Miami-Dade County Public Schools

South Miami Heights Elementary

2016-17 Schoolwide Improvement Plan

South Miami Heights Elementary

12231 SW 190TH TER, Miami, FL 33177

http://smhe.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	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 South Miami Heights Elementary

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.

Our mission at South Miami Heights Elementary is to create a positive learning environment that empowers students, staff, parents, and the community to pursue literacy, knowledge, and life skills that will prepare our students for the challenges and expectations of the twenty-first century. "It Takes a Whole Village to Raise a Child." Building upon this concept, each student's strengths and abilities will be nurtured through the following four main components:
Promote literacy throughout the school and foster life-long readers.
Cultivate students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to their school and community.
Utilize schoolwide technological programs that include development of technological skills, critical thinking, writing and problem-solving strategies.
Develop students' personal responsibility to promote decision-making in daily life.
By implementing these components, we envision a school in which students are active learners, positive thinkers, and proud citizens of their global village.

South Miami Heights Elementary School holds the following beliefs as the motivation for services provided by the school: a commitment to bridge the gap between school and career, and to develop the desire to continue as lifelong learners. Therefore, South Miami Heights Elementary School believes that its responsibility is to its students, faculty and staff, and to the community and society that it serves.

b. Provide the school's vision statement.

The vision of South Miami Heights Elementary is to help students develop into engaged, productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

2. School Environment

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

South Miami Heights Elementary is a multi-generational, culturally diverse and culturally rich school. Many of our student's parents and grandparents attended the school themselves. As such the relationship between the teachers and the students often begins long before the student actually becomes a student at the school. The school hosts an annual "Meet and Greet" just prior to school beginning, during which time the students and their families can meet their teachers. During the first week of school classes participate in many activities designed to get to know the students and develop a close working relationship with the students. At this time students participate in activities such as writing a newspaper about "me". Other activities such as Hispanic Heritage month, Black History Month, a wide variety of school based clubs, and the school's multi-cultural fair provide additional opportunities throughout the school year for students to share their cultural backgrounds and further extend their relationships with the instructional staff.

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

South Miami Heights Elementary School provides a safe environment for all students. A schoolwide safety plan is in place and emergency and crisis procedures have been developed and would be implemented in the case of an imminent or actual disaster. Students participate in character lessons and anti-bullying lessons/programs. The counselor, school security and other staff are available to address concerns brought to them by students before, during and/or after school.

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.

South Miami Heights Elementary school utilizes a progressive discipline plan which allows teachers to be in charge of managing all aspects of the classroom while providing opportunities for students to improve negative behavior. Students and parents are informed of classroom rules, policies, consequences and rewards at the beginning of the school year. Consequences for violations are clearly defined while positive behavior is recognized and/or rewarded. Students who continue to demonstrate negative behaviors may be identified to attend a peer mediation program designed to resolve problems addressed in the Code of Student Conduct.

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.

Students at South Miami Heights Elementary are provided with multiple services to meet the social, and emotional needs of the student population that is being served including group counseling, individual counseling, character lessons, student support teams and behavior support teams. Students and parents are provided with referrals for outside agencies as needed for additional services. School personnel implement a clearly defined systematic process to determine the counseling, assessment, referral and educational needs of all students. Additionally, all students participate in the district wide Values Matters program.

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.

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	4	4	2	4	3	2	0	0	0	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	12	6	9	9	6	11	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	2	21	37	0	0	0	0	0	0	0	60

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	12	8	15	5	24	48	0	0	0	0	0	0	0	112

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

South Miami Heights Elementary utilizes the following strategies to improve the academic performance of students identified by the early warning system: differentiated instruction; before, during and/or after school tutoring; continuous progress monitoring; counseling; home visits and/or parent meetings to address attendance issues; referral for testing to determine further needs as appropriate; and technology based intervention programs that can be utilized at home.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

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

2. Description

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.

South Miami Heights Elementary actively promotes and develops collegial relationships with local community members and invites them to become partners with the school. The school's business/community liaison in conjunction with the staff identifies potential partners and then invites them to partner with the school. Partnerships are sustained through activities such as breakfasts to recognize the contributions of the partners.

