

Miami-Dade County Public Schools

# Jane S. Roberts K 8 Center



2016-17 Schoolwide Improvement Plan

## Jane S. Roberts K 8 Center

14850 COTTONWOOD CIR, Miami, FL 33185

<http://jsr.dadeschools.net/>

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Combination School<br>PK-8                              | No                            | 67%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 95%   |

### School Grades History

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

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Jane S. Roberts K 8 Center

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | 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.

Jane S. Roberts K-8 center enriches the community through educational excellence and continued commitment and support of our teachers, staff, students, families, and the community that we serve. The extension of the services that the school provides encompasses the needs of the whole individual and ensures academic, social, and personal growth within a supportive, creative, and flexible environment.

##### b. Provide the school's vision statement.

Jane S. Roberts K-8 Center holds the following beliefs that all educational endeavors undertaken by the school ideally develop and align a positive school image through the advancement of the academic, social, and personal well being of the student body.

#### 2. School Environment

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

Our school focuses on creating an environment that both recognizes and respects the diversity in our students, families and community. Several events throughout the year, such as Hispanic Heritage month and Black History month highlight our multicultural backgrounds. In addition, lessons are taught throughout the school in each grade level that focus on character education, Values Matter Miami and teach students about respecting others. All communication that is sent home is sent home in both English and Spanish.

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

School administrators supervise the students during morning arrival and afternoon dismissal. This creates an environment where students have daily access to administration in order to address any concerns or issues. In addition to administration, multiple faculty members are also present during arrival and dismissal and are prompt to handle any student concerns. During the school day, students receive lessons in bullying prevention, character education and violence prevention through our student services team. Students, parents and faculty all receive training each year on the school's zero tolerance policy for bullying and harassment, which is in line with the Jeffrey Johnston Stand Up for All Students Act of 2008. Students are taught multiple ways to report concerns that include online anonymous reporting, text messaging, and hotline reports.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school follows the Miami-Dade County Code of Student Conduct and provides parents and students a copy of the handbook at the beginning of the year. The school documents disciplinary incidents on a discipline plan checklist form. The form allows for documentation of incidents as well as keeps track of progressive corrective actions. The school encourages corrective actions that adhere to the Code of Student Conduct that will assist the student but have minimal impact on their

learning time. Some of these interventions include individual, family and group counseling; the alternative to suspension program, mediation, and conflict management training. Students participate in an annual assembly about behavior expectations and rights and responsibilities.

Teachers may utilize the Multi-Tiered Systems of Supports (MTSS) Behavior Intervention Guide as a guide and resource to address behaviors within the classroom. The classroom teachers are responsible for implementing proper behavior management strategies at all times to ensure a safe and positive learning environment. Each student who is involved in a minor infraction must have a Behavior/Discipline Log completed. Each time a minor incident occurs, the log must be completed appropriately, and the consequence stated on the log must be followed or sent to the appropriate person. In an effort to provide students with consistent consequences for their behaviors, our school adheres to the following progressive discipline plan:

1st Offense: Verbal Warning to Student by Teacher

2nd Offense: Verbal Warning to Student/Parent Contact by Teacher\*

3rd Offense: 30 minute Detention\*

4th Offense: 1 hour Detention\*

5th Offense: Referral to Administrator/Class Exclusion-Parent Conference with Administrator\*

6th Offense: Referral to Administrator/1 day Indoor Suspension

7th Offense: Referral to Administrator/2 days Indoor Suspension

8th Offense: Referral to Administrator/3 days Indoor Suspension

9th Offense: Referral to Administrator/3 days Indoor Suspension

10th Offense: Referral to Administrator/Alternative to Suspension Plan

11th Offense: Referral to Administrator-will be handled on a case by case basis

Referrals must always include parent contact. Teacher must state the phone number, time, and person they spoke with on the referral as well as use the proper codes under student services (C6-Parent Conference). Every time parent contact is made, the parent must be informed what the next consequence will be if the child behaves inappropriately again. Logs should be kept in a binder and can be used as a reference for future incidents.

