

Miami-Dade County Public Schools

Gloria Floyd Elementary School



2016-17 Schoolwide Improvement Plan

Gloria Floyd Elementary School

12650 SW 109TH AVE, Miami, FL 33176

<http://gloriafloyd.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	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

**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 Gloria Floyd 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.

Our mission at Gloria Floyd Elementary, in cooperation with the parents and the community, is to provide a well - rounded education, in a safe learning environment which will enable all of our students to reach their highest potential.

b. Provide the school's vision statement.

At Gloria Floyd Elementary School, we envision our students receiving a state of the art educational experience, in a multicultural setting, which will nurture and encourage them to become effective communicators, critical thinkers, and productive citizens.

2. School Environment

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

Students are encouraged to research and share aspects of their culture through projects, presentations, and research reports. Cultural heritage night events showcase students' diverse backgrounds, and allow parents to be engaged in student learning. The Values Matters curriculum is implemented throughout the school day.

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

We are committed to uphold the core values of honesty, integrity, and help students develop positive attitudes while fostering cooperation among students. Our continued goal is to challenge our students intellectually, to encourage them to develop socially, and to guide them toward independent thinking and problem solving. As we strive to promote positive development in all aspects of each student's life, it is our goal to develop a school community of respectful, responsible, and caring learners who make good choices and decisions resulting in successful outcomes. We encourage students to give their best, every moment of every day. We want to instill within our students a sense of personal pride, academic responsibility, as well as love for our school.

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

Gloria Floyd Elementary is committed to providing an engaging teaching and learning environment for students, staff, and members of the community. Instructional time interruptions are kept to a minimum. Our school utilizes the Code of Student Conduct which identifies, recognizes, and rewards model student behavior within a framework of clearly established and enforceable rules and policies. We advocate a holistic approach to promoting and maintaining a safe learning environment and requires active participation from students, parents/guardians, and school staff. In addition, students are nominated to Do The Right Thing program, and SPOTsuccess, initiatives that support civic, moral and ethical values, encourage a positive and supportive school climate, and allow all school personnel to recognize and reward students for exemplifying model student 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.

Counseling services are provided to all students as needed. The 5000 Role model program allows teachers to mentor minority boys in order to help them become productive functioning members of society. Social workers, psychologists, and teachers work together collaboratively in order to monitor student progress, and provide academic and social services to meet the needs of all the students. Counselors continue to link child-serving and community agencies to the schools and families to support the children's academic, behavior, and social success. They monitor the RtI process, collaborate with teachers, and attend or conduct meetings with parents to review data and discuss educational strategies for intervention/remediation of SIP goals.

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- 10+ absences; Parents are informed at the beginning of the school year of the school's attendance policy and plan. Students with 5 or more absences receive a letter home, followed a sequential series of steps (phone calls, home visits, counseling referrals, and detentions) for continued tardies/absences.

Performance - Students who are retained or identified as a Tier 2 or Tier 3 student receive intensive intervention.

Performance - Students score at below proficiency in either ELA or Math receive intensive intervention.

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	3	3	1	4	3	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	5	6	14	1	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	3	11	16	2	31	31	0	0	0	0	0	0	0	94
Students who are retained	3	6	7	2	0	0	0	0	0	0	0	0	0	18
Level 1 on Reading	0	3	4	2	0	0	0	0	0	0	0	0	0	9
Level 1 on Math	1	3	2	4	13	0	0	0	0	0	0	0	0	23
Failed 2 or more courses in any subject	4	4	4	2	0	1	0	0	0	0	0	0	0	15

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	1	3	5	3	21	14	0	0	0	0	0	0	0	47

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

Supplemental instruction and interventions are provided in alignment with effective core instruction and behavior supports to groups of targeted students who need additional instruction. All "at risk" students receive intervention through the Wonders Intervention program, I - Ready, during / after school tutoring, and differentiated instruction.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

The school will offer meetings/workshops before, during and after school. Furthermore, incentives will be used to enhance attendance at these workshops. Parent nights will be utilized each quarter to bring parents into the school. In addition, the school's website is updated on a weekly basis. Administration consistently utilizes the Blackboard Connect system to inform families of school news and events. The following media are also used to disseminate information: school calendars, flyers, and the marquee.

