

Ernest R. Graham K 8 Academy



2016-17 Schoolwide Improvement Plan

Ernest R. Graham K 8 Academy

7330 W 32ND AVE, Hialeah, FL 33018

<http://erg.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	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

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 Ernest R. Graham K 8 Academy

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.

At Ernest R Graham K-8 Academy, we provide high quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the school's vision statement.

We, the faculty and staff at Ernest R Graham K-8 Academy, are committed to provide educational excellence for all students.

2. School Environment

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

Students complete the School Climate Survey on a yearly basis in order to identify the needs of the students and addressed them accordingly. Character Education/Culture classroom lessons are conducted by school counselors and teachers in order to assist students in developing positive self image. There is an array of school wide activities through out the year that encourages teachers and students to build their relationships. Classroom lessons in conflict resolution are conducted by counselors and teachers to resolve issues.

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

There is a student/teacher system in place to identify student needs for counseling services, teaching prevention support curriculum in Bullying, Combating Student Sexting, To Reach Ultimate Success Together (TRUST) Curriculum. The District's Character Education and Values Matter Miami Programs are used to encourage students to model positive behaviors that create a safe learning environment. Morning announcements are conducted to provide schools with the Healthy Relationships and Youth Empowerment. The announcements support many of the nine core character education values and aligned to the Code of Student Conduct adopted by the District. Parent education is also offered by the school for additional support. School counselors work together incorporating the Values Matter Miami Nearpod lessons that are based on the nine core Values and it includes other topics. School Counselors collaborate with community involvement specialist, teachers, and administrators to implement a clearly defined systematic process to guarantee the safety of all students.

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.

Ernest R Graham K-8 Academy implements the Code of Student Conduct to ensure a safe learning environment and the academic success of all students. There is a school wide alternative to suspension plan with an array of strategies to support teachers and parents. District Programs (Roadmap to Progressive Discipline) have been implemented to provide specific guidance regarding new programs available to assist students such as Student Success Centers and Pathways. Teachers have in place an effective behavior management plan for minor classroom infractions.

School counselors are available to support our students, teachers and parents with behavior modification plans as needed. Teachers have been informed about the Code of Student Conduct and Values Matter Initiative. Trainings will be provided throughout the school year on the strategies to be implemented when behavior issues arise.

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.

Ernest R Graham K-8 Academy ensures the social-emotional needs of all students by assigning our counselors to various grade levels to ensure that the counseling programs/services are accessible to all students. Our counselors engage in classroom lessons aligned to the Student Services Framework that relates Values Matter Miami, bullying, and self-esteem. Our counselors provide group sessions, individual sessions, and also provides parents with referrals to outside community agencies to provide appropriate support and assistance to the families.

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.

- *Students who missed 10 percent or more of available instructional time.
- *Students who failed a mathematics course.
- *Students who failed an English Language Arts course.
- *Students who failed two or more courses in any subject.
- *Students who received two or more behavioral referrals.
- *Students who received one or more behavior referrals that lead to suspension.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	4	15	0	8	7	3	5	5	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	9	4	3	13	1	2	1	0	0	0	0	36
Level 1 on statewide assessment	0	6	34	0	14	43	2	31	26	0	0	0	0	156
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	34	2	15	45	4	31	27	0	0	0	0	164

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

Connect Ed Messaging System to notify parent of student attendance
School Attendance Action Plan

Intensive Reading and Intensive Math for students with FSA Levels 1 or 2
Developmental Reading course for ELL students in Grades 6-8
Wonderworks Intervention groups for students in Grades 3-5 with FSA Levels 1 or 2
Wonderworks intervention (SESAT Test) for students in Kindergarten scoring below 40th Percentile
Wonderworks intervention (SAT-10 Test) for students in Grades 1-3 scoring below 40th Percentile
i-Ready Program in Reading and Math
I-Ready Growth Monitoring for Elementary students
Tutoring for ELL students Grades 3-8
Imagine Learning for ESOL Level 1 students
Achieve 3000 for ESOL Levels 2-4
Credit recovery for Grades 6-8 through Florida Virtual School or Summer Program
Counselors meets with students identified with any of these at risk behaviors
Community Involvement Specialist assist with parent and student attendance issues/Behavior

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/337325>.

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.

Ernest R Graham K-8 Academy developed a close partnership with the Education Fund in order to increase academic achievement. Parent Academy meetings are scheduled on a regular basis involving parents and community leaders. Community stakeholders are involved in our EESAC meetings. Our school reaches out to community agencies in order to assist parents.

