

Miami-Dade County Public Schools

Zora Neale Hurston Elementary School



2016-17 Schoolwide Improvement Plan

Zora Neale Hurston Elementary School

13137 SW 26TH ST, Miami, FL 33175

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Zora Neale Hurston Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Zora Neale Hurston Elementary School prepares students with the academic skills, habits of mind and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

b. Provide the school's vision statement.

The staff of Zora Neale Hurston Elementary School works diligently each day and often beyond school hours to ensure that the students receive a quality educational program to meet students' academic and socio-emotional needs. Constant interaction with parents is initiated and nurtured by faculty and staff members. The parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents and students.

2. School Environment

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

Zora Neale Hurston's population is 95% Hispanic. The school learns about the majority of the cultures represented at the school during Hispanic Heritage Month. Students participate in the various cultural activities which include: the creation of yearly projects for display representing their native Hispanic cultures; bringing in native musical instruments, artifacts and typical dishes from their country; and dressing in costumes representing their country's typical attire. In addition, teachers select a country of their choice and display reports and artifacts outside of their classroom for students to learn about other cultures. The school also provides teachers and students opportunity to learn about the African American culture through various activities and weekly assemblies during African American History Month. Presentations by students during morning announcements provide information about all of the the cultures represented in the school throughout the school year.

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

Zora Neale Hurston's teachers and staff members receive information about arrival/ dismissal, fire drills, code red lock downs and emergency procedures at the opening of school's meeting. In addition, all emergency procedures are included in the Faculty Handbook. A Critical Response Team meets quarterly to discuss safety concerns. Students are monitored in the cafeteria and hallways each morning by staff and volunteers prior to pick up by the teacher. A School Security monitor or designated personnel are positioned at the entrance of the school to ensure that all visitors sign in and report to the office immediately. Security monitors are also assigned to the cafeteria and hallways to monitor students throughout the school day.

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.

Teachers review the Student Code of Conduct with all students at the beginning of the school year and as needed. Parents are asked to sign a form indicating they have reviewed the Student Code of

Conduct with their child. Teachers refer students to the administration and counselor for behavioral concerns. In addition, Students of the Month are given certificates and recognized monthly on morning announcements. Students are also recognized by the counselor for through the Do the Right Thing program. The school is implementing the district developed Values Matter program school wide to promote model behaviors. Classrooms implement a behavioral system which rewards appropriate behavior and provides consequences for inappropriate behavior.

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.

Zora Neale Hurston Elementary School collaborates with district programs and services and community agencies in order to meet the social-emotional needs of all students. This collaboration includes: Head Start, HealthConnect Clinic through the Children's Trust staffed with a full time nurse, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education and the Miami-Dade County Health Department, the Response to Intervention RTi Team meets regularly to discuss the needs of all students and refers students to the School Support Team as needed. A full time counselor provides individual and group counseling for students as designated on the Individual Education Plan or as needed when a child is referred to the office. During Red Ribbon Week, anti-drug presentations and activities are part of the curriculum. Anti-bullying messages are presented on morning announcements and students attend anti-bullying assemblies. Teachers and staff members mentor and support students through referrals.

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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	1	2	0	2	1	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	10	3	1	1	4	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	7	3	0	4	31	0	0	0	0	0	0	0	45

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	5	9	5	1	4	31	0	0	0	0	0	0	0	55

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

In order to improve the academic performance of students identified by the early warning system the following intervention strategies have put in place:

Perfect Attendance Recognition- Students are recognized for perfect attendance every nine weeks, classes that have 100% attendance are given incentives as well.

Students who did not show mastery on the ELA or Math state- wide assessments are placed in Tier 2 interventions to include the district recommended intervention WonderWorks. The following supplemental computer programs are also offered: i-Ready, Reading Plus, Waterford and Imagine Learning (for ELL students Level 1 & 2). ELL students in grades four and five are placed in after school tutoring. These students are also closely monitored by the MTSS/ Rtl Leadership Team.

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 available at the school site.

2. Description

N/A

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.

