Pre-K, Exceptional Student
Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges and universities internship programs, ELL Programs, Homeless Agencies, the Parent Academy, the PTA/PSTA, and through compacts with local municipalities such as City of Miami Springs as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Representatives from these agencies will meet as

necessary to coordinate services for families and children to increase student achievement

Innovation and improvement characterize the partnership at Springview Elementary School between Florida International University (FIU), Miami Dade College (MDC), Barry University as well as other universities in the area. A partnership between Springview and the universities provide much needed assistance to our teachers while giving their time and talent to the students. Innovative partnerships such as these are essential and provide the school with the ability to maintain a high standard of education which Springview is known for.

Springview's Dade Partners participate in various capacities; from donations, to providing guests speakers for Career Day. From monetary contributions to In-Kind support of resources, materials, equipment or product donations. Volunteer hours are crucial and most valuable with our partnerships when assisting our school. The Dade Partner Program is a cooperative agreement between a school and a business, professional or civic group, or governmental agency, to bring resources together to improve student achievement and enhance educational programs in our schools. We, at Springview Elementary School, encourage, support, care and welcome all of our Dade Partners.

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
Flor, Catalina	Principal
Castro-Hernandez, Sylvia	Instructional Media
Vizcaino, Jill	Teacher, K-12
Gomez-Lugo, Irene	Assistant Principal
Siddons, Olga	School Counselor

b. Duties

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

The roles and responsibilities of the School Leadership Team is as follows;

Catalina Flor, Principal, responsibilities as the instructional leader of the school are to assure implementation of state and system policies and procedures.
Irene Gomez-Lugo, Assistant Principal, responsibilities include to assist the principal in assuring implementation of state and system policies and procedures.
Sylvia Castro-Hernandez, Media Specialist and Reading Contact, responsibilities include scheduling for the media center and computer lab in order to provide student access at the time of instructional need.
Jill Vizcaino, Teacher K-12 and Teacher of the Gifted, responsibilities include ensuring appropriate evaluation of the Gifted program and implementation of the of State-Wide Curriculum, policies and procedures.
Tania Jimenez, Teacher K-12 and School-Wide PD Liaison, responsibilities include implementation of district policies and procedures for Teacher PD and to provide opportunities to personnel to continue professional growth.

Olga Siddons, Counselor, Coordinator and Facilitator of Anti-Bullying Curriculum and Values Matter Initiative, Progressive Discipline Plan, Attendance, Dade Partners and Student Services.

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 administration determines, on an as needed basis, the frequency of meetings for the school leadership team. The team deciphers test data in the beginning of the school year to determine which students need intervention services as well as after school tutoring.
The district has provided materials for interventions as follows;
Reading intervention teachers utilize "Wonder Works" for the students that have scored below proficiency on the state/district assessments.
Math intervention teachers utilize Think Central to provide students with additional support on skills not mastered.
I-Ready for math and reading will provide classroom teachers with diagnostic information to provide teacher lessons for reteaching and differentiated instruction.

Using title III funds, teachers will be hired for afterschool tutoring of ELL students.

The leadership team will meet to discuss response to students that are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
The team will 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.
Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the Tier 2 problem solving process after each OPM.

Additional resources for enrichment and support from EESAC funds include: Brain Pop, Accelerated Reader program and Sum Dog.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Catalina Flor	Principal
Gayla Storr	Teacher
Jan Keenan Harvey	Teacher
Jill Vizcaino	Teacher
Muriel Solomon	Teacher
Elvira Andreolli	Education Support Employee
Teri Fernandez	Education Support Employee
Blas Cardonne	Parent
Helen Bustamante	Parent
Jorge Fernandez	Parent
Manuel Cabrera	Parent
Dr. Jose Escalante	Business/Community
Catherine Christmas Hall	Teacher
Yessy Morejon	Parent
Rocio Diaz	Parent
Nilyem Valen	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

Our school's EESAC meets to review the School Improvement Plan (SIP), discuss strategies and approves by unanimous consensus before implementation.

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

EESAC is responsible for assisting in the preparation and evaluation of the school's annual budget. Stakeholders participate in school management, financing and organizing of resources, budgeting, and implementation of policies. The EESAC directly affects students' academic performance.

