Ruth K. Broad Bay Harbor K 8 Center

2016-17 Schoolwide Improvement Plan

Ruth K. Broad Bay Harbor K 8 Center

1155 93RD ST, Bay Harbor Islands, FL 33154

http://rkbbhk8.dadeschools.net/index.htm

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	40%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

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 Ruth K. Broad Bay Harbor K 8 Center

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.

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens. Ruth K. Broad Bay Harbor K-8 Center emphasizes the importance of community. Our main focus is on building a community of learners, where the students, teachers, staff, parents, and the entire Bobcat community take the responsibility for the education of all students. Every adult who works with the students at Ruth K. Broad Bay Harbor K-8 Center has the highest expectations for the students and the belief that each and every child can and will realize his or her potential. Staff members make each child feel safe, secure, and special by providing a nurturing environment.

b. Provide the school's vision statement.

We are committed to provide educational excellence for all. We provide a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. Ruth K. Broad Bay Harbor K-8 Center is committed to developing critical thinkers and life-long learners who make responsible decisions and embrace global citizenship.

The mission statement developed for the school focuses on building a community of learners and addressing each child's unique intellectual and affective needs through innovative and relevant approaches to teaching and learning. Students are immersed in a learning environment that infuses reading and writing, critical and creative thinking, problem solving, cooperative learning, research skills, and technology into an integrated program, which focuses in actualizing each student's potential. Individual student learning becomes relevant, meaningful, and applicable. This approach affords students the opportunity to become active and responsible participants within their community by providing them the tools and skills to become life-long learners who make responsible decisions and embrace global citizenship.

2. School Environment

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

Our school infuses the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Our school also;
•Identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Counselors implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
•Selects a method/variety of methods that faculty members use in the first days of school to set a positive tone and clarify the values that guide interpersonal interaction between students and

between the teacher and students;
•Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures;
•Assures all teachers participate in the process of discussing climate guidelines along with their behavioral expectations;
•Attends District provided Professional Development on multicultural offerings;
•Schedules and plans school wide multicultural projects;
•Embeds cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
•Provides professional development to staff on increasing positive interactions with students.

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

At Ruth K. Broad Bay Harbor K-8 Center we provide professional development on social-emotional learning (i.e. learning strategies, social skills, Conscious Discipline, Mindfulness, Emotional Intelligence, and self-management skills) and its relationship to creating a positive, caring and supportive school community.
•Develops and implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
•Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
•Involves non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
•Provides professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
•Creates methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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.

• Ensure teachers are trained in Classroom management strategies
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
• Teacher/Student class meetings will occur on a frequent basis to include student feedback.
• School-wide recognition system such as Bobcat Pride, Super Bobcat, Turn-Around Student of the Month, and Do the Right Thing are in place.

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.

• Leadership meets monthly to discuss students with barriers to academic and social success;
• Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
• Instruction and various campus activities that address social/emotional needs of students;
• Engage with identified staff (i.e. school counselor) to provide a differentiated delivery of services

based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
• Utilize data-based decision making to close academic, social-emotional and high school-career equity gaps by connecting all students with the services they need.
• Mentor identified students and match with volunteers and/or school staff to promote unity and foster positive relationships.
• Over 15 after school clubs encouraging student empowerment and friendship building covering various areas of student interests.

3. Early Warning Systems

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

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

The school's early warning system consists of the following:
• Utilization of data systems to identify students who have attendance, behavioral or academic concerns
• Adhere to i-Attend MDCPS initiatives.
• Utilize Success Centers when needed.

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	3	0	5	1	3	8	4	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	2	0	2	1	3	10	7	15	0	0	0	0	41
Level 1 on statewide assessment	1	11	8	3	42	33	60	51	44	0	0	0	0	253

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	4	0	2	18	12	28	23	22	0	0	0	0	110

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

• Effective multi-disciplinary teams in place to problem solve and create action plans;
• i-Ready, Reflex Mathematics, Ten Marks, Wonders, MyOn Reader, Gizmos, Achieve 3000, Starfall, etc.
• Planned Discussions, Goal Setting for all students;
• Notification procedures for parents, agency and community outreach;
• Maintain a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

• Create evidence-based interventions to close student academic gaps related to early warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/education.
• Create Intensive Reading groups, RtI groups, Intensive Mathematics classes/groups, DI groups based on academic skill and tutorial groups.