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.

Business and Community representatives are invited to be on the EESAC, and are encouraged to attend all meetings. Business partners are involved with Open House, Resource Fair, and other night time activities . Business support is also provided through fundraisers.

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
Dovale, Mayte	Principal
Valerio, Maria	Assistant Principal
Murali, Latha	Teacher, K-12
Gomez, Yania	Psychologist
Gul, Angelina	Teacher, K-12
Manzur, Jorge	Teacher, K-12
Medina, Jorge	Teacher, K-12
Munoz, Rosanna	Teacher, K-12
Navarro, Laura	Teacher, K-12
Sami, Golnaz	School Counselor
Walker, Chiquita	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.

Mayte Dovale (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities and SIP goals.

Maria Valerio (Assistant Principal): Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities regarding strategies outlined in the SIP.

Angelina Gul, Laura Navarro, Nicole Gonzalez (Grade Level Chairs) (Pre-K/K-5th): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Rosanna, Munoz, Latha Murali (Exceptional Student Education (ESE) Teachers): Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching, collaboration, and goal setting.

Angelina Gul, Jorge medina, Nicole Gonzalez (Reading Liaison, Mathematics and Science Liaisons): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring as per the SIP.

Golnaz Sami, Yania Gomez (Counselors/Psychologists): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. They monitor the RtI process, collaborate with teachers, and attend or conduct meetings

with parents to review data and discuss educational strategies for intervention/remediation of SIP goals.

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 Gloria Floyd Elementary MTSS Team will meet on a monthly basis to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The team will use Tier 1, 2, and 3 Problem Solving processes to systematically examine available data with the goal of increasing student achievement.

The Gloria Floyd Elementary MTSS/RtI Team will meet quarterly to assess instruction and interventions in proportion to the student needs. Below are some of the levels of support:

1. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The team will Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. Also, the team will ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

2. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavior supports to groups of targeted students who need additional instruction and/or behavioral support. The team will review Tier 2 data and evaluate whole group and individual student progress, as well as select students for SST Tier 3 intervention.

3. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual's rate of progress academically and/or behaviorally. SST will be recommended for students not demonstrating adequate progress at this level of intervention.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Title III funds and resources will be utilized to provide tutoring services to ESL students after school.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures 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.

- Project Upstart and 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.

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mayte Dovale	Principal
Angelina Gul	Teacher
Cornelius Hines	Education Support Employee
Eliset Machin	Teacher
Golnaz Sharifi	Teacher
Latha Murali	Teacher
Patricia Solares	Education Support Employee
Rosa Bendezu	Teacher
Jackie Costa	Teacher
Alicia Calderin	Parent
Becky Vignau	Parent
Iris Coronado	Parent
Ed Torres	Business/Community
Latoya Kilgour	Student
Viorika Munoz	Education Support Employee
Sharon Marcus	Business/Community
Eric Serrano	Business/Community
Sherri Swearingen	Business/Community
Jonathan Ortiz	Student
Mariana Arcila	Student
Roberto Calderin	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's school improvement plan had a positive impact on student achievement. 70 percent of the students were proficient in FSA ELA , and 68 percent of the students were proficient in FSA Mathematics. This was an 8% increase in Reading, and 3% in Mathematics from the previous year.

b. Development of this school improvement plan

The SAC is actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget. Special attention to budget expenditures is given to providing tutoring / resources for students in need of assistance.

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

The SAC has allocated approximately \$3000 in funds that will be used to improve student performance on state assessments.

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

\$1203.00 was used to fund Time For Kids, supplemental resources for reading instruction.

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.

