

Miami-Dade County Public Schools

Miami Beach Feinberg/Fisher K 8



2016-17 Schoolwide Improvement Plan

Miami Beach Feinberg/Fisher K 8

1420 WASHINGTON AVE, Miami Beach, FL 33139

<http://fienberg.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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 Miami Beach Feinberg/Fisher K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Fienberg-Fisher K8 Center, in partnership with our families and diverse community, is to develop healthy, civic minded, innovative individuals. It is our goal to empower students to reach their maximum potential and become caring, reflective, life-long learners with a balanced international perspective and a sense of social responsibility.

b. Provide the school's vision statement.

At Fienberg-Fisher K-8 Center we envision a safe, nurturing, healthy and sensitive atmosphere where students can learn and grow to become productive citizens in our multicultural world. At our beautiful unique and historically preserved campus teachers, parents, and staff work cooperatively with community in a collaborative mode to address the needs of each student and assist them in meeting the challenging goals addressed in our internationally based curriculum. Concerned and supportive parents, working together with qualified staff members and strong school and community leaders continuously strive to improve students' skills and instill in them a positive, accepting and no-fault attitude, ensuring that "no child is left behind". The adult education program prepares students for the world of work and society in a multicultural diverse world through vocational and workforce development classes. Family literacy is emphasized to all the families of Fienberg-Fisher K-8 Center.

2. School Environment

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

At Fienberg-Fisher K-8 Center the faculty and staff is as diverse as our student population and we use this to our advantage. Our student cultures include Middle Eastern, Haitian-Creole, Bulgarian, Philippine, Turkish, Italian, French, Brazilian, Spanish, and Hispanic. Whenever possible students new to the United States are paired with faculty that speaks their native language in order to transition smoothly. We utilize the resources of M-DCPS Division of Social Sciences provided information to participate in activities with our students including lessons, contests, and field trips.

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

Faculty and staff at Fienberg-Fisher K-8 Center feel that it is important to foster a learning environment in which students feel safe, relaxed, and willing to take risks. Students often describe supportive learning environments as expanding their sense of family and enhancing their self-esteem, which, when combined with increased literacy skills, help students take more chances in pursuing their goals. Before school elementary students are organized by grade level in an area on the Physical Education hard court and middle grade students are organized in the Children of the World Park, allowing for students to interact with their similar grade level peers. During school, teachers use pair work, as well as small-group and whole-class activities, beginning the first day of class to help students get acquainted, and provide ongoing opportunities for students to form connections in order minimize incidents. Further, FFK8 has a large special needs population, thus, we have a Best Buddies Club that pairs regular ed students with special needs students to create familiarity and understanding. After school, there are a variety of programs and extra-curricular activities offered for students to participate including the Boys and Girls Club, Police Athletic League, Sunshine Art Society, Chorus, and Rock Ensemble.

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.

Every teacher at FFK8 has an individual classroom Progressive Discipline Plan that includes parent involvement. When this plan is implemented, some behaviors may be escalated for administrative support. The administration employs the Alternative to Suspension Plan program whenever possible. Teachers of students with emotional disabilities in grades K through 8 are provided additional training to support positive behavioral outcomes. These students are placed on a Behavioral Plan to increase the possibility of success in behavior. Middle grade students are rewarded by grade level with Lunch Time in an open area outside the cafeteria to reinforce positive behaviors. Additionally, every month each homeroom, K through 8, chooses an International Baccalaureate (IB) student of the month. These students are chosen by their homeroom teacher and/or class as demonstrating international mindedness through the ten IB Learner Profile Attributes. These students are given certificates quarterly and participate in the school Honor Roll Breakfast.

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.