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 main target in the parental involvement area of our SIP is to increase parental involvement and commuication with all parents at the school. We will continue to provide a multitude of parent information sessions and grade level/department meetings and training where parents will learn specific item specifications, Florida and MDCPS expectations, and proficiency levels. It is our hope that with these addtitional informational sessions, all parents will become active partners supporting their child's academic success.

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

The process by which the school builds and sustains partnerships with the local community includes soliciting feedback from the local communities and parents regarding school curricular needs as well as resources (academic, programmatic, technological, etc.). During Open House, Resource Fairs, PTA, EESAC, community events, etc. we invite all stakeholders to come together for the well-being of all the children in our community. We also communicate classroom and school news to the local community and parents and by offering professional development related to academics, grade level expectations, committees for health/wellness, safety, PTA, etc. We will continue inviting parent participation in the cultural education process; and positive notes, letters, newsletters, community bulletins, thru Connect Ed and PTA news blasts.

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
Saperstein, Scott	Principal
Profeta, Elisa	Assistant Principal
Sosa, Israel	Assistant Principal
Garcia, Mercedes	SAC Member
Bergman, Christine	Teacher, K-12
MacDowell, Mercy	Teacher, ESE
Torguet, Olga	Teacher, ESE
Cendoya, Christie	Teacher, K-12
Boundy, Susan	Teacher, K-12
Montano, Mary	Teacher, K-12
Mora, Frances	Teacher, K-12
Georgiades Callado, Joan	Teacher, K-12
Perez, Lauren	Teacher, K-12
Prada, Kerlyn	Teacher, K-12
Moss, Michael	Teacher, K-12
Arteaga, Barbara	Teacher, K-12
Castillo, Yesenia	Teacher, K-12
Francis, Nadine	Teacher, K-12
Steszweski, Jessica	Teacher, K-12
Deleon, Susan	School Counselor
Cuenca, Celida	School Counselor

b. Duties

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

Maria T. Rodriguez, Principal, will ensure that a data-based decision-making process is adhered to when reviewing the SIP and MTSS/RtI process. She will ensure implementation of intervention and support for identified students as well as professional development for teachers and staff on the SIP and MTSS/RtI process. She will also ensure all documentation is in compliance with policies and procedures for all state and district requirements.

Elisa Mitrani Profeta and Israel R. Sosa, Assistant Principals, will ensure that the school-based team is implementing state and district mandated interventions and monitor MTSS/RtI Team through ongoing data. They will identify student weaknesses, including Tier I/II/III strategies and monitor the progress of those students through evidence-based interventions. Furthermore, they will communicate with parents via the MTSS/RtI Team the process and student progress.

The parent of the identified child undergoing the process is an integral part of the MTSS/RtI Team as they participate in sharing strengths and weaknesses that the child demonstrates as well as being an active member in the ongoing process. They will be reviewing the recommendations from the MTSS/RtI Team and provide feedback. They will collectively determine what is best for their child academically.

Mercedes Garcia, Media Specialist, will implement technology necessary to manage and display data; provide professional development and technical support to teachers and staff regarding data management and reports.

Michael Moss, UTD Steward, will serve as teacher liaison to provide feedback and clarification of instructional best practices, data, the SIP goals, and the MTSS/RtI process.

Select General Education Teachers, as part of the SIP and MTSS/RtI process, will provide information and knowledge related to core curriculum instruction/intervention through meetings and will collaborate with other staff to participate in student data collection and analysis for all Tier I/II/III students. They will be well-versed in the SIP goals and provide recommendations for improved student achievement.