**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.**

Through our student services team, students and families can receive: individual, family and group counseling; crisis intervention services, including risk assessments; and referrals to community providers. Faculty, parents, administration, peers and students themselves are able to make referrals to the student services team, who follow up immediately with each referral and assess the needs of the child. Our student services team also serves as the liaison between the school and private providers for our students who have unique needs.

As part of the Values Matter Miami program students who exhibit model behavior will be recognized by both their teacher and an administrator for their positive behavior. As part of their reward, these students will participate in our recognition ceremony and receive a certificate for demonstrating such behavior. As part of the Values Matter District Initiative, individual teachers will submit names of students demonstrating the respective monthly value to encourage positive behavior. Teachers provide students with student activities during each nine-weeks to promote positive behaviors and values.

Students in grades kindergarten - eighth grade will receive lessons in their classrooms on the MDCPS Anti-bullying and Harassment curriculum and sixth grade students will participate in the US Attorney General Internet Safety and Gun Violence prevention program.

### 3. Early Warning Systems

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

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

The School's Early Warning System consists in monitoring the following:

Students who miss 10 percent or more of available instructional time; students retained or middle school students who fail a math course, an English Language Arts course; students who fail two or more courses or receive behavior referrals (referrals which may lead to suspension). Both the elementary and middle schools will monitor lists of students with one or more early warning indicators.

Data is collected and looked at before the school year begins. Students that scored a level one or two in Reading, are placed in Intensive Reading classes at the middle school. Students in grades 6-8 who scored level one or two on the Math FSA are also placed in Intensive Math classes if courses are available.

Students are required to bring notes for absences. If students miss more than two days of school, a call is placed to parents/guardians. Letters are sent home and parents contacted for excessive absences.

Grades are looked at and monitored on a weekly basis. Interventions are implemented and PMP's (progress monitoring plans) are initiated. The middle school creates an ongoing list of students that need interventions and are in danger of failing a class(es).

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

| Indicator                       | Grade Level |   |   |   |   |   |    |   |   |   |    |    |    | Total |
|---------------------------------|-------------|---|---|---|---|---|----|---|---|---|----|----|----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 1  | 0 | 0 | 0 | 0  | 0  | 0  | 1     |
| Course failure in ELA or Math   | 2           | 0 | 0 | 0 | 1 | 3 | 18 | 8 | 3 | 0 | 0  | 0  | 0  | 35    |
| Level 1 on statewide assessment | 0           | 0 | 0 | 9 | 8 | 7 | 13 | 8 | 8 | 0 | 0  | 0  | 0  | 53    |

##### 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  | 0     |

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

Counselors will conduct academic reviews of progress reports and identify students in danger of failing two or more courses. Meetings will be conducted with students, parents and teachers to address the needs of the students, develop appropriate tier interventions and ensure successful completion of courses.



Periodically review attendance policy and procedures with students during grade-level assemblies and provide parents with attendance policy and procedures via parent handbook and Open House. Identify and refer students with excessive absences to Counselor/Social Worker and contact parents. Conduct meeting with teachers to ensure proper tier interventions are being implemented and students are showing progress.

## B. Family and Community Engagement

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

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

No

##### 1. PIP Link

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

##### 2. Description

Opportunities will be provided for parents to become more involved in school. Connect Ed messages will be sent out for all school events, reminders and opportunities for involvement. There will also be a monthly Parent calendar distributed to provide parents with school information and activities as well accessible at the schools website. Parent workshops will be given at the school site on a quarterly basis through the District Parent Academy. The school target is to have more parents attend the monthly parent workshops.