Our school has one counselor, one TRUST Specialist, a visiting Social Worker, a behavioral management teacher, and a visiting school psychologist. Additionally, we house a full-service clinic sponsored by the Children's Trust Fund of Miami-Dade County on our campus. All students have access to counseling services; they can request to see a counselor at any time. Also, both counselors are scheduled to visit the cafeteria during lunch; this gives students a chance to approach the counselors without having to ask a teacher. While at FFK8 we do not have a significant bullying problem, we realize it can be an issue. Therefore, we provide "Bullying Boxes" in both offices and the media center for students to report anonymously. There are established "safe zones" where the middle grade students have painted "No Bullying Benches" for all students to use. The TRUST Specialist has implemented an "Ice Cool" program for the Middle Grade students. The program is designed to provide cool treats/food products for students in crisis as a way to deescalate situations. Annually, we invite local agencies to come in and discuss various subjects including, Alliance for Healthier Generations, Best Buddies, Gay/Straight Alliance, Jennifer Beth Turken Heart Awards, Walk Safe, Stranger Danger, Vision Screening, Sexting Concerns, Bullying Concerns, Students Working Against Tobacco, and Red Ribbon Drug Free activities. Further, counselors also refer students and families for mental health services as needed.

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.

Fienberg-Fisher K-8 Center utilizes various strategies to identify "At-Risk" students. Students are identified through the use of the Early Warning System. The following is a list of indicators:

- Students who miss more than 10% of instructional time
- Students who have failed ELA and/or Math class.
- Student who have obtained a Level 1 on ELA and/or Math FSA
- Students that are not proficient in Reading by Grade 3.
- Students that have been retained
- Students that fail two or more courses
- Students that have been suspended

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	1	5	3	3	5	8	7	8	9	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	11	7	14	12	9	6	6	4	0	0	0	0	71
Level 1 on statewide assessment	2	25	27	15	44	64	65	56	55	0	0	0	0	353

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	18	14	17	33	50	53	44	34	0	0	0	0	265

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

- Our Attendance Committee meets quarterly with the parents of truant students. Students are identified once they have achieved ten unexcused absences. The committee notifies parents of the academic consequences for non-regular attendance and establishes strategies for more consistent attendance.
- Students who have failed ELA and/or Math are allowed course recovery in the Middle grade classes and in the Elementary are allowed tutoring to increase their ELA and/or Math skills.
- Students that are not proficient in reading by Grade 3 are identified by achieving a Level 1 on the state summative assessment and are retained in Grade 3 by law. Those students are provided Response to Intervention (RtI) services and a Students Services Team (SST) is convened to address the student's individual academic needs.
- Students who have failed two or more courses are allowed course recovery in the Middle grades.
- Students that have exhibited at-risk behaviors are provided counseling to address behavior problems. Additionally, administration meets with parents to support positive behavioral outcomes.
- Student that have behavioral disabilities are placed on a behavioral plan to support their individual success.
- Middle Grade students are offered an opportunity to participate in before and/or after school tutoring

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/338229>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

At FFK8 our school principal establishes community partnerships with the various businesses in the City of Miami Beach area. A Parent Teacher Association (PTA) representative attends City of Miami Beach Quality Of Education Committee meetings in order to communicate what is going on at our school and to receive information regarding education in the neighboring area. The Trust Specialist is our Dade Partner Liaison and establishes relationships with the local businesses to provide various resources including presenters for career day, vision services, and dental services. The Guidance Counselor is tasked with managing our Volunteer Program including supporting parents and outside community with the support they need to register and complete the background check. Our Community Involvement Specialist (CIS) facilitates our Parent Resource Room and provides activities throughout the school year to aid parents in supporting their child's education. Additionally, our location participates in the Red Ribbon activities, Healthy Schools in which we have achieved the Bronze Award, and the First Lady's Let's Move Initiative.