Mercy MacDowell and Olga Torguet, as part of the SIP and MTSS/RtI process, will collaborate with general education teachers through the inclusion and/or resource model, participate in the student data collection and analysis, provide support for general education teachers, and integrate core instructional activities/materials into Tier I/II/III instructions.

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 school's Leadership Literacy Team meets monthly to review and analyze SIP goals and student achievement data, and revise curricular instruction to meet the needs of all students at the school, with a special focus on subpopulations such as ELL and SWD. The team identifies the strengths and weaknesses of the student data presented from District Baseline and Interim Tests, Florida Standards Assessments, ACCESS 2.0, i-Ready, VPK 1 and Houghton Mifflin PK Assessments, and technological programs, etc. Based on this information, the team discusses through data chats and MTSS/RtI meetings, as well as grade level meetings what strategies are implemented in teaching the curriculum and its effectiveness. Through EESAC meetings, available funding is allocated and resources and/or additional teacher support systems are addressed as needed. These strategies are then monitored through informal walkthroughs and formal observations. During these observations whole, small and individual instruction and strategies are monitored. This process is ongoing and includes reflection and sharing of pertinent ideas to meet the needs of the children.

Dr. Taitt, School Psychologist and Ms. Jackie Stephens, Staffing Specialist, as part of the SIP and MTSS/RtI process, will facilitate the development of intervention plans and participate in the collection, interpretation, and analysis of student data. They will also provide support for intervention, reliability, and documentation.

Nina Jackson, Speech Pathologist, as part of the SIP and MTSS/RtI process, will educate the team in the role language plays in curriculum, assessment, and instruction, a basis for appropriate program design,; assist in the selection of screening measures, and help identify systemic patterns of student needs with respect to language skills.

Susan De Leon and Celida Cuenca, Counselors, as part of the SIP and MTSS/RtI process, will provide services ranging from individual to group counseling. In addition, they will provide interventions and link community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Close monitoring and supervision of IEPs, EPs, ELL records, VPK and Title III grant funding will be

shown when ensuring compliance of all documents as required by the federal, state, and district mandates. Federally funded programs include: Special Education classes serviced within Inclusion models, Gifted services provided within self-contained Gifted classrooms, second-language acquisition provided to ELL students in self-contained classrooms as well as small-group pull-out classes (ELL resource teacher or language tutor for languages other than Spanish), and individual/ small-group therapy (speech/language, occupational, and/or physical). Individual students that meet eligibility criteria also receive additional support in the form of paraprofessional and/or nursing services. The Title III Grant offered focuses on providing content-specific tutoring to ELL students in the areas of Reading, Mathematics, Writing and Civics.

Principal will ensure 100% compliance with all mandates and establish mini-audits to check proper procedures. A system of checks and balances will be institutionalized to properly establish systemic procedures.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Maria T. Rodriguez	Principal
Mercedes Garcia	Teacher
Christie Cendoya	Teacher
Peggy Mandel	Teacher
Julia Magnani	Parent
Mitra Raheb	Parent
Donna Greco	Education Support Employee
Michael Moss	Teacher
Stephanie Bruder	Parent
Carolina Luczkow	Parent
Alexandra Escobar	Parent
Arlene Garcia	Business/Community
Monica Campbell	Parent
Onil Rodriguez	Teacher
Julie Martinez	Parent
Kit Munday	Parent
Alexa Magnani	Student
Alexa Magnani	Student

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 Improvement Plan was evaluated, revisited, and discussed by the EESAC members in the October 13, 2016 EESAC meeting in order to review school goals and Action Plan for Improvement for the 2016-2017 year.

b. Development of this school improvement plan

The involvement of the SAC in our school includes the identification of curricular goals for student achievement and identification of the utilization of the SAC funds to enhance student achievement and the goals on the School Improvement Plan.

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

At the October 13, 2016 ESSAC meeting the committee will discuss and vote on the utilization of EESAC funds for the year.

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

The SAC funds were used for technology (4,000) enhancements to the science department (2,000), and the purchase of the Write Bright software program (1,000).