### 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.

The school holds an annual Career Day in order for students to gain knowledge on the varying careers and opportunities in the post graduate level. There is also a McDonald's Family Night in which administrators and teachers and community participate and in turn, McDonald's provides 20% of sales to the school. The middle school Biomedical students will participate in various field trips pertaining to the Biomedical field such as the Mast Academy Weather on Wheels program. Additionally, through the Biomedical Academy, our school hosts an annual health fair in winter. The health fair features community providers who promote healthy lifestyle choices and include health screenings by the local hospital, bike safety information, mental health agencies, and more. The school is also partnered with Baptist Hospital through the Walking Bus program and with the University of Miami on the Bike to School program.

## 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               |
|-----------------------|---------------------|
| Arango, Milagro       | Principal           |
| Quintero, Hortensia   | Assistant Principal |
| Alvarez, Kendra       | School Counselor    |
| Cabana, Maria         | Teacher, K-12       |
| Cabrera, Janet        | Teacher, K-12       |
| Calis-Veloso, Jessica | Teacher, K-12       |
| Gutierrez, Ana        | Teacher, K-12       |
| Lavernia, Maria       | School Counselor    |
| Perez, Consuelo       | Teacher, K-12       |
| Rodriguez, Tania      | Teacher, K-12       |
| Bergolla, Tracey      | Teacher, K-12       |
| Vidal, Carmen         | Teacher, K-12       |
| Sanchez, Joanna       | Teacher, K-12       |
| Trueba, Jose          | Teacher, K-12       |

## b. Duties

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

The school-based MTSS/Rtl meets a minimum of once a month. The principal chairs the meetings but ideas and responsibilities are shared among staff and leadership team members. The MTSS/Rtl Team will use the Tier 1 problem solving goals to monitor instructional and behavioral methodologies, practices, and support for all students. Data will be gathered and analyzed at each of the Tier levels to discuss possible professional development for faculty. The Team will also use the four step problem solving process for planning and program evaluation during all meetings. Focus calendars are developed at the school site. This ensures that all students are involved in curriculum based standards and that there is a common assessment for students including subgroups and standard curriculum students. Ongoing progress monitoring will continue as well as Interventions and enrichment opportunities are available to students.

#### Tier 2 (Interventions)

Grade level chairs and department chairs will conduct monthly meeting to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 (SST)

The School Psychologist, Social Worker, Guidance Counselor, Special Education Personnel, one administrator, and a parent will make up the Tier 3 SST Problem Solving Team.

### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The MTSS/Rtl assists in the development of the School Improvement Plan. In addition, the SAC committee is asked for input. The MTSS/Rtl Team will monitor the fidelity of the implementation of instruction and intervention. The Team will provide data on all students and suggestions for student

achievement.

The MTSS/Rtl Leadership Team use the Tier 1 problem solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the focus.
2. Determine how we will define if students have made expected levels of progress towards proficiency/mastery.
3. Respond when students have not shown a positive response to the intervention.
4. Gather and analyze data at all Tiers to determine professional development for faculty.
5. Ensure the 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 after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups or targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students that fall under the requirements for Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plans to meet these goals. The MTSS Problem solving process is used to carry out, monitor and adjust if necessary, the support areas defined in the SIP.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name                 | Stakeholder Group          |
|----------------------|----------------------------|
| Milagro Arango       | Principal                  |
| Kendra Alvarez       | Teacher                    |
| Burlie Hall          | Education Support Employee |
| Jose Trueba          | Teacher                    |
| Vivian Miranda       | Teacher                    |
| Pamela Acosta        | Teacher                    |
| Virginia Braddock    | Business/Community         |
| Alex Martinez        | Business/Community         |
| Marta Noa            | Teacher                    |
| Diane DeSimone       | Teacher                    |
| Jessica Calis-Veloso | Teacher                    |
| Lorena Bello         | Student                    |
| Camille Rodriguez    | Student                    |
| Gabriela Lecaro      | Parent                     |
| Gloria Ramos         | Parent                     |
| Diana Quinteros      | Parent                     |
| Yoanda Lopez         | Parent                     |
| Jennifer Witelter    | Parent                     |
| Sabeen Kiran         | Parent                     |
| Marisel Sordo        | Parent                     |
| Lesley Martinez      | Parent                     |
| Diana Zogbi          | Education Support Employee |