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
Costa, Maria	Principal
Murphy, Mary	Assistant Principal
Jeanbaptiste, Pierrela	Teacher, K-12
Maguire-Steбенne, Jessie	School Counselor
Cardoso, Yesenia	Teacher, K-12
Marcos, Marcela	Instructional Coach
Clippinger, Donald	Assistant Principal
Tappert, Natalie	Teacher, ESE
Pena, Zuleica	School Counselor

b. Duties

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

Team Members – We have considered the following individuals for the school's MTSS/Rtl Team:

- Administrators- who will ensure commitment and allocate resources. They will also uphold the vision and educational goals of the school by working with curriculum leaders to promote academically rigorous program for all students.
- Teachers and Coaches who share the common goal of improving instruction will meet on a regular basis to analyze data and discuss instructional practices. They will focus on planning for and delivering a standards-based curriculum that ensures success for all students through differentiated instruction strategies.
- Team members who will work to build staff support, internal capacity, and sustainability over time.

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.

MTSS/RtI is a general education initiative in which levels of support (resources) are allocated in direct proportion to student needs. The MTSS/RtI levels of interventions are usually thought of as tiers.

The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with the effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavioral support.

The third level of support consists of intensive instructional and or behavioral interventions that are provided in addition to and in alignment with, the effective core instruction and interventions with the goal of increasing an individual's student's rate of progress academically and/or behaviorally. There is an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Additional personnel will function as resources to the Leadership Team based academic and behavior concerns. The following is a list of additional personnel:

- School math, science and behavioral specialists

- o Ana Byrd, Sarah Burrows

- Special Education personnel

- o Ellie Downs

- School Psychologist

- o Tiombe-bisa Kendrick-Dunn

- School social worker

- o Rodrigo Lozano

- Member of Advisory group

- o Doris Pompa

- Community Stakeholder

- o Maria Cruz

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Involvement Program; and special support services to special needs populations such as homeless, neglected and delinquent students

Title I, Part C- Migrant

N/A

Title III

Title III funds are used to supplement and enhance the programs for ELL and immigrant students by providing tutoring.

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled Homeless Students. The board policy defines the McKinney-Vento Law and ensures that homeless students receive the services they are entitled to.

The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All students are eligible to receive services and will do so upon identification and classification of a student as homeless.

The staff in the Homeless Education Program provides annual training to: (1) School Registrars on the procedures for enrolling homeless students, (2) School counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless and youth are not to be stigmatized, separated, segregated, or isolated on their statuses as homeless, and are provided all entitlements, and (3) all school Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Project Upstart and the Homeless Trust, a community organization, provides a homeless sensitivity awareness curriculum and contest to all the schools. Each school is provided a video and curriculum manual.

Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

The Counselor continues to participate in community organization meetings and task forces as they relate to homeless children and youth.

The Counselor is trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless student.

Additionally, FFK-8 refers students to Success University a City of Miami Beach Program that provides wrap around services for the entire family.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education as per state statute is taught through physical education. The School Fund Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy. Our school is also for part of the Alliance for a Healthier Generation initiative which impacts the physical, wellness of students and staff. The school encourages students and staff to make healthier lifestyle choices by providing healthier food choices in the cafeteria and staff lounge. We also provide after school physical fitness classes for students and staff. The school has been awarded Bronze Level in the Health Schools rating program

Head Start

The Head Start Program is now part of our school community. Activities, including professional development and transition processes are now led by Fienberg-Fisher K-8 Center. Parent classes in support for Kindergarten preparation are offered by the Community Liaison.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maria Cruz	Business/Community
Marjorie York	Business/Community
Denis Russ	Business/Community
Zuleica Pena	Teacher
Doris Pompa	Teacher
Angela Hurtzig	Teacher
Danielle Klahr	Teacher
Patricia Mansell	Education Support Employee
Hicham Moujahid	Education Support Employee
Stuart Turner	Parent
Maria Alvarez	Parent
Gloria Caldwell	Parent
Jessica Rechani	Parent
Maria P. Costa	Principal
Judith Delgado	Principal
Al Lawrence	Teacher
Avis Brown	Parent
Savannah Mack	Student
Yamille Chauca	Student
Jacqueline Isales	Teacher
Carolina Torres	Parent
Pierrela Jeanbaptiste	Parent
Veronica Pavon-Baker	Principal
Nidia Rivera	Education Support Employee
Mary Murphy	Principal
Tiana Solis	Parent
Nayleisis Napolis	Student
David Allen	Teacher
Carzell Morris	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