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

EESAC funds from 2015-2016 were used to purchase Brain Pop, Art supplies, medals and certificates totaling $1495.00, Accelerated Reader program for $1000,00, Sum Dog for $142.00, printer ink for $500.00 and $388.00 for copy paper. The amount allocated for school improvement from EESAC funds was $3525.00.

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
Flor, Catalina	Principal
Gomez-Lugo, Irene	Assistant Principal
Castro-Hernandez, Sylvia	Instructional Media
Vizcaino, Jill	Teacher, K-12
Siddons, Olga	School Counselor

b. Duties

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

The LLT is an integral part of the school's literacy reform process. The principal will provide necessary resources to the LLT. The School Site Reading Representative will serve as a member of the LLT and will share her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. Guidelines and activities are being developed to assist teachers in the integration of the Common Core Reading Standards to their curriculum. The School Site Reading Representative will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms, conferencing with teachers and administrators, analyzing data, and providing professional development.

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.

In order to encourage positive working relationships between the faculty, teachers have collaborative planning times included in their daily schedules. Teachers meet by grade level and by department as well. These common planning sessions provide additional support for teachers that may need assistance in the implementation of specific strategies such as differentiated instruction.

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

Offer professional development determined by a needs assessment. Provide opportunities for collaboration amongst grade levels. Provide opportunities for peer observation within subject areas/ grade levels.

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

Common planning that allows for novice teachers to collaborate with experienced teachers. Professional development based on needs assessment. Pairing experienced teachers with novice teachers based on subject area/grade level.

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.

Teachers use the district approved curriculum which is aligned to the Florida Standards.

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.

Teachers analyze data to create flexible groups and use small group instruction to target weaknesses. Students having difficulty attaining proficiency receive an additional 30 minutes of intervention in addition to the core instructional block.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 6,000

> After School Tutoring: Students will be grouped according to current achievement levels and deficiencies.
>
> *Strategy Rationale*
>
> Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.
>
> *Strategy Purpose(s)*
>
> - Instruction in core academic subjects
>
> *Person(s) responsible for monitoring implementation of the strategy*
> Flor, Catalina, pr5361@dadeschools.net
>
> *Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*
>
> Data collected includes the Baseline Assessment, Fall and Winter Interim Assessments, STAR tests, AR, and IREADY. Grade Level Data Chats are held to discuss different strategies that have been used, modifications that need to be made, as well as new strategies to target weaknesses.

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.

Preschool- Fifth Grade children and their parents are assisted with the transition from early childhood to elementary school programs through the presentation of Parent Drop-in Day, the Kindergarten Orientation Meeting, Open House, middle school transition meetings with feeder pattern schools and College Bound Meetings. Through the College Bound Programs, parents are able to participate in an online, research based parent training support program which is offered in English and Spanish in order to develop a partnership with the school. The Family Enrichment Center offers several training/ workshops to help the parents with the transition. The Building Early Language Literacy (BELL) prekindergarten ESE program is used to assist those students with low readiness rates. Kindergarten students continue to be monitored through the use of the WSS and FLKRS assessment (for readiness), FAIR and OLPS/RLDA ESOL assessment. Preschool through Fifth Grade teachers are responsible for implementing strategies that will assist the students in transition from one school level to another with the mastery of skills.

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. § 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.   Teacher attendance will improve by the end of the year.

G2.   Teachers will develop an understanding of the Iready reports and use them to create instructional groups and monitor progress..

G3.   Stakeholders will be able to use technology to discover and interpret information where the teacher is the facilitator to design content and knowledge and communicate in a digital environment.

G4.   Create an environment that fosters conversations and the sharing of best practices to ensure critical thinking and analysis in all content areas.

G5.   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. Teacher attendance will improve by the end of the year. 1a

🔑 G087715

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Teachers are absent frequently.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Incentive Program, incentives

Plan to Monitor Progress Toward G1. 8

Substitute log and payroll

Person Responsible
Catalina Flor

Schedule
Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion
Substitute log and payroll

G2. Teachers will develop an understanding of the Iready reports and use them to create instructional groups and monitor progress.. 1a

🔑 G087716

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Teachers find it difficult to manage pacing of current lessons with re-teaching skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Iready reports, gateway to Data, Accelerated Reader, Think Gate, Think central Reports, Imagine Learning, Reflex Learning and Sumdog.