## b. Duties

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

#### *a. Evaluation of last year's school improvement plan*

EESAC was involved in the preparation and evaluation of the School Improvement Plan. The School Improvement Plan was discussed during each monthly meeting and the results of state and district assessments were reviewed and discussed. EESAC provided recommendations and suggestions to determine if there was a need for revision. The mid-year evaluation was conducted and interventions and changes were developed and noted as needed. During the final SAC meeting the committee discussed the effectiveness of the instructional strategies as well as possible improvement steps for the following school year.

#### *b. Development of this school improvement plan*

EESAC is responsible for the final decision making at the school relating to the implementation of the provisions for the annual School Improvement Plan (SIP) and assists in the preparation and evaluation of the SIP. Monthly meetings are held to review student assessment results and determine if the determined strategies are being effective. Development and review of resources that can be allocated through EESAC to assist the school in the implementation of the SIP to meet the academic

needs of the students are also discussed and agreed on. The SIP is monitored through out the school year, and any necessary adjustments are made, depending on data trends or needs.

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

During the SAC meetings the principal discusses the school budget and direction including school, faculty and student needs. Faculty members, students and parent/community members are invited to every meeting in order to provide suggestions for certain school related expenditures that can increase student achievement.

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

Supplemental materials for the Florida State Standards including workbooks and a literacy assessment program; Math workbooks; materials to increase technology in the middle school were purchased to assist teachers in the classrooms.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name                  | Title               |
|-----------------------|---------------------|
| Arango, Milagro       | Principal           |
| Quintero, Hortensia   | Assistant Principal |
| Alvarez, Kendra       | School Counselor    |
| Cabana, Maria         | Teacher, K-12       |
| Cabrera, Janet        | Teacher, K-12       |
| Calis-Veloso, Jessica | Teacher, K-12       |
| Gutierrez, Ana        | Teacher, K-12       |
| Lavernia, Maria       | School Counselor    |
| Perez, Consuelo       | Teacher, K-12       |
| Rodriguez, Tania      | Teacher, K-12       |
| Trueba, Jose          | Teacher, K-12       |
| Sanchez, Joanna       | Teacher, K-12       |
| Vidal, Carmen         | Teacher, K-12       |
| Bergolla, Tracey      | Teacher, K-12       |

**b. Duties**

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

The Literacy Leadership Team is an essential component of our school's commitment to providing instruction and pedagogical support. The major initiatives of the LLT this year will be to :

- \* Identify teacher in the infusion of literacy skills based on the new Florida Standards (LAFS)
- \* Utilize Diagnostic Assessments to determine progression on student learning gains.
- \* Encourage school-wide Reading across the curriculum
- \* Ensure Differentiated Instruction is used effectively in the classroom
- \* Monitor implementation of reading strategies in all content areas
- \* Create professional development that focuses on student needs and teacher needs
- \* Provide enrichment for students performing at mastery in reading
- \* Encourage student to participate in several reading activities including: Accelerated Reader and reading contests
- \* Work collaboratively with teachers to identify and provide targeted, customized professional development
- \* Incorporate writing throughout all disciplines.

## 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.

Teachers and staff members at Jane S. Roberts K-8 Center are encouraged to establish positive working relationships by working collaboratively on a weekly basis. Teachers in grades PreK through 5 share common planning times daily with other staff members on their grade level. Faculty in grades 6 through 8 share common planning every Wednesday afternoon. Collaborative planning throughout the grade levels and curricular departments leads to more rigorous instruction and use of instructional time.