The EESAC met and discussed/evaluated the school's academic data relating to Reading, Mathematics, Writing and Science. The EESAC also reviewed the FFK8 activities regarding Parental Involvement, Attendance, and Suspensions. Though the budget concerns are discussed at the regular monthly EESAC meeting, for school improvement the budget was reviewed also. These areas were revisited midyear by the EESAC in order to update the strategies and targets for our midyear review of the School Improvement Plan.

b. Development of this school improvement plan

The EESAC is involved in the preparation and evaluation of the school improvement plan. EESAC is the sole body responsible for the final decision-making at the school related to the implementation of the school improvement plan. The School Advisory Council meets monthly to review, evaluate and discuss the school budget to ensure the proper spending of the fiscal school year budget towards student tutorial programs, teacher training, instructional materials, technology and additional support staff. Instructional coaches, counselors, PTA, and Discipline and Safety Committee assist the school advisory council in the preparation of the School Improvement Plan.

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

The EESAC advises the principal in the development of the school's budget. The Feinberg-Fisher K-8 Center budget is discussed at the monthly meetings and changes to the budget are discussed regularly. A portion of the school's budget, an allocation of \$5.00 for every FTE in the school, is controlled directly by the EESAC. All stakeholders are given an opportunity to vote or come to consensus about how these funds are allocated.

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

After voting to allocate these funds, a consensus was reached to purchase technology (student laptops) in support of the SIP for \$3,900.

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
Costa, Maria	Principal
Murphy, Mary	Assistant Principal
Tappert, Natalie	Teacher, ESE
Maguire-Steбенne, Jessie	School Counselor
Jeanbaptiste, Pierrela	Teacher, K-12
Cardoso, Yesenia	Teacher, K-12
Clippinger, Donald	Assistant Principal
Marcos, Marcela	Instructional Coach

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

A Literacy Leadership Team is a collaborative system that encourages a literate climate to support effective teaching and learning. The major initiatives of the LLT this year are to provide grade-level and subject-areas a platform to meet so that they can common plan on a regular basis. During these common-planning meetings teachers and instructional leaders discuss data and instructional

practices to plan for differentiated instruction in the classroom setting. Additionally, teachers meet with administration to discuss and analyze data to determine intervention groups for students requiring additional support in ELA. Through these common planning meetings and data chats more support from trained instructional personnel is provided to classroom teachers.

Professional development, both in-house and district-sponsored, are offered to teachers to support literacy instruction in all grade-levels.

All these steps allow FFK-8 to create a learning community of committed, school-based professionals that rely on scientifically based reading research to cultivate an environment that promotes literacy.

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.

At Fienberg-Fisher K-8 Center K-5, and International Baccalaureate instructors have common planning time and are encouraged to plan collaboratively. The middle grade teachers take advantage of the Wednesday early release to plan collaboratively. Additionally, administration often attend grade level meetings to assist in effective planning. Teachers are also encouraged to participate in school-wide fellowship activities that promote personal collegiality among faculty and staff.

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

The principal recruits interns from local universities who are seeking a degree in education. The leadership team coordinates faculty and staff appreciation activities. Administration supports teacher attendance through the use of incentives. Finally, the New Teacher Center i3 (NTCi3) program provides sustained support and guidance to new teachers in the building.

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

Our school utilizes the NTCi3. Program which provides sustained support and guidance to new teachers in the building. There are also regularly scheduled meetings attended by new teachers, administration, and mentors.

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.