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
Alfaro, Mayra	Principal
Urbanik, Erika	Assistant Principal
Rodriguez, Rita	Assistant Principal
Valdes, Mildred	Instructional Coach
Mckenzie, Andrew	Instructional Coach
Julia, Yailen	Teacher, K-12
Sanchez, Rosa	Instructional Coach
Reyes, Marlene	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.

Members of the leadership team serve specific roles in order to serve as instructional leaders.

Mayra Alfaro, Principal, schedules leadership team meetings, prepares an agenda of items to present to literacy team, oversees budget in order to provide resources, and monitors implementation of academic progress.

Erika Urbanik, Assistant Principal, schedules regular RTI meetings, ensures attendance of team members and monitors follow up of action steps. Monitors the implementation of the SPED program in order to verify student's IEP are met accordingly.

Rita Rodriguez, Assistant Principal, ensures proper implementation of the ELL program. Schedules LEP meetings and monitors program guidelines.

Mildred Valdes, Middle School Reading Instructional Coach, oversees reading program, analyzes data to provide support to teachers.

Andrew McKenzie, Math Instructional Coach, analyzes and monitors data in order to provide assistance to teachers.

Yailen Julia, Teacher K-12, provides resources for ELL students in middle school. Monitors LEP meetings to ensure student's academic progress.

Rosa Sanchez, Reading Instructional Coach, monitors student progress in Reading. Analyzes data in order to provide resources and curriculum support to teachers.

Marlene Reyes, ESOL Chair, ensures that the language development needs of ELL students are met. Schedules LEP meetings to develop strategies based on individual student's needs.

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.

RtI/MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing systematic examination of available data with goal of impacting student achievement, school safety, school culture, literacy, and attendance. School resources are allocated in direct proportion to student needs. RtI/MTSS uses increasingly in- depth instruction and interventions. 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 provided in addition to and alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or

behavioral support. The RtI/MTSS Leadership Team meets with the school administrative team to address any concerns that may impact the students academic achievements. The RtI/MTSS team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to teaching (Gradual Release, Essential Questions, Interactive Strategies Teaching Strategies, Extending, Refining. and Summarizing); and processes and procedures.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mayra Alfaro	Principal
Sharon Barnett	Teacher
A'Shonda Bivens	Teacher
Rosa Sanchez	Teacher
Maria Sarduy	Teacher
Soraya Cibrán	Education Support Employee
Noah Kahn	Business/Community
Sara Uria	Education Support Employee
Maria Valdes	Parent
Amelia Valdes	Parent
Alexandra Diaz	Parent
Kristi Gomez	Business/Community
Brenda Perez	Business/Community
Maria Ramos	Teacher
Jane Sawyer	Teacher
Nora Cohen	Teacher
Jaina Berkley	Student
Melissa Deinys	Student
Ana Perez	Parent
Geny Perera	Parent
Melissa Deinys	Student
Carlos Lombana	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Members of the SAC partake in the evaluation of last year school improvement plan. The SAC met during the month of May during last school year to review and recommend changes to the SIP. Committee members were organized into groups of three to four. Each group was provided a copy of

the school's data and a copy of the SIP. The groups worked collaboratively and analyzed the data for the development of the current School Improvement Plan.

b. Development of this school improvement plan

Members of the SAC partake in the School Improvement Plan Writing Committee. Therefore, they collaboratively develop the framework with input from all stakeholders. The School Advisory Council monitors and approves all goals and initiatives included on the plan. The School Advisory Council is the sole body responsible for the final decision making at the school relating to the implementation of SIP goals and strategies. The school annual budget is also reviewed by the SAC annually. Furthermore, the School Advisory Council reviews programs and concerns to provide support for the academic achievement of the student body and approves any adjustments necessary throughout the school year.

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

Members of the SAC partake in the annual budget and plan accordingly. The school annual budget is also reviewed by the SAC annually. The SAC committee will meet during the next EESAC meeting in October to discuss the annual budget.

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

The School Advisory Council has recommended the allocation of funds to purchase additional computers to enhance the computer lab. The SAC fully supports academic programs provided by the district office. All instruction will be aligned to the Common Core State Standards and will be in compliance with all district and school benchmarks.

The School Advisory Council assists in the preparation of the school improvement plan and participates in the implementation of SIP goals and strategies. The school annual budget is also reviewed by the SAC annually. Furthermore, the School Advisory Council reviews programs and concerns to provide support for the academic achievement of the student body.

The SAC committee allocated the SAC funds, in the amount of \$6,565, to be used towards the purchase of computers.