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

In order to recruit and retain highly qualified teachers, the administrative team will work collaboratively to ensure the following takes place:

- \* Partner new teachers with veteran staff members for support
- \* Solicit referrals from current employees
- \* Host interns from local universities and partner them with clinically certified teachers

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

The school's mentoring program consists of students-teachers and teachers who are certified to participate in the mentoring program. Student-teachers are then paired with a school-site teacher according to certification and grade level. The mentors and mentee will meet biweekly in a professional learning community to discuss research-based strategies. Opportunities will be provided for new/beginning teachers to observe experienced teachers and attend professional development courses that are designed to help teachers continue to improve their practice of teaching and develop their instructional skills.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. Instructional focus lessons are developed through grade level meetings, vertical planning in conjunction with iReadyAssessments. Teachers may determine which lessons to implement according to student data results and needs. Teachers will include lessons in lesson plans and will determine whether to apply lessons as class openers and/or supplemental resources. Content area teachers will teach focus lessons by applying benchmarks and lessons needed to develop student skills according to data results. The Literacy Leadership Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings. Special attention will be given to special needs populations such as migrant, homeless, neglected and truant students. Grade/Department Chairs will play a vital role in the development of Instructional Focus, Calendars and Common Board Configuration. Their responsibilities will include sharing BEST Practices with teachers, modeling lessons, providing support to teachers and monitoring student progress through test results.

## **b. Instructional Strategies**

***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

The school uses data from multiple sources (State and District Assessments, Supplemental Software Programs, etc.) in order to provide teachers with the necessary information to plan differentiated instruction that will meet the diverse needs of their students. Teachers participate in data chats with the school administration and also with the students themselves to create of ownership for their growth and achievement. Data is analyzed on a bi-monthly basis through grade level or department meetings and used to target instruction based on need. Teachers are able to identify students in their classes that are in need of intervention or enrichment. Teachers modify their DI groups of students as needed depending on the data available to them at each meeting in order to optimize teaching and learning and improve student achievement.

***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:** 2,400

The morning tutoring is for ELL students in the middle school. The students receive enrichment instruction in the area of Reading, Mathematics and Science. Mathematics and Language Arts Teachers at the middle school tutor students on a voluntary basis to assist students with improving math and reading skills.

In addition, students in the elementary can participate in before and after school computer lab hours, and receive instruction and support in the core areas of Reading and Math via programs such as iReady.

### **Strategy Rationale**

Research shows that students who have not mastered the English language are at a disadvantage to other students and need the additional assistance to assist them to develop language proficiency.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Arango, Milagro, mlarango@dadeschools.net

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

Teachers review data such as assessments from students in program on a weekly basis. Tutoring teachers corroborate with subject area teachers to assess data and adjust instruction in areas of need.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

#### **1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

An Open House is held in the month of May to facilitate the transition between Preschool and Kindergarten. Pre-school teachers meet with administration to discuss strategies for assessing early indicators. Teachers can then assist students in preparing for kindergarten. Pre-kindergarten and kindergarten teachers collaborate to share best practices and prepare students.

### **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.**

N/A

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

N/A



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

N/A

**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.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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

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

G087751

**Targets Supported 1b**

| Indicator                           | Annual Target |
|-------------------------------------|---------------|
| ELA Achievement District Assessment | 81.0          |

**Targeted Barriers to Achieving the Goal 3**

- There is limited evidence of higher order questioning strategies in the delivery of instruction in all content areas.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- State and District assessment results; Intervention/ Supplemental Programs (iReady, Scholastic Read 180, Achieve 3000, SuccessMaker, Edgenuity) State and District assessment results; HMH Go Math; GIZMOS; Algebra Nation; Reflex Math, Pearson McGraw-Hill State and District assessment results; GIZMOS' ELL Tutoring; Scott-Foresman State and District assessment results; Instructional technology via tablets; Mc-Graw Hill

**Plan to Monitor Progress Toward G1. 8**

Conduct reviews of data from Topic Tests, Mid-Year Assessments (Science and Algebra) and iReady. Data chats will be conducted after each assessment for progress monitoring. Conduct Department/ Grade Level meetings to obtain teacher feedback on progress towards goal.