Zora Neale Hurston builds and sustains partnerships with local community businesses. Each year, the school schedules activities which benefit both the school and the partners such as Reading Night at Barnes and Nobles, Papa John's pizza sales for evening parent activities, Math Night at Publix, and McTeacher Night at Mcdonalds. Each of these activities generates money for the school which is used to support student achievement. In addition, all partners are invited to come read to students for Dr. Seuss' Birthday and are recognized with a breakfast and certificate. One of our partners is part of the school's Educational Excellence School Advisory Council and meets regularly with stakeholders. Partners are also invited to the school's yearly Career Day and given the opportunity to distribute business information and flyers to 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
Valenzano, Isabel	Principal
Cunningham, Wanda	Assistant Principal
Dougery, Jonelle	School Counselor
McCrink, Christina	Instructional Coach

b. Duties

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

Administrator(s) Isabel Valenzano or Wanda Cunningham will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School guidance counselor-Jonelle Dougery-responsible for organizing leadership team and SST meetings
- School psychologist-Nicole Diaz-responsible for analyzing reports and data
- School social worker-Lourdes Ferrer-responsible for writing social history reports as needed
- School curriculum support-Christina McCrink-responsible for pulling up data reports
- In addition to Tier 1 problem solving, the Leadership Team members will meet a minimum of monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The following members of the MTSS Leadership Team- (administrator, counselor, psychologist, school curriculum support) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The following members of the Leadership Team, Tier 2 Team (counselor, psychologist, teacher) and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Monitoring progress and setting expected levels of progress toward proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response and demonstrating a positive response when students have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring 3 times per year and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, and summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded part time Community Involvement Specialists (CIS), serve as bridge between the home and school through community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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. Parents participate in the design of their

school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include Parent Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2016-2017 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X-

- 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 homeless students receive all 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 schools 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 children and youth are not to be stigmatized, separated, segregated, or isolated on their status 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.
- The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Adult Education

Career and Technical Education

Students in second grade will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications using the KAPOW (Kids and the Power

of Work).

The school will implement a schoolwide career day in May 2017.

Job Training

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a full-time Nurse and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Isabel Valenzano	Principal
Sadi Albertini	Teacher
Isabel Pardo	Teacher
Jonelle Dougery	Teacher
Christina McCrink	Teacher
Adelaida Clancy	Education Support Employee
Marta Diaz	Parent
Sandrally Aponte	Parent
Jennifer Liu	Parent
Felipe Blandon	Business/Community
Diana Vergara	Parent
Juan Roca	Business/Community
Melissa Pumariega	Teacher
Samantha Guerra	Student
Maritza Roque	Teacher
Milenes Gan	Parent
Michelle Anderson Mirabal	Parent
Elizabeth Chalarca	Teacher
Lliadys Prado	Parent
Terry Wheeler	Teacher

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 School Advisory Council will review the results of the FSA Assessments, Interim Assessments.

b. Development of this school improvement plan

The SAC is the sole body responsible for final decision-making at the school relating to implementation of the state system of school improvement and accountability. The committee will also assist with the preparation, implementation, and evaluation of the School Improvement Plan.

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

Allocated funds in the amount of \$3,200 will be used for classroom resources used to implement the Florida State standards.

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

Allocated funds in the amount of \$3,200 will be used for classroom resources used to implement the Florida State standards.

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
Valenzano, Isabel	Principal
Cunningham, Wanda	Assistant Principal
McCrink, Christina	Instructional Coach
Dougery, Jonelle	

b. Duties

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

The Literacy Leadership Teams will focus on developing and implementing instructional routines that use complex text and incorporate text dependent higher order thinking questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The major initiatives will include:

- creating a collaborative environment that fosters sharing and learning
- developing a school-wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

Activities may include:

- Providing materials, resources, assistance to address the concerns of staff and review and share materials among grade levels.
- Attending workshops/conferences on designated topic; these may be held on site and delivered by a staff member.
- Analyzing and reviewing data
- Sharing and reporting

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.

The school's master schedule provides an opportunity for teachers to meet with their grade level on a weekly basis to focus on collaborative planning. Teachers discuss instructional strategy and content focus for the week. Support by the Instructional Coach is also provided on a monthly basis. Once every nine weeks or on a needs basis, the leadership team meets with grade level in order to review student data and continue the collaboration process.