Fienberg-Fisher K- 8 Center utilizes a variety of instructional teaching models. We are an International Baccalaureate (IB) World School, housing a Primary Years Programme (PYP) and Middle Years Programme (MYP). The IB programs will continue to be implemented for the 2016-2017 school year in prekindergarten through 8th grades. The IB philosophy makes it necessary that teachers in all subject and grade groups include interdisciplinary planning horizontally and vertically throughout the school year, thereby incorporating reading across the curriculum. Opportunities for the teachers to plan by grade level and subject area have been incorporated into the planning schedule for the 2016-2017 school year. Through this innovative teaching style, teachers provide students with the tools to enable them to take responsibility for their own learning, further developing an awareness of how they learn best, of thought processes and of learning strategies. Additionally, through the

action and community service component students will be required to take an active part in the communities in which they live, thereby encouraging responsible citizenship. All teachers will also utilize a variety of technological instructional materials for remediation such as Smart Boards, Promethean Boards, and web-based programs. A variety of instructional materials for all subjects and all grade levels are utilized throughout the school day to provide students with differentiated instruction, as well as, individual learning modalities. Field trips will provide an opportunity for students to incorporate what they have learned in the classroom to connect to real life experiences.

b. Instructional Strategies

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

Data is gathered through the M-DCPS iReady Diagnostic Assessments, iReady Growth Monitoring, ELA Text Assessments, Mathematics Topic Assessments, Science baseline and quarterly assessments, and Social Science Topic Formative assessment reports as well as through teacher gathered information. School administration and teachers discuss results and grade level activities to address shortfall areas identified as Grade Level targets. Teachers complete data chats with students to share results. Additionally, teachers use differentiated instructional tools provided in the various texts; they also schedule intervention for targeted students.

The Literacy Leadership Team, Administration, SPED Team, and Grade Level Chairs participate in the collection of data.

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

Strategy: After School Program

Minutes added to school year: 3,780

In addition, ELL students participate in an after school tutorial program addressing Math and ELA areas of need. Certified teachers and paraprofessionals tutor students using supplemental materials provided by administration, which will be monitored through the administration of iReady data. The purpose of these tutorials is to target the Florida State Standards and improve the students' overall performance on the 2017 FSA Assessment. Formative Assessments throughout the year will provide information on individual students' progress to determine if there is a need to redirect instruction.

Saturday school tutoring for ELA and Math is available for low-performing middle school students.

A before school course recovery program is offered to students based on need.

Strategy Rationale

Research based instructional practices indicate that classroom instruction can be supported by supplemental tutoring.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clippinger, Donald, dclippinger@dadeschools.net

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

Data is gathered through the M-DCPS iReady Diagnostics & Growth Monitoring, Math Topic Assessments, and various text progress assessment reports. School administration and teachers discuss results and grade level activities to address shortfall areas identified as Grade Level targets. Teachers complete data chats with students to share results. Additionally, teachers schedule intervention for targeted students.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through full time highly qualified teachers and paraprofessionals. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The school is also home to the Head Start Program for 3 year old children. The National Head Start Association is a private not-for-profit membership organization dedicated exclusively to meeting the needs of Head Start children and their families. The Head Start Program helps children and their family's transition from preschool to elementary school. The Pre-Kindergarten students at Fienberg-Fisher K-8 Center are enrolled in the

Voluntary Pre-Kindergarten (VPK) Program funded by the state and supplemented by Title I funds for an all-day program. In an effort to accommodate the transition of these students to Kindergarten, Fienberg-Fisher K-8 Center has established several practices. Initially, the students in the Pre-Kindergarten Program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. Additionally, the teachers use the Scholastic Big Day Curriculum to teach the academic skills the students need to be successful in Kindergarten. The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, the paraprofessionals and the School Support Team. In order to ensure appropriate readiness for the Kindergarten classroom, grade level articulation meetings are held monthly. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly. The parents of the Pre-Kindergarten students meet with the teachers quarterly to review the students' progress using assessment data and observation notes (Head Start). The teachers take specific notes daily and when they meet with the parents, they offer feedback on student progress. To compile quantitative data on the student's readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year. Using the Devereux Early Childhood Assessment (DECA), teachers are able to assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten. Using the VPK Assessment pre, mid, and post assessment, teachers assess phonics, phonemic awareness, number recognition and letter recognition, etc. for each student. The SPED PK classrooms use the Battell Developmental Inventory (BDI) to assess the fine and gross motor as well as cognitive development of the children. SPED PK also uses, the Phonological Early Language Inventory (PELI) to assess the phonological development of students. At the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Additionally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving the quality of core instruction across all content areas .