Plan to Monitor Progress Toward G2. 8

Iready reports and data protocol sheets (data chats)

Person Responsible
Sylvia Castro-Hernandez

Schedule
Monthly, from 9/8/2016 to 5/31/2017

Evidence of Completion
Sign In sheets and agendas during common planning times.

G3. Stakeholders will be able to use technology to discover and interpret information where the teacher is the facilitator to design content and knowledge and communicate in a digital environment. 1a

🔍 G087717

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Teachers are not familiar with the latest instructional technology programs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Additional computers and devices, ITS support

Plan to Monitor Progress Toward G3. 8

Administrators will determine progress towards this goal through walkthroughs and reports generated from instructional programs.

Person Responsible
Catalina Flor

Schedule
Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion
Students actively using these instructional programs with fidelity, data chat forms regarding usage of these programs such as progress monitoring.

G4. Create an environment that fosters conversations and the sharing of best practices to ensure critical thinking and analysis in all content areas. 1a

🔍 G087718

Targets Supported 1b

Indicator	Annual Target
Certified in Field	

Targeted Barriers to Achieving the Goal 3

- Self Contained teachers do not have an opportunity to meet with departmentalized classroom teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Adjust master schedule where possible without disrupting BISO guidelines; conduct Department meetings at least one a month; professional learning community meetings.

Plan to Monitor Progress Toward G4. 8

Student work samples that reflect the implementation of the best practices that were used during that month to target standards.

Person Responsible

Catalina Flor

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Student work samples

G5. If core instruction is increased in all content areas then student achievement will improve. 1a

🔑 G087719

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	74.0
ELA/Reading Gains	96.0
ELA/Reading Lowest 25% Gains	99.0
FSA ELA Achievement	87.0
Math Lowest 25% Gains	82.0
Math Gains	87.0
FSA Mathematics Achievement	94.0

Targeted Barriers to Achieving the Goal 3

- During Differentiated Instruction and classroom instruction there is limited evidence of collaborative conversations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Promethean and/or Smart Boards in every classroom, PTA, common planning, department meetings, computer lab, media center, reading contact, 3-4 computers in the classroom, ELMOS (Document Camera's), STAR/AR Web-based, CORE Reading materials, Time for Kids, Story Works (3rd-5th Grade), Core Math Materials, Math Contact, SumDog, Reflex, Science Contact, , Discovery Education, P-SELL materials, Sciensaurus, StudyJams, BrainPop, Super Science Magazine.

Plan to Monitor Progress Toward G5. 8

Monitor for progress toward meeting goal through data analysis from District Interim and FSA through data chats.

Person Responsible
Catalina Flor

Schedule
Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion
District Interim/FSA results, data binders, and protocol sheets.

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. Teacher attendance will improve by the end of the year. `1`

🔑 G087715

G1.B1 Teachers are absent frequently. `2`

🔑 B233209

G1.B1.S1 Create an incentive program for teacher attendance. `4`

🔑 S246140

Strategy Rationale

Teacher attendance incentive program will be used to improve teacher attendance.

Action Step 1 `5`

Create an incentive program to improve teacher attendance.

Person Responsible

Catalina Flor

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Substitute log

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

Administrators will monitor fidelity of teacher attendance through substitute log.

Person Responsible

Catalina Flor

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Substitute Log

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

Monitor effectiveness through daily substitute log

Person Responsible

Catalina Flor

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Substitute log

G2. Teachers will develop an understanding of the Iready reports and use them to create instructional groups and monitor progress.. 1

🔑 G087716

G2.B1 Teachers find it difficult to manage pacing of current lessons with re-teaching skills 2

🔑 B233212

G2.B1.S1 Assist teachers with time management and pacing guides in order for them to manage the pacing of current lessons. 4

🔑 S246141

Strategy Rationale

By assisting teachers with time management, they will be able to re-teach skills and follow through with current lessons.

Action Step 1 5

Teachers will be trained on Iready reports and how to use them.

Person Responsible

Sylvia Castro-Hernandez

Schedule

On 9/7/2016

Evidence of Completion

Sign In Sheets and agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrators will monitor fidelity of Iready training through attendance of training and common planning sessions. Implementation of data driven differentiated instruction through formal and informal walkthroughs and observations.