Elections will be scheduled to bring the school into compliance 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
Dovale, Mayte	Principal
Valerio, Maria	Assistant Principal
Murali, Latha	Teacher, K-12
Munoz, Rosanna	Teacher, ESE
Gul, Angelina	Teacher, K-12

b. Duties

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

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Teachers and teacher leaders will develop lessons that provide students with opportunities to incorporate writing throughout the curriculum, while encouraging teachers to unpack standards and provide a rigorous curriculum.

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.

Common planning time is built into teacher schedules, and collaborative planning is encouraged and supported by administration. Professional Learning Communities are encouraged and supported by administration.

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

Open positions are advertised through the district HR portal. Administration interviews eligible candidates from the interview pool and selects finalists based on certification, experience, and qualifications of the position. Staff is retained based on areas of certification and expertise, as well as statement of interest from the staff member. (Principal)

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

New teachers and teachers in need of improvement are provided mentors. Teachers are paired based on assignment and grade level. Mentor teachers have proven themselves to be highly effective teachers. There are currently no novice teachers or teachers in need of improvement.

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.

Teachers plan collaboratively on a weekly basis to ensure that classroom instruction is based on district adopted instructional materials and pacing guides. Teachers' lesson plans provide evidence of classroom instruction that is aligned with Florida's standards.

b. Instructional Strategies

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

Data is used to identify students for targeted remediation and enrichment. Small group instruction, after school and in house tutoring, Wonderworks intervention, and differentiated instruction is also provided through technology and computer based programs such as I-Ready and Reflex math. Enrichment is provided in core subject areas through clubs, reading contests, and district purchased software to enhance student performance.

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: 4,800

1. Daily intensive instruction in core subjects - Reading (twice a week) and Math (twice a week)- to increase instructional time in deficient benchmarks for grades 3-5.

Strategy Rationale

Providing students differentiated support with intensive instruction and additional time in the core subjects will help them make student gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dovale, Mayte, mdovale@dadeschools.net

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

The Literacy Leadership Team will create goals, specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of the Annual Measurable Objectives. The LLT will participate in the analysis of student data (on a quarterly basis) and interpret various reports that drive instructional implications across the curriculum. In addition, the LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader, iReady and reading contests. The team will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

Strategy: Extended School Day

Minutes added to school year: 2,400

2. After school tutorial for select students in the lowest 25% in Reading.

Strategy Rationale

Providing targeted students with differentiated instruction in Reading and Mathematics will help them make student gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Valerio, Maria, mvalerio@dadeschools.net

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

The Literacy Leadership Team will create goals, specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of the Annual Measurable Objectives. The LLT will participate in the analysis of student data (on a quarterly basis) and interpret various reports that drive instructional implications across the curriculum

Strategy: Extended School Day

Minutes added to school year: 720

3. Enrichment sessions in hands-on Science (utilizing Gizmos) for 5th grade students performing at levels 4 and 5 in Reading and/or Math.

Strategy Rationale

Students performing at the 50th percentile or above on the Science Winter Interim assessment benefit from extended learning opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Valerio, Maria, mvalerio@dadeschools.net

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

The Literacy Leadership Team will create goals, specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of the Annual Measurable Objectives. The team will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

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.

Flyers are distributed to local PREK programs to invite 4 year olds to visit the school each Spring. Parents and students are encouraged to attend the Kindergarten orientation in mid-May to prepare incoming Kindergarteners for the upcoming school year. In addition, students and parents are invited to a fall K orientation that occurs the week before school starts. Finally, Open House offers an opportunity for parents to understand key components of Kindergarten transition. Students in Kindergarten are assessed annually with the FLKRS to determine concept mastery in reading. In addition, Interim Assessments measure mastery in Mathematics and Science.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G087909

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	55.0
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	50.0
FSA Mathematics Achievement	73.0
Math Gains	73.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	56.0
CELLA Writing Proficiency	30.0
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - ELL	
AMO Math - SWD	

Targeted Barriers to Achieving the Goal 3

- Difficulty in adhering to the pacing guides and utilizing appropriate and supplemental resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- District personnel for resource, Wonders Reading textbooks, Houghton Mifflin Go - Math textbooks, Pearson Science textbooks, teacher editions, technology (Promethean boards , computer labs, at least 3 computers per classroom,) professional development, Accelerated Reader, MyOn Readers, I -Ready, Think Central, Khan Academy, IXL, Discovery Education, Gizmos, common planning by grade level.