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
Alfaro, Mayra	Principal
Urbanik, Erika	Assistant Principal
Rodriguez, Rita	Assistant Principal
Reyes, Marlene	Teacher, K-12
Sanchez, Rosa	Instructional Coach
Mckenzie, Andrew	Instructional Coach
Valdes, Mildred	Instructional Coach
Julia, Yailen	Teacher, K-12
Hernandez, Rosa	Teacher, K-12
Bivens, Ashonda	Teacher, K-12
Bacallao, Marilyn	Teacher, K-12
Wilson, Lovietta	Teacher, K-12
Pumar, Maria	Teacher, K-12
Verdugo, Veronica	Teacher, K-12
Miro, Maylin	Teacher, K-12
Rosendo, Niurka	Teacher, K-12
Berkley, Diane	Teacher, K-12
Ruiz, Ana	Teacher, K-12

b. Duties

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

As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Literacy Leadership Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/ interventions. Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from instructional coaches and teacher will provide tutorial. Students who were placed below grade level on in Reading and Math diagnostic assessments will be monitored by the LLT team to determine the effectiveness of the reading intervention program and the fidelity of the implementation. Students who placed on level or above on diagnostic assessments will participate in i-Ready lab sessions for enrichment. Intervention strategies will be adjusted according to current data from i-Ready.. All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed. These are the major initiatives of the LLT for the 2016-2017 school year.

Curriculum meetings and Professional Development opportunities are also provided to align with literacy needs. These opportunities expand to all content areas and include topics such as effectively utilizing reading and writing strategies, differentiating instruction, utilization of technology and digital resources, using the Gradual Release of Responsibility Model, and various strategies to increase rigor and text complexity.

The LLT at Ernest R Graham K-8 Academy works to guarantee fidelity of the implementation of the K-12 CRRP. In an effort to achieve reading success, the administration team carries out classroom walkthroughs and observes various elements of the CRRP such as print rich environment, classroom libraries, effective implementation of intervention programs and differentiated instruction.

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.

Ernest R Graham K-8 Academy Instructional Coaches meet with grade levels to determine areas of students' strengths and weaknesses as demonstrated by classwork assignments and assessment results. Teachers meet on a weekly basis to plan and collaborate together by grade levels and subject areas. Their meetings focus on the implementation of the Florida State Standards through explicit instruction and model lessons. A teacher has been designated to record notes from the meeting and submit them to the administrative staff. Teachers are encouraged to join the common planning times that have been established within the various grade levels and departments. Teachers are given the opportunity to observe and visit model classrooms. The meetings facilitated by the department chairperson and/or curriculum designee assigned to the grade level. Curriculum meetings by departments are held on a monthly basis to discuss new District resources and guidelines.

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

To hire and retain highly qualified, certified-in-field, and effective teachers Ernest R Graham will recruit from local State and Private Universities, carry out teacher interview from the Teacher Match Online System, provide mentors for beginning teachers and veteran teachers, and if needed provide teachers with opportunities for professional growth. The person responsible for carrying out these strategies is the principal, Mayra Alfaro and assistant principals, Rita Rodriguez and Erika Urbanik.

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

Ernest R Graham K-8 Academy has implemented various programs to provide new teachers with the instructional tools needed to ensure student achievement. New teachers are paired with grade level/ department chairs to develop curriculum strategies and provide classroom management support. Grade level planning is also implemented at the school site in grades K-8 monthly to facilitate teaching partnerships, encourage the exchange of ideas, and share best practices. In addition, teachers are offered the opportunity to participate in the Districts MINT program support by school personnel.

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.

Ernest R Graham K-8 Academy ensures that the instructional programs are aligned with the Florida Standards by encouraging that all teachers include the benchmarks that pertain to the subject being taught each day in their lesson plans. It is also suggested to include the District's Pacing Guides with weekly lesson plans. The school uses a variety of assessment tools to analyze student data. Prior to the start of the academic year, each faculty and staff member is provided with the previous year's data. Students' placement is determined by FSA Reading and Math levels/percentile. Specific instructional and assessment tools (school and district assessment, i-Ready diagnostic assessment, ACCESS 2.0, FSA percentile, and Imagine Learning) are utilized to direct instruction and differentiate according to the student levels. Analysis of the student performance data determines instructional

pacing and remediation strategies for Math and Reading. Also, data chats are conducted with faculty members and students for the purpose of modifying existing strategies to meet student needs.

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.