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
Garcia, Mercedes	Teacher, K-12
Cendoya, Christie	Teacher, K-12
Torguet, Olga	Teacher, ESE
Boundy, Susan	Teacher, K-12
Deleon, Susan	School Counselor
MacDowell, Mercy	Teacher, K-12
Sosa, Israel	Assistant Principal
Profeta, Elisa	Assistant Principal
Moss, Michael	Teacher, K-12
Montano, Mary	Teacher, K-12
Mora, Frances	Teacher, K-12
Georgiades Callado, Joan	Teacher, K-12
Perez, Lauren	Teacher, K-12
Prada, Kerlyn	Teacher, K-12
Saperstein, Scott	Principal
Arteaga, Barbara	Teacher, K-12
Francis, Nadine	Teacher, K-12
Steszweski, Jessica	Teacher, K-12

b. Duties

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

The major initiative for this school year is to completely infuse Differentiated Instruction (DI) within the Florida Standards into all subject areas in all grades. This includes the identification of available resources and the best utilization of available funds.
This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ESOL, a representative from ESE, and administrators. The team uses data to establish the literacy goals for the school year.
Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in PD's, grade level department meetings, data chats and faculty meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The administrative team identifies the need for new instructional staff members. They review resumes of possible instructional candidates and match the needs of the school with the certification of prospective teachers. Interviews are conducted, as needed and the best candidate for the position is hired. Appropriate mentoring, grade group planning, professional development, and certification guidelines are reviewed to ensure retention of staff and increase highly qualified status.

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

The MINT program is used when matching new or transferring teachers with veteran teachers at our school site. Mentors are selected from MINT trained teachers and where possible, from the same grade level or department. For teachers needing assistance, a partner teacher is identified from the same grade level or department to assist in best practices. Monthly activities/meetings are created to allow for constant collaboration between the 2 teachers. PD's are also established school-wide to allow time for the teachers to networking and communicate.

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.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards, identify best strategies and improve rigor and inquiry based questioning, plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. In addition, focused grade level department meetings, data chats, engaging and targeted Professional Development are incorporated to improve instruction.

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.

•Holding meetings on a regularly to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an uninterrupted 30-60 minute writing block
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Leadership Team Meetings
•Conducting data chats with students and administrators
•Creating units of study based on current data

•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students receiving push-in/pull out services for ESE/ELL
•Providing Process and Strategy charts for reminders of teaching

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

Strategy: Extended School Day

Minutes added to school year: 2,400

The research-based strategies used to increase Reading and Math deficiencies and/or enrichment are before/after school tutoring and the technology programs that isolate skills based on Florida Standards such as iReady, Gizmos, and Achieve 3000. All of these research-based programs are implemented for different subpopulations during before/after school tutoring as well as remediation classes (Intensive Reading and Intensive Mathematics). Hands-on, problem solving, manipulative work and experimentation are also strategies used to teach all students through varying modalities.

Strategy Rationale

Increasing the amount and quality of learning during and before/after school tutoring will give struggling students additional instruction time as well as provide enrichment for advanced academic students, enabling them to meet their personal goals.

Strategy Purpose(s)

• Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sosa, Israel, irsosa@dadeschools.net

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

Each classroom teacher collects and analyzes the data available weekly to determine its effectiveness for student achievement. The data is analyzed by each teacher, discussed as a grade group to identify effectiveness in addressing the noted deficiencies in specific benchmarks/skills, and with administration and the MTSS/RtI Team through data chats. Based on percentages of proficiency by benchmark/standard, the subject area teachers, administration, and MTSS/RtI Team determine adjustments to the curriculum and instruction as needed.

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. § 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.

We have 1 VPK class within our school. These families and all others that register for VPK lottery receive information and orientation 4 times throughout the year (January, March, May, and August). Fliers, ConnectEd, and community bulletin messages are disseminated throughout the community with information specific to PK and Kindergarten families. Group tours are scheduled 3 times per year and as needed for our international families. During the August Orientation meeting, the children are escorted to their prospective classrooms to meet their teachers and spend some time getting to know

each other while the parents attend the parent orientation and are given pertinent information about the guidelines, rules, and curriculum of MDCPS.