Strategic Goals Detail

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

G1. To increase student achievement by improving the quality of core instruction across all content areas .

1a

G087761

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	53.0
CELLA Reading Proficiency	37.0
FSAA ELA Achievement	53.0
FSA ELA Achievement	29.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	81.0
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
FSAA Mathematics Achievement	59.0
FSA Mathematics Achievement	33.0
Algebra I EOC Pass Rate	100.0
Math Gains	76.0
Math Lowest 25% Gains	76.0
FCAT 2.0 Science Proficiency	54.0
CELLA Writing Proficiency	34.0

Targeted Barriers to Achieving the Goal 3

- Lack of effective planning that is based on standards and/or specific core benchmarks.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Curriculum Support Specialist (Region), Teachers, Technology, Communication Logs, Professional Development Logs and Surveys, Master Schedule accommodates for common planning, McGraw-Hill Connect-Ed, Think Central, Modeling, Data Chats, iReady, NBC Learn, ReadWorks.org, Discovery Education, Reflex Math, Edgenuity,

Gizmos, Subject Specific Tablet Carts, Two Computer Labs, Four Computer Carts, and Miami-Dade Curriculum and Support Website.

Plan to Monitor Progress Toward G1. 8

Administration, district curriculum support, instructional coaches, and teachers will review data in order to determine the effectiveness of the strategy. Changes will be made according to the data and needs.

Person Responsible

Maria Costa

Schedule

Monthly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Lesson Plans with evidence of Differentiation, Student Data, Mid-Year Assessment Data Review/ Chats, Topic Assessments and Walkthroughs.

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving the quality of core instruction across all content areas . 1

 G087761

G1.B1 Lack of effective planning that is based on standards and/or specific core benchmarks. 2

 B233321

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students through effective planning. 4

 S246239

Strategy Rationale

This research based strategy will address the need for rigor through effective planning across subject areas.

Action Step 1 5

Provide professional development by grade level in the elementary school and subject area in the middle school on the use of data to create flexible groups and identification of resources aligned to students' needs, within guided groups.

Person Responsible

Maria Costa

Schedule

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

Evidence of Completion

Agenda, Sign-Sheet, and Administrative Walkthroughs.

Action Step 2 5

Implement effective planning, inclusive of data to differentiate instruction aligning resources available.

Person Responsible

Maria Costa

Schedule

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

Evidence of Completion

Lesson Plans with evidence of Differentiated Instruction, Student Data, Data Chats, and Walkthroughs.

Action Step 3 5

Provide supplemental instructional tools for differentiated instruction, model when needed, implementation of small group instruction aligned to data.

Person Responsible

Maria Costa

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Contact Logs, CSS Logs

Action Step 4 5

Participate in the Professional Development, observing for active participation and engagement from teachers. Participation in planning sessions by grade level and/or subject area listening for conversations about how to differentiate based on needs; observation of the implementation of plans, including small group differentiated instruction. Observation of differentiated instruction in the model classrooms prior to peer observations. Exchange feedback with coaches and supported teachers to ensure their needs were met.

Person Responsible

Maria Costa

Schedule

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

Evidence of Completion

Walkthrough Data

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

Action Steps to meet our goal will be monitored through data chat meetings with school administration, district personnel, instructional and support staff.

