

Miami-Dade County Public Schools

John I. Smith K 8 Center



2016-17 Schoolwide Improvement Plan

John I. Smith K 8 Center

10415 NW 52ND ST, Doral, FL 33178

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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 John I. Smith 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, as citizens of John I. Smith K-8 Center, pledge to create "A City Within a School" where students, staff, parents, and community members work cooperatively to create an environment in which all children will discover their niche and realize their personal and academic potential. We pledge to create a city where there are no homeless, no rejected, no unwanted, and no resented. A city where every person is valued and every person's talents are needed. We pledge to prepare productive citizens for tomorrow by being productive citizens today.

b. Provide the school's vision statement.

At John I. Smith K-8 Center, teacher and students work in a setting where cooperation, respect, unity and a love for learning are instilled.

2. School Environment

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

John I. Smith K-8 Center sponsors many school-wide events that foster student and teacher relationships. Students prepare presentations and projects during the first quarter where they share cultural beliefs and costumes with the class in order to build relationships with peers and teachers. We also celebrate Hispanic heritage in October where our large Hispanic population can express about their culture. All other non-Hispanic cultures are encouraged to participate in knowledgeable experiences about their culture.

Counselors also play an important role in educating students, teachers, staff, parents, and community members about our cultural differences and the importance of being informed and accepting of others.

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

John I. Smith K-8 Center creates an environment where students feel safe and respected before, during, and after school throughout the day. It is our mission, as stated in our mission statement, to create an environment where every person is valued and every person's talents are needed. In order to allow students to feel safe before school, we offer a breakfast program where students can start off their day with the proper supervision and a nutritious meal before starting their educational day. We also offer tutoring for students struggling with academic success and foster a learning environment where dedicated teachers can help students in need allowing them to feel safe and respected.

Counselors provide character education classes for all students to feel valued and understand the meaning of respect and love among their peers. During school teachers educate students on rules and regulations that allow all children to feel safe and respected before, during, and after school. If students are not respecting each other there are consequences they must abide by in order to keep order and have all students feel safe.

After school, there is sufficient personnel to ensure all of the students' safety during the dismissal and after school care procedures. There is personnel directing traffic and any student that is concerned about his/her dismissal procedure. Our highly qualified after school care leaders ensure quality and safety within our after school care and activities which include community school classes.

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.

The schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time includes positive reinforcements and engaging instructional presentation. Every teachers is aware of the schoolwide discipline plan for all students. Parents and students are also informed through the parent/student handbook distributed at the beginning of the school year. There are consequences that students are aware of that are consistent throughout every class and school building. Students are positively reinforced through teacher and schoolwide incentives to focus on good behavior and not just on poor behavior. Teachers implement their own system in their classrooms. However, counselors implement a Do the Right Thing program where teachers nominate students that have been model students in order to receive schoolwide recognition and appear on closed circuit television to be celebrated for their exemplary behavior. Transitional and meaningful activities are used within the classroom to ensure student engagement and minimize distraction throughout instructional time. If unacceptable behavior persists, teacher will advise students with warnings and then contact parents if necessary. Parent support is important in reaching student success. If behavior persists passed initial action, which may include detentions and referrals, counselors and administrators will be contacted for further intervention. Depending on the behavioral situation, a FAB and a BIP may be conducted to correct persistent behavioral concerns.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our counselors work very closely with our teachers to make sure all of our students' social-emotional needs are being met. Counselors work cooperatively with families to offer various counseling methods available to them. We currently work with therapists from the Institute for Children and Families to provide therapy sessions during school hours for students who are experiencing difficulties adjusting to the school environment. We educate immigrant students that are facing anxieties about the transition and benefit from these sessions. Whenever a family qualifies for a program such as, The Chrysalis Center, based on socio-economic status, we also refer them to free counseling once a week to help adapt to the environment and work on strategies to create a healthy social-emotional status. In addition, community member are invited to visit our school regularly to educate students about the pressures of our society and school environment. Our counselors create relationships with local support groups and programs to educate students on character education and transitional needs in order to create a more positive learning environment.