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

1. School Leadership Team

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

Name	Title
Hernandez, Suzet	Principal
Garcia, Natalie	Assistant Principal
DeCespedes, Laura	Other
Whittemore, Elaine	Other

b. Duties

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

The leadership team at South Miami Heights Elementary school is committed to utilization of the Florida Continuous Improvement Model as mainstays of the continuous improvement process needed to improve student learning and the conditions that support learning.

School Site Administrators actively lead the data analysis process; create a culture of data-based decision making and continuous improvement; provide and ensure program fidelity; plan school-wide professional development based on data analysis of staff needs and a needs assessment; Direct Instructional Leaders and teachers to collaborate with parents in building understanding, trust, and support.

Instructional Leader/Other: Reading
Coordinate the screening/progress monitoring of the students in the school; Provides ongoing support to team members with targeted technical assistance, coaching, and mentoring through modeling and demonstrating lessons, and formalized workshops. Conducts and collects Progress Monitoring and Ongoing Progress Monitoring data; Collaborates with and makes recommendations to RtI and Student Support teams regarding changing student needs based on Ongoing Progress Monitoring data;

Instructional Leader/Other: Mathematics
Collaboratively analyzes data; Provides ongoing support to team members with targeted technical assistance, coaching, and mentoring through modeling and demonstrating lessons, and formalized workshops. Conducts and collects Progress Monitoring and Ongoing Progress Monitoring data; Collaborates with and makes recommendations to RtI and Student support teams regarding changing student needs based on Ongoing Progress Monitoring data.

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 leadership team reviews data from all sources in order to allocate resources to meet the needs of all student and maximize desired student outcomes. Funds and services from federal, state and local programs are identified and reviewed to ensure that they are targeting the students and needs of the school. The leadership team meets weekly to review student data in order to ensure the most effective utilization of all funds, materials and programs. Schedules, material inventories and lists of instructional resources are reviewed to make sure that the highest impact is being maintained.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Suzet M. Hernandez	Principal
Elaine Whittemore	Teacher
Jessica Oeller	Teacher
Claudia Sanchez	Teacher
Michelle Lagra-Uffenorde	Teacher
Laura Blanco	Teacher
Sheila Creque	Teacher
Denise Alfonso	Education Support Employee
Nirmala Kellawan	Parent
Sylvia Gabriel	Parent
Britany Giles	Parent
Shonkeria Charlton	Parent
Blanca Mancia	Parent
Mirta Agras	Parent
Dianelys Rodriguez	Parent
Alyssa Ramos	Student
Veronica DeCespedes	Business/Community

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 the end of the 2015-2016 schoolyear the school's SAC reviewed the 2015-2016 School Improvement Plan. Utilizing available assessment results and the needs assessment, recommendations were made for the 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

The SAC conducted a review of the needs assessment, the Early Warning System results and all end-of-year data results including, but not limited to, iReady FAIR, SAT-10 and ACCESS 2.0. Based on this review and on recommendations from the instructional staff and other stakeholders the SAC developed the 2016-2017 SIP by breaking into groups which were responsible for completing different sections of the plan. The completed sections were reviewed and adjusted as needed by the full SAC prior to inclusion in the final plan.

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

The SAC participates in preparation of the school's annual budget with the leadership team. The overall budget is reviewed and recommendations are made regarding utilization of funds in order to allow the school to continue to help students increase their academic achievement.

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

SAC funds (2999.00) were utilized to assist with implementation of strategies in the School Improvement Plan; such as awards for Outstanding/Improved attendance; Student of the Month;

Writer of the Month; paper, instructional materials (edible and non-edible) and manipulatives. The full amount of funds allocated to the SAC was utilized to implement these programs.