Person Responsible

Catalina Flor

Schedule

Monthly, from 9/8/2016 to 5/31/2017

Evidence of Completion

Sign In Sheet, agendas and administrative logs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Monitor effectiveness through data analysis from Iready Diagnostic Assessments.

Person Responsible

Catalina Flor

Schedule

Monthly, from 9/8/2016 to 5/31/2017

Evidence of Completion

Sign In sheets, data charts, protocol sheets.

G3. Stakeholders will be able to use technology to discover and interpret information where the teacher is the facilitator to design content and knowledge and communicate in a digital environment. `1`

🔑 G087717

G3.B1 Teachers are not familiar with the latest instructional technology programs. `2`

🔑 B233214

G3.B1.S1 Provide Professional Development during faculty meetings and Professional Development Days. `4`

🔑 S246142

Strategy Rationale

Teachers need to be knowledgeable with the digital instructional technology programs for their content area.

Action Step 1 `5`

Provide professional development on the latest instructional technology programs such as IREADY, MyON, McGraw-Hill, Go Math.

Person Responsible

Tania Jimenez

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Sign In sheets and agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitor usage of instructional technology programs such as IREADY, MyON, McGraw-Hill, Go Math.

Person Responsible

Catalina Flor

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Sign In Sheets, Agendas and reports from instructional technology programs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Administrators will monitor effectiveness through classroom walkthroughs and reports from the instructional programs.

Person Responsible

Catalina Flor

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Sign in sheets, agendas and reports generated from the instructional programs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Administrators will monitor effectiveness through classroom walkthroughs and reports from the instructional programs.

Person Responsible

Catalina Flor

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Sign in sheets, agendas and reports generated from the instructional programs.

G4. Create an environment that fosters conversations and the sharing of best practices to ensure critical thinking and analysis in all content areas. 1

🔑 G087718

G4.B1 Self Contained teachers do not have an opportunity to meet with departmentalized classroom teachers. 2

🔑 B233218

G4.B1.S1 Monthly teachers will be given an opportunity to share best practices for targeted standards for that month. 4

🔑 S246143

Strategy Rationale

Teachers will have an opportunity to foster conversations and share best practices to ensure critical thinking and analysis.

Action Step 1 5

Department chairs will facilitate monthly best practice meetings across the curriculum to ensure sharing of best practices.

Person Responsible

Catalina Flor

Schedule

On 5/31/2017

Evidence of Completion

Sign in Sheets and Agendas

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrators and Department chairs will monitor fidelity of monthly best practice meetings through attendance at these meetings. Formal and informal walkthroughs and observations will occur to facilitate the sharing of best practices.

Person Responsible

Catalina Flor

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Sign in sheets and agendas.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Administrators will monitor fidelity of monthly best practice meetings through attendance at these meetings. Formal and informal walkthroughs and observations will occur to facilitate the sharing of best practices.

Person Responsible

Catalina Flor

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Sign in sheets and agendas.

G5. If core instruction is increased in all content areas then student achievement will improve. [1]

🔑 G087719

G5.B1 During Differentiated Instruction and classroom instruction there is limited evidence of collaborative conversations. [2]

🔑 B233220

G5.B1.S1 Data Guided Instruction: Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students using collaborative conversations. [4]

🔑 S246144

Strategy Rationale

We will use data to set goals in order to increase student achievement by improving core instruction in all content areas.

Action Step 1 [5]

Provide a professional development in all content areas during department meeting to analyze multiple forms of data to identify differentiated instruction needs to drive instruction using collaborative conversations.

Person Responsible

Sylvia Castro-Hernandez

Schedule

On 5/31/2017

Evidence of Completion

Sign-in sheets, agenda, data binders (i.e.AR, IREADY reports)

Action Step 2 [5]

Provide professional development on Deliberate Practice Growth Target to effectively use data to guide differentiated instruction within all content areas using collaborative conversations.

Person Responsible

Tania Jimenez

Schedule

On 11/8/2016

Evidence of Completion

Sign-in Sheets, data binder,

Action Step 3 `5`

Teachers will use data to plan and guide differentiated instruction in all content areas using collaborative conversations.

Person Responsible

Catalina Flor

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets, agenda student rotation schedule, flexible grouping

Action Step 4 `5`

Grade level common planning sessions to provide additional support for differentiated instruction in all content areas using collaborative conversations.