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

Zora Neale Hurston Elementary provides future educators an opportunity to complete in-service hours and intern with highly qualified teachers. On-going support is also given to teachers through data chat meetings and in house professional development

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

Zora Neale provides new teachers with mentor teachers, peer teachers, and additional support if needed. The Instructional Coach meets with new teachers on a regular basis. Professional development is also provided based on needs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The administrative team provides professional development on the new Florida Standards. The Instructional Coach assists the teachers during common planning time on the Florida Standards Assessment, Test Item Specifications, District Pacing Guides, core instructional programs and lesson plans. On a weekly basis Principal and Assistant Principal conduct classroom walk throughs to monitor the implementation of the instructional program and to make sure they are aligned to the Florida Standards..

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

During the first few weeks of school and also quarterly all students are given an assessment in Reading, Writing, Math and Science. Furthermore, the iReady diagnostic will also be used to place students in differentiated instruction groups during language arts and mathematics. Once every nine weeks or on a needs basis, the leadership team meets with the different grade levels in order to review student data. The data is used to differentiate instruction in the classroom. Depending on student needs teachers use whole group, small group and one-on-one instruction. In addition, English Language Learner students identified as level 1 or 2 has a teacher that goes into the classroom during Reading/ Language Arts to assist them.

Additionally, administrators, Instructional Coach, and teachers review student summative data (SAT, FSA, FCAT 2.0 Science scores) in order to identify students in need of intervention. These students are then given intervention using the district's required Tier 2 Reading WonderWorks intervention program and/or iReady for an additional 30 minutes.

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

Strategy: Extended School Day

Minutes added to school year: 1,800

Title III Grant provides funding for selected ELL students to receive instruction in Reading/ Language Arts.

Strategy Rationale

Giving students additional instructional time and remediation will allow them to access reading and narrow their achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Valenzano, Isabel, pr2511@dadeschools.net

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

Data is collected during the tutoring program. Teachers monitor student progress throughout the tutoring sessions and adjust assignments to meet student needs. Small group instruction is used.

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.

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In

addition to social skills, students develop the concept of sharing with peers, participating in group games, and taking turns during activities and games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work on gross motor skills such as running, jumping, galloping, and marching. To develop fine motor skills, students work on lacing cards, stacking items and holding writing tools appropriately to improve motor perception. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and print. When necessary, modifications are made to the VPK objectives.

At Zora Neale Hurston Elementary School, all incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Zora Neale Hurston Elementary School has one Voluntary Prekindergarten (VPK) class, four prekindergarten classes for Student with Disabilities (SWD) and one Head Start program. The High-Scope Curriculum is utilized and pre-academic skills are addressed. Kindergarten students are evaluated using the FLKRS and the i-Ready diagnostic assessment. Assessments provide a measure of program effectiveness. The classroom teachers are responsible for all assessments and evaluations. Communication to parents is in the form of the CONNECT-ED telephone system, letters, the school website, and face to face contact with parents. Parent conferences are scheduled throughout the year. Interim progress reports are sent home. Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student grades and school resources through the Parent Viewer and Parent Portal via district website. Evaluation for VPK and SWD Pre-K classes is conducted through the use of district guidelines. Staff effectiveness is assessed through Instructional Performance Evaluation and Growth System (IPEGS).

Title I Administration provides for the Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a fulltime highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults.

The Title 1 VPK class is comprised of 19 regular students and 1 SPED student who is now in a consult status. These students attend school in a full day program. The VPK teachers are required to conduct the VPK assessment three times a year. The SPED Pre-K class, classified as Reverse Mainstream is comprised of students with varying exceptionalities. There are 10 SPED students and 4 role models in that class. One SPED Pre-K class, classified as Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) is comprised of 6-9 autistic students. This is a self-contained full day program model. One SPED Pre-K class, classified as a LEAP (Learning Experiences and Alternate Program) half-day program (AM and PM), with 5 SPED students and 10 Role Models in the morning session and the PM class has 4 ESE and 8 role models in the afternoon session. This class is made up of students who are identified by the district as needing instruction in a special class because of Autism Spectrum Disorder (ASD). Zora has one SPED Pre K Inclusion class and is comprised of 8-10 students with special needs and 10 students who serve as role models. The students are assigned to the class by the Pre-K ESE office.