At the beginning of the school year the administrative team presents a school wide data desegregation activity to review and analyze the FSA data results in order to target specific instructional goals and objectives for curriculum planning outlined in the SIP. Students who placed below grade level on iReady in Reading and Math diagnostic assessment will be monitored to determine the effectiveness of the Reading intervention program and the fidelity of the implementation. Teachers participate in data chats as department individually and with administration. Data is disaggregate and integrated in order to better create lesson that focus on specific learning targets. The Language Arts and Mathematics classes are scheduled into the computer lab on a rotational basis to infuse technology in the learning process. Faculty members will be participating in professional development that is centered on differentiate instruction and the ability to integrate technology in order to enhance instruction with needed interventions.

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: 1,400

Before and After School Title III ELL Tutoring Program

Strategy Rationale

Students participating in the Title III tutoring program engage in additional learning opportunities fostering both their acquisition of the language as well as the daily applicability of these skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rodriguez, Rita, rirodriguez@dadeschools.net

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

Reports from Imagine Learning, Achieve 3000 and i-Ready Reading Response to Intervention will be used to analyze the effectiveness of the strategy.

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.

Ernest R Graham K-8 Academy has one Voluntary Pre-Kindergarten (VPK) class that is funded through Title I. The funds are used to provide a highly qualified teacher and paraprofessional. The VPK program prepares young children to be life-long learners. The teacher and paraprofessional in this class assists preschool children to make the transition into our Kindergarten school program as smooth and supportive as possible. Our pre-Kindergarten and kindergartens teachers collaborate to ensure that our students receive a variety of meaningful experiences.

Our Kindergarten Transition Meetings are held three times a year to inform parents about the kindergarten curriculum, grade level expectations, assessments and other pertinent information to ensure a smooth transition from the preschool program. In addition, the teachers share information about the Florida Kindergarten Readiness Screener (FLKRS), which is determined to measure student kindergarten readiness rates and identify specific skills and knowledge that the students obtained from their previous preschool program.

A successful transition of students at Ernest R Graham K-8 Academy from fifth grade to the middle school grades is made possible by providing students with grade level orientations at the beginning of the school year. The student service team also assists students in their transition from one grade to the another to discuss subject selection and available courses.

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.**

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

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.

G2. 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. **1a**

 **G087803**

Targets Supported **1b**

Indicator

Annual Target

Targeted Barriers to Achieving the Goal **3**

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

•
•

G2. If core instruction is increased in all content areas then student achievement will improve. 1a

G087804

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	100.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
FCAT 2.0 Science Proficiency	60.0
CELLA Writing Proficiency	37.0

Targeted Barriers to Achieving the Goal 3

- Limited rigorous planning in all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches, supplemental instructional materials targeting reading and mathematics, computer based instructional programs, computer labs, classroom computers, laptop carts, student tablets, common planning, and professional development.

Plan to Monitor Progress Toward G2. 8

Progress will be monitored using topic, quarterly, usage reports, and remedial assessment data outcomes to determine effectiveness of planning and instructional delivery in all content areas.

Person Responsible

Mayra Alfaro

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

District Assessments, topic assessments, quarterly assessments, computer program generated reports, lesson plans, student folders, data binders (reports and assessment 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

 = Problem Solving Step  S123456 = Quick Key

G2. If core instruction is increased in all content areas then student achievement will improve. 1

 G087804

G2.B4 Limited rigorous planning in all content areas. 2

 B233444

G2.B4.S1 On going Curriculum meetings will be offered during planning time to expand and facilitate rigorous planning across all content areas. In addition, Continuous District based or school based professional development opportunities will enhance instruction and ongoing academic programs. 4

 S246335

Strategy Rationale

Educators will be encouraged to attend district and school based professional development in order to provide ample opportunities to enhance instruction and support academic programs.

Action Step 1 5

Conduct Curriculum meetings and professional development during common planning/teacher workdays to increase rigor in core instruction throughout all content areas.

Person Responsible

Mayra Alfaro

Schedule

Quarterly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Agenda, attendance sign-in, Usage Reports, Summative Assessment , 2017 FSA, FCAT Science 2.0, Topic assessments and Mini-Classroom assessments .

Action Step 2 5

Instructors will plan to increase rigor within their lessons and implement proper usage of available resources to enhance instruction.

Person Responsible

Mayra Alfaro

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Lesson plans, iReady reports, student work folders and participation, FSA assessment data.

Action Step 3 **5**

Instructional coaches will support instructors during the planning and implementation phase to ensure fidelity of academic progress and increase student achievement.

Person Responsible

Mayra Alfaro

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student work, computer program generated reports, and assessment data.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Monitor implementation of effective planning in the classroom instruction incorporating rigor and technology infusion as evidenced by walkthroughs.