Person Responsible

Irene Gomez-Lugo

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets, agenda, meeting minutes

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Administrators will monitor fidelity of professional development through attendance at professional development and common planning sessions, implementation of data driven differentiated instruction utilizing collaborative conversations through formal and informal walkthroughs and observations.

Person Responsible

Catalina Flor

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets, agenda, and administrative logs.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Monitor effectiveness through data analysis from District Interim and FSA.

Person Responsible

Catalina Flor

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Sign-In sheets, data charts, protocol sheets

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					
G2.B1.S1.A1 A319100	Teachers will be trained on Iready reports and how to use them.	Castro-Hernandez, Sylvia	9/7/2016	Sign In Sheets and agenda	9/7/2016 one-time
G5.B1.S1.A2 A319104	Provide professional development on Deliberate Practice Growth Target to effectively use data to...	Jimenez, Tania	11/8/2016	Sign-in Sheets, data binder,	11/8/2016 one-time
G1.MA1 M332363	Substitute log and payroll	Flor, Catalina	8/22/2016	Substitute log and payroll	5/31/2017 daily
G2.MA1 M332366	Iready reports and data protocol sheets (data chats)	Castro-Hernandez, Sylvia	9/8/2016	Sign In sheets and agendas during common planning times.	5/31/2017 monthly
G3.MA1 M332370	Administrators will determine progress towards this goal through walkthroughs and reports generated...	Flor, Catalina	10/3/2016	Students actively using these instructional programs with fidelity, data chat forms regarding usage of these programs such as progress monitoring.	5/31/2017 monthly
G4.MA1 M332373	Student work samples that reflect the implementation of the best practices that were used during...	Flor, Catalina	10/3/2016	Student work samples	5/31/2017 monthly
G5.MA1 M332376	Monitor for progress toward meeting goal through data analysis from District Interim and FSA...	Flor, Catalina	8/22/2016	District Interim/FSA results, data binders, and protocol sheets.	5/31/2017 quarterly
G1.B1.S1.MA1 M332361	Monitor effectiveness through daily substitute log	Flor, Catalina	8/22/2016	Substitute log	5/31/2017 daily
G1.B1.S1.MA1 M332362	Administrators will monitor fidelity of teacher attendance through substitute log.	Flor, Catalina	8/22/2016	Substitute Log	5/31/2017 quarterly
G1.B1.S1.A1 A319099	Create an incentive program to improve teacher attendance.	Flor, Catalina	8/22/2016	Substitute log	5/31/2017 quarterly
G2.B1.S1.MA1 M332364	Monitor effectiveness through data analysis from Iready Diagnostic Assessments.	Flor, Catalina	9/8/2016	Sign In sheets, data charts, protocol sheets.	5/31/2017 monthly
G2.B1.S1.MA1 M332365	Administrators will monitor fidelity of Iready training through attendance of training and common...	Flor, Catalina	9/8/2016	Sign In Sheet, agendas and administrative logs.	5/31/2017 monthly
G3.B1.S1.MA1 M332367	Administrators will monitor effectiveness through classroom walkthroughs and reports from the...	Flor, Catalina	10/3/2016	Sign in sheets, agendas and reports generated from the instructional programs.	5/31/2017 monthly
G3.B1.S1.MA1 M332368	Administrators will monitor effectiveness through classroom walkthroughs and reports from the...	Flor, Catalina	10/3/2016	Sign in sheets, agendas and reports generated from the instructional programs.	5/31/2017 monthly
G3.B1.S1.MA1 M332369	Monitor usage of instructional technology programs such as IREADY, MyON, McGraw-Hill, Go Math.	Flor, Catalina	9/1/2016	Sign In Sheets, Agendas and reports from instructional technology programs.	5/31/2017 monthly
G3.B1.S1.A1 A319101	Provide professional development on the latest instructional technology programs such as IREADY,...	Jimenez, Tania	9/1/2016	Sign In sheets and agendas	5/31/2017 monthly
G4.B1.S1.MA1 M332371	Administrators will monitor fidelity of monthly best practice meetings through attendance at these...	Flor, Catalina	10/3/2016	Sign in sheets and agendas.	5/31/2017 monthly
G4.B1.S1.MA1 M332372	Administrators and Department chairs will monitor fidelity of monthly best practice meetings...	Flor, Catalina	10/3/2016	Sign in sheets and agendas.	5/31/2017 monthly
G4.B1.S1.A1 A319102	Department chairs will facilitate monthly best practice meetings across the curriculum to ensure...	Flor, Catalina	10/3/2016	Sign in Sheets and Agendas	5/31/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1 🔑 M332374	Monitor effectiveness through data analysis from District Interim and FSA.	Flor, Catalina	9/1/2016	Sign-In sheets, data charts, protocol sheets	5/31/2017 quarterly
G5.B1.S1.MA1 🔑 M332375	Administrators will monitor fidelity of professional development through attendance at professional...	Flor, Catalina	9/1/2016	Sign-in sheets, agenda, and administrative logs.	5/31/2017 weekly
G5.B1.S1.A1 🔑 A319103	Provide a professional development in all content areas during department meeting to analyze...	Castro-Hernandez, Sylvia	8/22/2016	Sign-in sheets, agenda, data binders (i.e.AR, IREADY reports)	5/31/2017 one-time
G5.B1.S1.A3 🔑 A319105	Teachers will use data to plan and guide differentiated instruction in all content areas using...	Flor, Catalina	9/1/2016	Sign-in sheets, agenda student rotation schedule, flexible grouping	5/31/2017 monthly
G5.B1.S1.A4 🔑 A319106	Grade level common planning sessions to provide additional support for differentiated instruction...	Gomez-Lugo, Irene	9/1/2016	Sign-in sheets, agenda, meeting minutes	5/31/2017 weekly