**Person Responsible**

Milagro Arango

**Schedule**

Quarterly, from 11/9/2016 to 6/8/2017

**Evidence of Completion**

District Topic Tests, Mid-Year Assessment Data, iReady and FSA/EOC Data

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

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

G087751

**G1.B1** There is limited evidence of higher order questioning strategies in the delivery of instruction in all content areas. 2

B233296

**G1.B1.S1** Implement questioning strategies in reading and writing to encourage rigorous interactions with text to deepen understanding and higher order thinking skills. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics within the curriculum. 4

S246218

### Strategy Rationale

There is lack of evidence of rigorous instruction and higher order thinking skills throughout the content areas.

### Action Step 1 5

Collaborate to develop a presentation that will be used as a framework during the professional development session that will be provided to classroom teachers focusing on rigorous activities and higher order thinking. Teachers will participate in professional development focusing on increasing rigor in the classroom through higher order thinking skills and the gradual release of responsibility model.

#### Person Responsible

Milagro Arango

#### Schedule

On 8/30/2016

#### Evidence of Completion

Agenda, PowerPoint, sign-in sheets

### Action Step 2 5

Teachers may utilize Webb's Depth of Knowledge, higher order thinking skills, and explicit instruction to increase rigor.

**Person Responsible**

Milagro Arango

**Schedule**

Daily, from 8/31/2016 to 6/8/2017

***Evidence of Completion***

Lesson Plans, student work folders, walkthroughs

### Action Step 3 5

Teachers will participate in weekly professional conversations during common/ planning times, grade/ level meetings and model classroom observations to analyze effectiveness and reflect on opportunities for improvement.

**Person Responsible**

Milagro Arango

**Schedule**

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

***Evidence of Completion***

Attendance logs, Agendas, Instructional Rounds Logs/ Notes, Lesson Plans

### Action Step 4 5

Administrators will monitor the implementation of higher order questioning strategies and explicit instruction aimed at increasing rigor in the classroom.

**Person Responsible**

Milagro Arango

**Schedule**

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

***Evidence of Completion***

Walkthroughs, Observations, and Lesson Plans

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

Administrators will monitor the implementation of higher order questioning strategies and explicit instruction aimed at increasing rigor in the classroom.

### **Person Responsible**

Milagro Arango

### **Schedule**

Weekly, from 8/30/2016 to 6/8/2017

### ***Evidence of Completion***

Walkthroughs, Observations, and Lesson Plans

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

Conduct reviews of data from Baselines, Topic Tests, Mid-Year Assessments (Science, Civics and Algebra) and iReady. Data chats will be conducted after each assessment for progress monitoring. Conduct Department/ Grade Level meetings to obtain teacher feedback of effectiveness of strategies.

### **Person Responsible**

Milagro Arango

### **Schedule**

Quarterly, from 11/9/2016 to 6/8/2017

### ***Evidence of Completion***

District Baseline Data, Topic Test Data, Mid-Year Assessment Data, iReady and FSA/EOC Data