Person Responsible

Maria Costa

Schedule

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

Evidence of Completion

Agenda, Sign-Sheet, and Administrative Walkthrough

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

On-going grade level data chats

Person Responsible

Maria Costa








Schedule

Monthly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Data disaggregation of iReady Diagnostic & Growth Monitoring, academic topic tests and summative, FSA, EOC, FCAT or FAA as appropriate

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.MA1  M332588	Administration, district curriculum support, instructional coaches, and teachers will review data...	Costa, Maria	9/12/2016	Lesson Plans with evidence of Differentiation, Student Data, Mid-Year Assessment Data Review/Chats, Topic Assessments and Walkthroughs.	6/8/2017 monthly
G1.B1.S1.MA1  M332586	On-going grade level data chats	Costa, Maria	9/12/2016	Data disaggregation of iReady Diagnostic & Growth Monitoring, academic topic tests and summative, FSA, EOC, FCAT or FAA as appropriate	6/8/2017 monthly
G1.B1.S1.MA1  M332587	Action Steps to meet our goal will be monitored through data chat meetings with school...	Costa, Maria	8/22/2016	Agenda, Sign-Sheet, and Administrative Walkthrough	6/8/2017 quarterly
G1.B1.S1.A1  A319316	Provide professional development by grade level in the elementary school and subject area in the...	Costa, Maria	8/22/2016	Agenda, Sign-Sheet, and Administrative Walkthroughs.	6/8/2017 monthly
G1.B1.S1.A2  A319317	Implement effective planning, inclusive of data to differentiate instruction aligning resources...	Costa, Maria	8/22/2016	Lesson Plans with evidence of Differentiated Instruction, Student Data, Data Chats, and Walkthroughs.	6/8/2017 weekly
G1.B1.S1.A3  A319318	Provide supplemental instructional tools for differentiated instruction, model when needed,...	Costa, Maria	9/12/2016	Contact Logs, CSS Logs	6/8/2017 weekly
G1.B1.S1.A4  A319319	Participate in the Professional Development, observing for active participation and engagement from...	Costa, Maria	8/22/2016	Walkthrough Data	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. To increase student achievement by improving the quality of core instruction across all content areas .

G1.B1 Lack of effective planning that is based on standards and/or specific core benchmarks.

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students through effective planning.

PD Opportunity 1

Provide professional development by grade level in the elementary school and subject area in the middle school on the use of data to create flexible groups and identification of resources aligned to students' needs, within guided groups.

Facilitator

Dania Hernandez, Reading Contact; Pierrela Jeanbaptiste, Reading Contact; Yessenia Cardoso, Reading Contact; Marcela Marcos, Math Liaison; Nelson Borrego, Social Science Liaison; Ana Byrd, Science Contact; Sarah Burrows, Science Contact

Participants

Teacher Gr K-8

Schedule

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

PD Opportunity 2

Implement effective planning, inclusive of data to differentiate instruction aligning resources available.

Facilitator

Dania Hernandez, Reading Contact; Pierrela Jeanbaptiste, Reading Contact; Yessenia Cardoso, Reading Contact; Marcela Marcos, Math Liaison;

Participants

Teachers Gr K-5

Schedule

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

PD Opportunity 3

Provide supplemental instructional tools for differentiated instruction, model when needed, implementation of small group instruction aligned to data.

Facilitator

Dania Hernandez, Reading Contact; Pierrela Jeanbaptiste, Reading Contact; Yessenia Cardoso, Reading Contact; Marcela Marcos, Math Liaison;

Participants

Teachers Gr K-8

Schedule

Weekly, from 9/12/2016 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	Provide professional development by grade level in the elementary school and subject area in the middle school on the use of data to create flexible groups and identification of resources aligned to students' needs, within guided groups.	\$0.00
2	G1.B1.S1.A2	Implement effective planning, inclusive of data to differentiate instruction aligning resources available.	\$0.00
3	G1.B1.S1.A3	Provide supplemental instructional tools for differentiated instruction, model when needed, implementation of small group instruction aligned to data.	\$0.00
4	G1.B1.S1.A4	Participate in the Professional Development, observing for active participation and engagement from teachers. Participation in planning sessions by grade level and/or subject area listening for conversations about how to differentiate based on needs; observation of the implementation of plans, including small group differentiated instruction. Observation of differentiated instruction in the model classrooms prior to peer observations. Exchange feedback with coaches and supported teachers to ensure their needs were met.	\$0.00
Total:			\$0.00