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
Hernandez, Suzet	Principal
DeCespedes, Laura	Teacher, K-12
Whittemore, Elaine	SAC Member
Creque, Sheila	Teacher, K-12
Rodgers , Diana	Teacher, PreK
Oeller, Jessica	Teacher, K-12
Whittemore, Stafford	Instructional Technology
Garcia, Natalie	Assistant Principal

b. Duties

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

The Literacy Leadership Team meets bi-monthly in order to develop plans that allow the team to promote literacy throughout the school by:
• including representation from all curricular areas on the LLT
• selecting team members who are skilled and committed to improving literacy
• identifying opportunities for students and their families to participate in enriching literacy activities in the community
• promoting and hosting in-school literacy enrichment activities for students
• offering professional growth opportunities for all instructional personnel
• creating a collaborative environment that fosters the sharing of best practices and
• continuous utilization of data to improve teaching and student achievement

D. Public and Collaborative Teaching

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

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

The instructional staff at South Miami Heights Elementary is provided with common planning time by grade level and/or subject area. Departmentalization and/or team teaching has been implemented in first through fifth grade in order to promote deep planning and greater collegiality among the instructional staff. All members of the instructional staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff

members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as book studies, the examination of student work, reflection, and peer coaching occur regularly among most school personnel. Teachers are frequently recognized for their efforts and their work. Additionally, every effort is made by the school to ensure that teachers are provided with the materials and support they need to be able to work efficiently.

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

Professional Development will be provided for all instructional personnel in order to ensure teachers have opportunities to reflect upon and improve their instructional skills. Topics will include but not be limited to: Using Quality, Classroom Based, Quantitative Data to Guide the RtI Process; utilizing iReady for differentiated instruction; and utilizing the computer based Wonders Reading and Go Math! assessment and instructional tools. NBCT mentor(ing) will be utilized to support all instructional personnel in the areas of planning; collaboration; and instruction.

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

All new teachers will participate in a beginning teacher IPEG's orientation as required by the district. New teachers will be paired with veteran teachers from their grade level and/or subject area who will provide assistance with planning, setting goals, and effective classroom management strategies.This will be further supported by pairing new teachers with a mentor and establishing a professional growth team. Teachers will meet once a week to go over planning and implementing effective lesson plans. Teachers will be given the opportunity to participate in professional development offered by the region and district.

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.

During planning for instruction the school's instructional staff utilize district pacing guides in order to ensure that core instructional programs are aligned to Florida Standards. School leaders formally and consistently monitor instructional practices through weekly classroom walkthroughs, bi-weekly participation in grade level/subject area planning meetings, and weekly review of lesson plans. All instructional materials are reviewed by state, district and/or school staff to ensure alignment to Florida's 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.

Multiple data sources from student assessments are used to monitor and adjust curriculum and instruction and to identify students in need of additional services (i.e., tutoring, gifted, exceptional student education).
Examples of data used include FSA, Statewide Science Assessment, ACCESS 2.0, SAT-10, iReady Baseline and Mid-Year Diagnostic Assessments; district baseline and mid-year Science

assessments, and iReady Reading and Math progress monitoring assessments. Working collaboratively the leadership team and instructional staff utilize a systematic process to ensure that ongoing data reviews are conducted by leadership, the school improvement team, and grade levels to monitor student progress towards mastery of content and attaining proficient or advanced levels on state assessments. During these reviews individual student strengths and weaknesses are identified and interventions are planned. Interventions are designed to target each student's individual needs and may include, but are not limited to, tutoring (before, during and/or after-school), small group in-class differentiated instruction, and targeted computer based instruction utilizing programs such as iReady, Reflex Math, and Reading Plus.

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: 8,500

All students will be able to participate in extended iReady, My-On Reading, Imagine Learning, Starfall, and/or Reflex Math, reading and/or math sessions offered before and after school for a maximum of two hours daily four times per week. Each 15 minute session that is completed will enable the student to progress at his/her own rate towards achieving and/or surpassing on-grade level performance in reading and/or mathematics.

Strategy Rationale

Each of these technology based programs utilizes a diagnostic that identifies each students individual needs and provides remediation or enrichment at that student's academic level.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Garcia, Natalie, 289901@dadeschools.net

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

Monthly progress reports will be reviewed and analyzed for progress in demonstrating on grade level performance in mathematics and reading. Information regarding benchmarks that are identified as needing review will be submitted to each student's teacher in order to ensure further instruction in the identified area(s) of need. Students demonstrating above grade performance will be provided with enrichment activities in the classroom in order to further their development of above grade level skills while maintaining proficiency in the skills needed to demonstrate on grade level proficiency.