Plan to Monitor Progress Toward G1. 8

Data from District assessments will be monitored for student progress.

Person Responsible

Mayte Dovale

Schedule

Quarterly, from 9/20/2016 to 6/9/2017

Evidence of Completion

Results of District Interim assessments

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

G087909

G1.B3 Difficulty in adhering to the pacing guides and utilizing appropriate and supplemental resources 2

B233738

G1.B3.S1 To learn how to utilize appropriate materials for effective and rigorous instruction. 4

S246583

Strategy Rationale

The pacing guides provide a vast array of resources, and teachers have had difficulty selecting the best materials to meet the needs of the students.

Action Step 1 5

Teachers will be provided with interactive opportunities to gain knowledge on specific resources listed in the pacing guides.

Person Responsible

Rosanna Munoz

Schedule

Biweekly, from 9/20/2016 to 6/9/2017

Evidence of Completion

Faculty meeting sign -in sheets, agenda

Action Step 2 5

Teachers will demonstrate utilization of appropriate resources from the pacing guides.

Person Responsible

Mayte Dovale

Schedule

Weekly, from 9/20/2016 to 6/9/2017

Evidence of Completion

Lesson plans, and minutes of grade level meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walk-throughs will be utilized to observe utilization of appropriate and supplemental resources.

Person Responsible

Mayte Dovale

Schedule

Weekly, from 9/20/2016 to 6/9/2017

Evidence of Completion

Observation documents and informal notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyze quarterly data to monitor the effectiveness of implementation

Person Responsible

Mayte Dovale

Schedule

Biweekly, from 9/20/2016 to 6/9/2017

Evidence of Completion

Data will reflect student achievement of grade level standards.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M333399	Data from District assessments will be monitored for student progress.	Dovale, Mayte	9/20/2016	Results of District Interim assessments	6/9/2017 quarterly
G1.B3.S1.MA1 M333397	Analyze quarterly data to monitor the effectiveness of implementation	Dovale, Mayte	9/20/2016	Data will reflect student achievement of grade level standards.	6/9/2017 biweekly
G1.B3.S1.MA1 M333398	Classroom walk-throughs will be utilized to observe utilization of appropriate and supplemental...	Dovale, Mayte	9/20/2016	Observation documents and informal notes	6/9/2017 weekly
G1.B3.S1.A1 A320103	Teachers will be provided with interactive opportunities to gain knowledge on specific resources...	Munoz, Rosanna	9/20/2016	Faculty meeting sign -in sheets, agenda	6/9/2017 biweekly
G1.B3.S1.A2 A320104	Teachers will demonstrate utilization of appropriate resources from the pacing guides.	Dovale, Mayte	9/20/2016	Lesson plans, and minutes of grade level meetings	6/9/2017 weekly

V. Professional Development Opportunities

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

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

G1.B3 Difficulty in adhering to the pacing guides and utilizing appropriate and supplemental resources

G1.B3.S1 To learn how to utilize appropriate materials for effective and rigorous instruction.

PD Opportunity 1

Teachers will be provided with interactive opportunities to gain knowledge on specific resources listed in the pacing guides.

Facilitator

Munoz, Medina, Gonzalez, Gul

Participants

Faculty

Schedule

Biweekly, from 9/20/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Teachers will be provided with interactive opportunities to gain knowledge on specific resources listed in the pacing guides.	\$0.00
2	G1.B3.S1.A2	Teachers will demonstrate utilization of appropriate resources from the pacing guides.	\$0.00
Total:			\$0.00