Person Responsible

Mayra Alfaro

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student work, computer program generated reports, data binders, grade level meeting minutes and sign-in, formative and summative assessment data (FSA 2017) and FCAT Science 2.0.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 **7**

The leadership team will evaluate the implementation of effective planning and instructional delivery through careful monitoring topic, quarterly, data chats, and iReady reports, .

Person Responsible

Mayra Alfaro







Schedule

Biweekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student work, assessment data and debriefing,

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1  M332818	Progress will be monitored using topic, quarterly, usage reports, and remedial assessment data...	Alfaro, Mayra	8/30/2016	District Assessments, topic assessments, quarterly assessments, computer program generated reports, lesson plans, student folders, data binders (reports and assessment data).	6/2/2017 biweekly
G2.B4.S1.MA1  M332816	The leadership team will evaluate the implementation of effective planning and instructional...	Alfaro, Mayra	8/30/2016	Lesson plans, student work, assessment data and debriefing,	6/2/2017 biweekly
G2.B4.S1.MA1  M332817	Monitor implementation of effective planning in the classroom instruction incorporating rigor and...	Alfaro, Mayra	8/30/2016	Lesson plans, student work, computer program generated reports, data binders, grade level meeting minutes and sign-in, formative and summative assessment data (FSA 2017) and FCAT Science 2.0.	6/2/2017 biweekly
G2.B4.S1.A1  A319511	Conduct Curriculum meetings and professional development during common planning/teacher workdays to...	Alfaro, Mayra	8/30/2016	Agenda, attendance sign-in, Usage Reports, Summative Assessment , 2017 FSA, FCAT Science 2.0, Topic assessments and Mini-Classroom assessments .	6/2/2017 quarterly
G2.B4.S1.A2  A319512	Instructors will plan to increase rigor within their lessons and implement proper usage of...	Alfaro, Mayra	8/30/2016	Lesson plans, iReady reports, student work folders and participation, FSA assessment data.	6/2/2017 weekly
G2.B4.S1.A3  A319513	Instructional coaches will support instructors during the planning and implementation phase to...	Alfaro, Mayra	8/30/2016	Lesson plans, student work, computer program generated reports, and assessment data.	6/2/2017 biweekly

V. Professional Development Opportunities

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

G2. If core instruction is increased in all content areas then student achievement will improve.

G2.B4 Limited rigorous planning in all content areas.

G2.B4.S1 On going Curriculum meetings will be offered during planning time to expand and facilitate rigorous planning across all content areas. In addition, Continuous District based or school based professional development opportunities will enhance instruction and ongoing academic programs.

PD Opportunity 1

Conduct Curriculum meetings and professional development during common planning/teacher workdays to increase rigor in core instruction throughout all content areas.

Facilitator

Instructional Coaches (Rosa Sanchez, Mildred Valdes, Andrew McKenzie), ELL Resource (Yailen Julia, Marlene Reyes)

Participants

Teachers in grades K-8/Content Area Teachers

Schedule

Quarterly, from 8/30/2016 to 6/2/2017

PD Opportunity 2

Instructors will plan to increase rigor within their lessons and implement proper usage of available resources to enhance instruction.

Facilitator

Instructional Coaches (Rosa Sanchez, Mildred Valdes, Andrew McKenzie), ELL Resource (Yailen Julia and Marlene Reyes)

Participants

Teachers in grades K-8

Schedule

Weekly, from 8/30/2016 to 6/2/2017

VI. Technical Assistance Items

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

G2. If core instruction is increased in all content areas then student achievement will improve.

G2.B4 Limited rigorous planning in all content areas.

G2.B4.S1 On going Curriculum meetings will be offered during planning time to expand and facilitate rigorous planning across all content areas. In addition, Continuous District based or school based professional development opportunities will enhance instruction and ongoing academic programs.

TA Opportunity 1

Instructional coaches will support instructors during the planning and implementation phase to ensure fidelity of academic progress and increase student achievement.

Facilitator

Instructional Coaches (Rosa Sanchez, Mildred Valdes, Andrew McKenzie), ELL Resource (Yailen Julia and Marlene Reyes)

Participants

Teachers in grades K-8

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

VII. Budget

1	G2.B4.S1.A1	Conduct Curriculum meetings and professional development during common planning/ teacher workdays to increase rigor in core instruction throughout all content areas.	\$0.00
2	G2.B4.S1.A2	Instructors will plan to increase rigor within their lessons and implement proper usage of available resources to enhance instruction.	\$0.00
3	G2.B4.S1.A3	Instructional coaches will support instructors during the planning and implementation phase to ensure fidelity of academic progress and increase student achievement.	\$0.00
Total:			\$0.00