Strategy: After School Program
Minutes added to school year: 8,500

All students will be able to participate in extended iReady, My-On Reading, Imagine Learning, Starfall, and/or Reflex Math, reading and/or math sessions offered before and after school for a maximum of two hours daily four times per week. Each 15 minute session that is completed will enable the student to progress at his/her own rate towards achieving and/or surpassing on-grade level performance in reading and/or mathematics.

Strategy Rationale

Each of these technology based programs utilizes a diagnostic that identifies each students individual needs and provides remediation/enrichment at that student's academic level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Garcia, Natalie, 289901@dadeschools.net

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

Monthly progress reports will be reviewed and analyzed for progress in demonstrating on grade level performance in mathematics and reading. Information regarding benchmarks that are identified as needing review will be submitted to each student's teacher in order to ensure further instruction in the identified area(s) of need. Students demonstrating above grade performance will be provided with enrichment activities in the classroom in order to further their development of above grade level skills while maintaining proficiency in the skills needed to demonstrate on grade level proficiency.

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.

South Miami Heights Elementary School facilitates and implements numerous visits from neighboring preschool programs. Students from participating preschool(s), their teachers, and their parents/guardians
visit individual kindergarten classrooms and are actively engaged in daily activities with the students in those
classrooms. Additionally, parents/guardians are provided with information regarding the school's/district's
kindergarten program.

All incoming kindergarten students are screened by the school's certified kindergarten teachers in order to
determine each child's readiness rates utilizing the Florida Kindergarten Readiness Screener (FLKRS)

Assessment. The resulting data is disaggregated in order to identify individual student needs. Low performing students will be placed in intervention groups in order to provide specific skill remediation.

Parents and their children are provided with an opportunity to meet their child's teacher prior to the start of the school year through the schools "Meet-and-Greet" program. Parents will be notified through flyers, monthly calendars, and Connect Ed messages of upcoming parent workshops that will better enable them to work with their child at home, especially in the area of reading.

All outgoing 5th grade students are provided with opportunities to meet with various personnel, including students, from their future middle school during the academic year. During these visits the students have an opportunity to review programs that each school offers, meet students from those schools in order to gain a familiarity with the next step in their educational journey and they are able to choose their classes for the next school year. Parents and students alike are encouraged to participate in the open houses that each school offers in order to enhance their knowledge and familiarity with their future middle school.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

1a

🔍 G087733

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
ELA/Reading Gains	86.0
ELA/Reading Lowest 25% Gains	95.0
CELLA Listening/Speaking Proficiency	62.0
CELLA Reading Proficiency	39.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - SWD	
AMO Math - ED	
Math Gains	79.0
Math Lowest 25% Gains	77.0
FCAT 2.0 Science Proficiency	63.0
CELLA Writing Proficiency	35.0

Targeted Barriers to Achieving the Goal 3

- Limited knowledge and experience integrating high quality technology based assessment strategies with fidelity in the classroom in order to guide RtI and improve student academic achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Prometheans, Computer labs, Webinars, Math Contact, Reading Contact, Curriculum Support Specialist, Paraprofessionals, Counselor, Common Planning, iReady, iTools, Reading Plus, My On Reader, Reflex Math, Learning Ally, Think Central, Gizmos, Imagine Learning, eStudent Editions, web based assessment tools (Wonders and Go Math!), Parent Resource room, Community Involvement Specialist, model classrooms, Intervention, Computer labs, In house technological support, before/after-school tutoring

Plan to Monitor Progress Toward G1. 8

Data from iReady Assessments and technology based classroom assessments including Reading Wonders and Go Math! Assessments will be utilized to determine progress toward the goal and/or targets.