The school hosts orientation days to help parents and children locate classrooms, meet the teacher and begin to become familiar with classroom expectations and routines. A series of camps in the areas of science, social studies, mathematics, and literacy emphasize project based learning opportunities for students to provide culminating experiences that review and help students synthesize critical content information before transitioning to the next instructional level.

Our Middle schoolers are not only transitioning from elementary school but we also transition our eighth graders into high schools. Our middle school conducts new student orientations. As with our Elementary students, student agendas are utilized in all of our middle school for the purpose of informing parents, but also as a means of two-way communication.

To prepare our eighth graders for high school, students are exposed to our feeder pattern high school options by attending in school presentations and orientations so that they can make informed decisions that possibly could impact their future careers.

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. § 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"Â? 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

🔑 G087950

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Hispanic	88.0
FCAT 2.0 Science Proficiency	68.0
ELA/Reading Gains	82.0
ELA/Reading Lowest 25% Gains	80.0
Math Gains	83.0
Math Lowest 25% Gains	84.0
AMO Reading - ELL	
AMO Reading - SWD	
AMO Math - White	
SAT Mathematics	

Targeted Barriers to Achieving the Goal 3

- Limited rigor and fidelity of inquiry based questioning during differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive Reading, Tutoring, Achieve 3000 (Teen Biz), Brain Pop, Gizmos, Reflex Math, iReady, Ten Marks, Write Bright, Smart Boards, Promethean Boards, Media Center, Scholastic News, Discovery Channel, Khan academy, NBC Learn

Plan to Monitor Progress Toward G1. 8

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person Responsible
Scott Saperstein

Schedule
Monthly, from 10/1/2016 to 5/31/2017

Evidence of Completion
Observation notes, Walkthrough logs, data on assessments and Data Chats

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]

🔍 G087950

G1.B4 Limited rigor and fidelity of inquiry based questioning during differentiated instruction. [2]

🔍 B233855

G1.B4.S1 Continue questioning strategies and activities across all content areas, during differentiated instruction encouraging a rigorous deepened understanding within the given context. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths. [4]

🔍 S246686

Strategy Rationale

This strategy will address the limited rigor and fidelity of inquiry based questioning during differentiated instruction.

Action Step 1 [5]

During the first Faculty meeting of the year introduce the addition of in house professional development days for all content area teachers, of inquiry based questioning during differentiated instruction.

Person Responsible

Scott Saperstein

Schedule

On 8/31/2016

Evidence of Completion

Agenda, Sign-in sheet

Action Step 2 [5]

Introduce the action plan focus to the leadership team, on the continuation and enhancement of inquiry based questioning across all content areas during differentiated instruction.

Person Responsible

Elisa Profeta

Schedule

On 10/5/2016

Evidence of Completion

Agenda, Sign-in sheet, Handouts and classroom walkthrough logs

Action Step 3 5

Content area teachers will continue to implement lessons that incorporate inquiry based questioning during differentiated instruction that encourages higher order-thinking and questioning skills, as well as authentic application of concepts to increase rigor and relevance.

Person Responsible

Israel Sosa

Schedule

Daily, from 8/31/2016 to 5/31/2017

Evidence of Completion

Observation notes, Walkthrough logs

Action Step 4 5

Provide additional support to instructional staff as appropriate, during professional development days.

Person Responsible

Scott Saperstein

Schedule

Monthly, from 9/28/2016 to 5/31/2017

Evidence of Completion

Professional Development participant reflection notes, Agendas, Sign-in Sheets.

Action Step 5 5

Provide school with additional i-Ready site License software for the Reading teacher toolbox, and Science4Us enhancing student instruction.

Person Responsible

Mercedes Garcia

Schedule

On 12/6/2016

Evidence of Completion

PO 9000232698

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts in increase rigor and relevance during differentiated instruction.