V. Professional Development Opportunities

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

G5. If core instruction is increased in all content areas then student achievement will improve.

G5.B1 During Differentiated Instruction and classroom instruction there is limited evidence of collaborative conversations.

G5.B1.S1 Data Guided Instruction: Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students using collaborative conversations.

PD Opportunity 1

Provide a professional development in all content areas during department meeting to analyze multiple forms of data to identify differentiated instruction needs to drive instruction using collaborative conversations.

Facilitator

Sylvia Castro-Hernandez(Literacy), Araceli Prieto (Math), Ofelia Vizcaino (Science)

Participants

All Content Area Teachers

Schedule

On 5/31/2017

PD Opportunity 2

Provide professional development on Deliberate Practice Growth Target to effectively use data to guide differentiated instruction within all content areas using collaborative conversations.

Facilitator

Tania Jimenez (PD Liaison)

Participants

All Content Area Teachers

Schedule

On 11/8/2016

PD Opportunity 3

Teachers will use data to plan and guide differentiated instruction in all content areas using collaborative conversations.

Facilitator

All Content Area Teachers

Participants

All Content Area Teachers

Schedule

Monthly, from 9/1/2016 to 5/31/2017

PD Opportunity 4

Grade level common planning sessions to provide additional support for differentiated instruction in all content areas using collaborative conversations.

Facilitator

All Content Area Teachers

Participants

All Content Area Teachers

Schedule

Weekly, from 9/1/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	Create an incentive program to improve teacher attendance.				$0.00
2	G2.B1.S1.A1	Teachers will be trained on Iready reports and how to use them.				$0.00
3	G3.B1.S1.A1	Provide professional development on the latest instructional technology programs such as IREADY, MyON, McGraw-Hill, Go Math.				$0.00
4	G4.B1.S1.A1	Department chairs will facilitate monthly best practice meetings across the curriculum to ensure sharing of best practices.				$0.00
5	G5.B1.S1.A1	Provide a professional development in all content areas during department meeting to analyze multiple forms of data to identify differentiated instruction needs to drive instruction using collaborative conversations.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5361 - Springview Elementary School	Other		$1,000.00
			Notes: Notes EESAC AR/STAR			

6	**G5.B1.S1.A2**	**Provide professional development on Deliberate Practice Growth Target to effectively use data to guide differentiated instruction within all content areas using collaborative conversations.**			**$0.00**
7	**G5.B1.S1.A3**	**Teachers will use data to plan and guide differentiated instruction in all content areas using collaborative conversations.**			**$0.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5361 - Springview Elementary School	School Improvement Funds		$0.00

8	**G5.B1.S1.A4**	**Grade level common planning sessions to provide additional support for differentiated instruction in all content areas using collaborative conversations.**	**$0.00**
		Total:	**$1,000.00**