Person Responsible

Suzet Hernandez

Schedule

Triannually, from 9/1/2016 to 6/8/2017

Evidence of Completion

Walkthrough logs and results of iReady Assessments, Reading Wonders and Go Math! Assessments will be used to demonstrate that the goal is being monitored and that progress is being made toward the selected targets.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G087733

G1.B1 Limited knowledge and experience integrating high quality technology based assessment strategies with fidelity in the classroom in order to guide RtI and improve student academic achievement. `2`

🔑 B233256

G1.B1.S1 Use appropriate technology based assessment strategies, from delivery to end products, to increase student engagement and mastery of course content and skills and to guide the RtI process at all levels. `4`

🔑 S246181

Strategy Rationale

In order to deliver technology based assessment in all areas with fidelity and to increase student engagement and mastery of content, the instructional staff must be able to effectively utilize all aspects of the technology based assessment components.

Action Step 1 `5`

Provide all instructional personnel with professional development on the use of quality based, classroom assessment data to guide the RtI process at all levels.

Person Responsible

Elaine Whittemore

Schedule

On 8/30/2016

Evidence of Completion

Sign-in sheets, agenda, PD deliverables

Action Step 2 `5`

Attend professional development on the integration of high quality technology based assessment, conduct walk throughs and observe the implementation of technology based assessment in the classroom and RtI setting.

Person Responsible

Suzet Hernandez

Schedule

Quarterly, from 9/19/2016 to 6/8/2017

Evidence of Completion

Observation logs/notes

Action Step 3 `5`

Provide all teachers and administrators with professional development on Wonders, Go Math! and other classroom based high quality interactive assessment tools and how to integrate them during classroom instruction and intervention/differentiated instruction.

Person Responsible

Natalie Garcia

Schedule

Annually, from 8/22/2016 to 11/8/2016

Evidence of Completion

Sign-in sheets, agenda, PD deliverables

Action Step 4 `5`

Effective implementation of high quality technology based assessment stated in lesson plans and carried out through the delivery of instruction and intervention.

Person Responsible

Suzet Hernandez

Schedule

Biweekly, from 9/19/2016 to 6/8/2017

Evidence of Completion

Lesson plans; Observation Logs/notes

Action Step 5 `5`

Provide additional support on integrating high quality technology based classroom assessments and utilization of the results from these assessments based on individual teacher needs.

Person Responsible

Natalie Garcia

Schedule

Monthly, from 11/8/2016 to 6/8/2017

Evidence of Completion

E-mails; Assistance request logs; reflection

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

Classroom walkthroughs and lesson plans will be monitored to ensure fidelity of implementation

Person Responsible

Natalie Garcia

Schedule

Biweekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Classroom walkthrough logs, intervention plans, professional development sign-in sheets and lesson plans will be utilized to demonstrate that the strategy was implemented with fidelity.

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

Results from classroom walkthrough logs and student data reports from Wonders Reading, Go Math and iReady Reading and Math, will be collected and analyzed in order to monitor the effectiveness of the implementation of the strategy.

Person Responsible

Suzet Hernandez

Schedule

Monthly, from 11/28/2016 to 6/8/2017

Evidence of Completion

Classroom walkthrough logs and student data reports from iReady Reading and Mathematics will be collected and reviewed in order to ensure that the strategy is being implemented with effectiveness.

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 🔑 A319180	Provide all instructional personnel with professional development on the use of quality based,...	Whittemore, Elaine	8/30/2016	Sign-in sheets, agenda, PD deliverables	8/30/2016 one-time
G1.B1.S1.A3 🔑 A319182	Provide all teachers and administrators with professional development on Wonders, Go Math! and...	Garcia, Natalie	8/22/2016	Sign-in sheets, agenda, PD deliverables	11/8/2016 annually
G1.MA1 🔑 M332455	Data from iReady Assessments and technology based classroom assessments including Reading Wonders...	Hernandez, Suzet	9/1/2016	Walkthrough logs and results of iReady Assessments, Reading Wonders and Go Math! Assessments will be used to demonstrate that the goal is being monitored and that progress is being made toward the selected targets.	6/8/2017 triannually
G1.B1.S1.MA1 🔑 M332453	Results from classroom walkthrough logs and student data reports from Wonders Reading, Go Math and...	Hernandez, Suzet	11/28/2016	Classroom walkthrough logs and student data reports from iReady Reading and Mathematics will be collected and reviewed in order to ensure that the strategy is being implemented with effectiveness.	6/8/2017 monthly
G1.B1.S1.MA1 🔑 M332454	Classroom walkthroughs and lesson plans will be monitored to ensure fidelity of implementation	Garcia, Natalie	9/26/2016	Classroom walkthrough logs, intervention plans, professional development sign-in sheets and lesson plans will be utilized to demonstrate that the strategy was implemented with fidelity.	6/8/2017 biweekly
G1.B1.S1.A2 🔑 A319181	Attend professional development on the integration of high quality technology based assessment,...	Hernandez, Suzet	9/19/2016	Observation logs/notes	6/8/2017 quarterly
G1.B1.S1.A4 🔑 A319183	Effective implementation of high quality technology based assessment stated in lesson plans and...	Hernandez, Suzet	9/19/2016	Lesson plans; Observation Logs/notes	6/8/2017 biweekly
G1.B1.S1.A5 🔑 A319184	Provide additional support on integrating high quality technology based classroom assessments and...	Garcia, Natalie	11/8/2016	E-mails; Assistance request logs; reflection	6/8/2017 monthly