Person Responsible

Scott Saperstein

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Observation notes/logs, Debriefing logs, Lesson Plans, Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Effective implementation will be monitored through feedback provided by the facilitators and teachers to ensure all needs are being met. Additionally, instructional walkthroughs will be implemented with a focus on inquiry based questioning taking place within differentiated instruction.

Person Responsible

Scott Saperstein

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Observation notes/logs, Debriefing logs, Lesson Plans, student work, data chats, and observable student engagement

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.B4.S1.A1 🔍 A320331	During the first Faculty meeting of the year introduce the addition of in house professional...	Saperstein, Scott	8/31/2016	Agenda, Sign-in sheet	8/31/2016 one-time
G1.B4.S1.A2 🔍 A320332	Introduce the action plan focus to the leadership team, on the continuation and enhancement of...	Profeta, Elisa	10/5/2016	Agenda, Sign-in sheet, Handouts and classroom walkthrough logs	10/5/2016 one-time
G1.B4.S1.A5 🔍 A320335	Provide school with additional i-Ready site License software for the Reading teacher toolbox, and...	Garcia, Mercedes	10/17/2016	PO 9000232698	12/6/2016 one-time
G1.MA1 🔍 M333629	Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted...	Saperstein, Scott	10/1/2016	Observation notes, Walkthrough logs, data on assessments and Data Chats	5/31/2017 monthly
G1.B4.S1.MA1 🔍 M333627	Effective implementation will be monitored through feedback provided by the facilitators and...	Saperstein, Scott	8/31/2016	Observation notes/logs, Debriefing logs, Lesson Plans, student work, data chats, and observable student engagement	5/31/2017 monthly
G1.B4.S1.MA1 🔍 M333628	Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as...	Saperstein, Scott	8/31/2016	Observation notes/logs, Debriefing logs, Lesson Plans, Walkthroughs	5/31/2017 weekly
G1.B4.S1.A3 🔍 A320333	Content area teachers will continue to implement lessons that incorporate inquiry based questioning...	Sosa, Israel	8/31/2016	Observation notes, Walkthrough logs	5/31/2017 daily
G1.B4.S1.A4 🔍 A320334	Provide additional support to instructional staff as appropriate, during professional development...	Saperstein, Scott	9/28/2016	Professional Development participant reflection notes, Agendas, Sign-in Sheets.	5/31/2017 monthly

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.B4 Limited rigor and fidelity of inquiry based questioning during differentiated instruction.

G1.B4.S1 Continue questioning strategies and activities across all content areas, during differentiated instruction encouraging a rigorous deepened understanding within the given context. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths.

PD Opportunity 1

Introduce the action plan focus to the leadership team, on the continuation and enhancement of inquiry based questioning across all content areas during differentiated instruction.

Facilitator

Dr. Rodriguez, Principal; Ms. Profeta, Assistant Principal; Mr. Sosa, Assistant Principal

Participants

Instructional Staff

Schedule

On 10/5/2016

PD Opportunity 2

Provide additional support to instructional staff as appropriate, during professional development days.

Facilitator

Mrs. Prada, Teacher, Professional Development Coordinator

Participants

Teachers

Schedule

Monthly, from 9/28/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	During the first Faculty meeting of the year introduce the addition of in house professional development days for all content area teachers, of inquiry based questioning during differentiated instruction.				$0.00
2	G1.B4.S1.A2	Introduce the action plan focus to the leadership team, on the continuation and enhancement of inquiry based questioning across all content areas during differentiated instruction.				$0.00
3	G1.B4.S1.A3	Content area teachers will continue to implement lessons that incorporate inquiry based questioning during differentiated instruction that encourages higher order-thinking and questioning skills, as well as authentic application of concepts to increase rigor and relevance.				$0.00
4	G1.B4.S1.A4	Provide additional support to instructional staff as appropriate, during professional development days.				$0.00
5	G1.B4.S1.A5	Provide school with additional i-Ready site License software for the Reading teacher toolbox, and Science4Us enhancing student instruction.				$9,025.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	239-Other	0241 - Ruth K. Broad Bay Harbor K 8 Center	Other		$9,025.00
					Total:	$9,025.00