In addition Zora Neale Hurston Elementary has a Head Start program which started at the end of the 2012-2013 school year. The Head Start program has 20 students and includes one student identified with special needs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

 G087813

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal **3**

- Time Constraints

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

-
- Pacing Guides
- Item Specifications
- Digital Tools
- Thinking Maps
- Professional Development

Action Plan for Improvement

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

Problem Solving Key

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

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

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

 **G087813**

G1.B2 Time Constraints **2**

 **B233470**

G1.B2.S1 Professional Development for the implementation of Thinking Maps **4**

 **S246370**

Strategy Rationale

To increase teacher knowledge of how to implement Thinking Maps effectively

Action Step 1 **5**

Professional Development on Thinking Maps

Person Responsible

Christina McCrink

Schedule

Quarterly, from 8/19/2016 to 5/26/2017

Evidence of Completion

Teachers will apply knowledge of Thinking Maps through the utilization of the maps across all content areas in the student journals.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Mini Instructional review in addition to walk throughs

Person Responsible

Isabel Valenzano

Schedule

Semiannually, from 10/10/2016 to 1/13/2017

Evidence of Completion

Mini Instructional review twice a year for evidence of student journals with higher order thinking application through Thinking Maps. Grade Level Data Chats following reviews to provide feedback and monitor implementation.

G1.B2.S2 Utilization of Thinking Maps across all content areas 4

 S246371

Strategy Rationale

To increase rigor of instruction and develop higher order thinking skills

Action Step 1 5

Teachers utilize manuals and pacing guides to develop a quarterly Action Plan for the implementation of Thinking Maps

Person Responsible

Wanda Cunningham

Schedule

On 8/30/2016

Evidence of Completion

Quarterly Action Plan; Student journals with Thinking Maps and reflective writing; Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrative Walk Throughs for evidence of Grade level implementation of Action Plan

Person Responsible

Wanda Cunningham





Schedule

Weekly, from 9/5/2016 to 10/31/2016

Evidence of Completion

Thinking Maps and reflective writing in students journals; lesson plans; Grade Level Action Plans for Implementation of Thinking Maps for first quarter

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.B2.S2.A1  A319622	Teachers utilize manuals and pacing guides to develop a quarterly Action Plan for the...	Cunningham, Wanda	8/30/2016	Quarterly Action Plan; Student journals with Thinking Maps and reflective writing; Lesson Plans	8/30/2016 one-time
G1.B2.S2.MA1  M332893	Administrative Walk Throughs for evidence of Grade level implementation of Action Plan	Cunningham, Wanda	9/5/2016	Thinking Maps and reflective writing in students journals; lesson plans; Grade Level Action Plans for Implementation of Thinking Maps for first quarter	10/31/2016 weekly
G1.B2.S1.MA1  M332892	Mini Instructional review in addition to walk throughs	Valenzano, Isabel	10/10/2016	Mini Instructional review twice a year for evidence of student journals with higher order thinking application through Thinking Maps. Grade Level Data Chats following reviews to provide feedback and monitor implementation.	1/13/2017 semiannually
G1.B2.S1.A1  A319621	Professional Development on Thinking Maps	McCrink, Christina	8/19/2016	Teachers will apply knowledge of Thinking Maps through the utilization of the maps across all content areas in the student journals.	5/26/2017 quarterly

V. Professional Development Opportunities

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

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

G1.B2 Time Constraints

G1.B2.S1 Professional Development for the implementation of Thinking Maps

PD Opportunity 1

Professional Development on Thinking Maps

Facilitator

Isabel Valenzano

Participants

Teachers

Schedule

Quarterly, from 8/19/2016 to 5/26/2017

VI. Technical Assistance Items

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

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

G1.B2 Time Constraints

G1.B2.S2 Utilization of Thinking Maps across all content areas

TA Opportunity 1

Teachers utilize manuals and pacing guides to develop a quarterly Action Plan for the implementation of Thinking Maps

Facilitator

Christina McCrink

Participants

Teachers

Schedule

On 8/30/2016

VII. Budget

1	G1.B2.S1.A1	Professional Development on Thinking Maps				\$0.00
2	G1.B2.S2.A1	Teachers utilize manuals and pacing guides to develop a quarterly Action Plan for the implementation of Thinking Maps				\$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		2511 - Zora Neale Hurston Elementary School	School Improvement Funds	642.0	\$3,200.00
			Notes: Thinking Maps Manuals			
Total:						\$3,200.00