V. Professional Development Opportunities

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

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

G1.B1 Limited knowledge and experience integrating high quality technology based assessment strategies with fidelity in the classroom in order to guide RtI and improve student academic achievement.

G1.B1.S1 Use appropriate technology based assessment strategies, from delivery to end products, to increase student engagement and mastery of course content and skills and to guide the RtI process at all levels.

PD Opportunity 1

Provide all instructional personnel with professional development on the use of quality based, classroom assessment data to guide the RtI process at all levels.

Facilitator

Elaine Whittemore (Math Leader); Laura Decespedes (Reading Leader)

Participants

Instructional Staff

Schedule

On 8/30/2016

PD Opportunity 2

Attend professional development on the integration of high quality technology based assessment, conduct walk throughs and observe the implementation of technology based assessment in the classroom and RtI setting.

Facilitator

Webinars: Go Math! Reading Wonders

Participants

Instructional staff

Schedule

Quarterly, from 9/19/2016 to 6/8/2017

PD Opportunity 3

Provide all teachers and administrators with professional development on Wonders, Go Math! and other classroom based high quality interactive assessment tools and how to integrate them during classroom instruction and intervention/differentiated instruction.

Facilitator

Laura Decespedes; Elaine Whittemore

Participants

Instructional Staff

Schedule

Annually, from 8/22/2016 to 11/8/2016

VI. Technical Assistance Items

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

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

G1.B1 Limited knowledge and experience integrating high quality technology based assessment strategies with fidelity in the classroom in order to guide RtI and improve student academic achievement.

G1.B1.S1 Use appropriate technology based assessment strategies, from delivery to end products, to increase student engagement and mastery of course content and skills and to guide the RtI process at all levels.

TA Opportunity 1

Provide additional support on integrating high quality technology based classroom assessments and utilization of the results from these assessments based on individual teacher needs.

Facilitator

Laura Decespedes (Reading Leader); Elaine Whittemore (Math Leader); Scott Whittemore (Music Teacher)

Participants

Instructional Staff

Schedule

Monthly, from 11/8/2016 to 6/8/2017

VII. Budget

1	G1.B1.S1.A1	**Provide all instructional personnel with professional development on the use of quality based, classroom assessment data to guide the RtI process at all levels.**	$0.00
2	G1.B1.S1.A2	**Attend professional development on the integration of high quality technology based assessment, conduct walk throughs and observe the implementation of technology based assessment in the classroom and RtI setting.**	$0.00
3	G1.B1.S1.A3	**Provide all teachers and administrators with professional development on Wonders, Go Math! and other classroom based high quality interactive assessment tools and how to integrate them during classroom instruction and intervention/differentiated instruction.**	$0.00
4	G1.B1.S1.A4	**Effective implementation of high quality technology based assessment stated in lesson plans and carried out through the delivery of instruction and intervention.**	$0.00
5	G1.B1.S1.A5	**Provide additional support on integrating high quality technology based classroom assessments and utilization of the results from these assessments based on individual teacher needs.**	$0.00
		Total:	$0.00