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date    |
|-------------------------|---|-----------------|-------------------------------|--|-----------------------|
| <b>2017</b>             |   |                 |                               |  |                       |
| G1.B1.S1.A1<br>A319293  | Collaborate to develop a presentation that will be used as a framework during the professional...     | Arango, Milagro | 8/30/2016                     | Agenda, PowerPoint, sign-in sheets   | 8/30/2016<br>one-time |
| G1.MA1<br>M332550       | Conduct reviews of data from Topic Tests, Mid-Year Assessments (Science and Algebra) and iReady....   | Arango, Milagro | 11/9/2016                     | District Topic Tests, Mid-Year Assessment Data, iReady and FSA/ EOC Data                   | 6/8/2017<br>quarterly |
| G1.B1.S1.MA1<br>M332548 | Conduct reviews of data from Baselines, Topic Tests, Mid-Year Assessments (Science, Civics and...     | Arango, Milagro | 11/9/2016                     | District Baseline Data, Topic Test Data, Mid-Year Assessment Data, iReady and FSA/EOC Data | 6/8/2017<br>quarterly |
| G1.B1.S1.MA1<br>M332549 | Administrators will monitor the implementation of higher order questioning strategies and explicit... | Arango, Milagro | 8/30/2016                     | Walkthroughs, Observations, and Lesson Plans   | 6/8/2017<br>weekly    |
| G1.B1.S1.A2<br>A319294  | Teachers may utilize Webb's Depth of Knowledge, higher order thinking skills, and explicit...         | Arango, Milagro | 8/31/2016                     | Lesson Plans, student work folders, walkthroughs   | 6/8/2017<br>daily     |
| G1.B1.S1.A3<br>A319295  | Teachers will participate in weekly professional conversations during common/ planning times,...      | Arango, Milagro | 8/22/2016                     | Attendance logs, Agendas, Instructional Rounds Logs/ Notes, Lesson Plans                   | 6/8/2017<br>weekly    |
| G1.B1.S1.A4<br>A319296  | Administrators will monitor the implementation of higher order questioning strategies and explicit... | Arango, Milagro | 8/22/2016                     | Walkthroughs, Observations, and Lesson Plans   | 6/8/2017<br>weekly    |



## V. Professional Development Opportunities

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

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

**G1.B1** There is limited evidence of higher order questioning strategies in the delivery of instruction in all content areas.

**G1.B1.S1** Implement questioning strategies in reading and writing to encourage rigorous interactions with text to deepen understanding and higher order thinking skills. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics within the curriculum.

### PD Opportunity 1

Collaborate to develop a presentation that will be used as a framework during the professional development session that will be provided to classroom teachers focusing on rigorous activities and higher order thinking. Teachers will participate in professional development focusing on increasing rigor in the classroom through higher order thinking skills and the gradual release of responsibility model.

#### Facilitator

Milagro Arango, Principal

#### Participants

classroom teachers

#### Schedule

On 8/30/2016

### PD Opportunity 2

Teachers may utilize Webb's Depth of Knowledge, higher order thinking skills, and explicit instruction to increase rigor.

#### Facilitator

Milagro Arango, Principal

#### Participants

classroom teachers

#### Schedule

Daily, from 8/31/2016 to 6/8/2017

### **PD Opportunity 3**

Teachers will participate in weekly professional conversations during common/ planning times, grade/ level meetings and model classroom observations to analyze effectiveness and reflect on opportunities for improvement.

#### **Facilitator**

Milagro Arango

#### **Participants**

classroom teachers

#### **Schedule**

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

### **PD Opportunity 4**

Administrators will monitor the implementation of higher order questioning strategies and explicit instruction aimed at increasing rigor in the classroom.

#### **Facilitator**

Milagro Arango

#### **Participants**

classroom teachers

#### **Schedule**

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

## VI. Technical Assistance Items

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

## VII. Budget

|               |             |   |               |
|---------------|-------------|---|---------------|
| 1             | G1.B1.S1.A1 | Collaborate to develop a presentation that will be used as a framework during the professional development session that will be provided to classroom teachers focusing on rigorous activities and higher order thinking. Teachers will participate in professional development focusing on increasing rigor in the classroom through higher order thinking skills and the gradual release of responsibility model. | \$0.00        |
| 2             | G1.B1.S1.A2 | Teachers may utilize Webb's Depth of Knowledge, higher order thinking skills, and explicit instruction to increase rigor.   | \$0.00        |
| 3             | G1.B1.S1.A3 | Teachers will participate in weekly professional conversations during common/ planning times, grade/ level meetings and model classroom observations to analyze effectiveness and reflect on opportunities for improvement.   | \$0.00        |
| 4             | G1.B1.S1.A4 | Administrators will monitor the implementation of higher order questioning strategies and explicit instruction aimed at increasing rigor in the classroom.  | \$0.00        |
| <b>Total:</b> |             |   | <b>\$0.00</b> |