3. Early Warning Systems

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

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

Students that exhibit below 90 percent in attendance are flagged for truancy. After the teacher records the student's excessive absences, a SCAM is filled out and the child will be reported for truancy. A log will be kept and follow-up will occur. Students with one or more suspensions will be given behavioral strategies to allow them to improve their repetitive disruption. If needed, students will be referred to alternative school to adjust behavior. Students that fail an English Language Arts or Mathematics course are directed to either summer school or to complete the failed course via Florida Virtual School. This child will also be closely monitor and provided with the necessary interventions such as intensive reading and tutoring. A student that scores a Level 1 on the statewide standardized assessment for either English

Language Arts or Mathematics is automatically placed in an intensive reading or intensive mathematics course.

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	2	3	2	2	1	2	1	1	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	6	6	2	5	3	5	0	3	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	8	48	47	39	33	30	0	0	0	0	205

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	5	12	58	47	58	52	43	45	0	0	0	0	322

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

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraged to "Do the Right Thing". Students that are not proficient in Reading by third grade or fail an English Language Arts classed are closely monitored and intervention strategies are employed by the school to improve the academic performance of these students. It crucial that the EWS mentioned in part 1a3a are used to guide students in a better performance and address the warning signs as necessary.

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

There is an active parent body present at our school and we foster parent cooperation and build positive relationships with families. Parents are given a handbook at the beginning of he school year that informs them of the school's policies and procedures. This allows parents to understand protocol and feel like they are part of our family. We are always requesting parental involvement through our PTSA, classroom and school volunteers, and sponsored events that require parent participation. A parent academy is also used to keep parents abreast of all the important and new programs and

information presented to our District and/or school. Parents are introduced to the parent portal and provided guidance with accessing contents of the parent portal. One of the many emphasis is keeping them informed of their child's progress. Teachers are also available for parent conferences to address parent needs and concerns.

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 local community plays an important role in supporting our school and building positive student achievement. We invite local businesses to become part of our regularly scheduled events and provide multiple opportunities to sustain partnerships with our school community. These partnerships are present for after-school sales, open house resource fair, Spring Festival, pep rallies, career day, and faculty events. Some businesses provide resources for our low income families during the holidays and incentives for good behavior, attendance, and academic progress.

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
Navarro, Genaro	Principal
Espinosa, Hilda	Assistant Principal
Piloto, Isis	Assistant Principal
Nixon, Kendric	Assistant Principal
Arencibia, Ines	Teacher, ESE
Cabrera, Maria	Teacher, K-12
Loureiro, Magda	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.

Tier 1(Leadership Team)

- Administrator(s) (Genaro Navarro-Principal, Hilda Espinosa-Assistant Principal, Kendric Nixon-Assistant Principal, Isis Piloto-Assistant Principal) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
- Special education personnel (I. Arencibia)
- School guidance counselor (E. Nolan, M. Sotomayor)
- School psychologist (E. Barrera)
- School social worker (S. Laucirica)
- Member of advisory group, community stakeholders, parents (Teachers: G. Reed, I. Arencibia, G. Rojas, G. Sabina, K. Bryant; Educational Support: A. Gulkstad; Parent: A. Rosenthal, M. Alzaibar, E. Nunez, M. Sanabria, J. Duque, A. Getz, C. Burgos-Cortes Students: V. Burgos, V. Alvarez, Business

Community Representative: J. Kennedy, J. Patel)

• In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members (G. Navarro, I. Piloto, M. Sotomayor, E. Nolan, E. Barrera) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

Tier 3 SST

Selected members (G. Navarro, Ms. Tabsch- SCAT, Mr. Tabsch- SCAT , Ms. Loureiro- SCAT , Ms. M. Cabrera- SCAT of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. 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.
7. 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.

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first

carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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

Violence Prevention Programs:

Violence prevention programs are implemented throughout the grade-levels. Students are taught Character Education each month to focus on positive behaviors and are rewarded for exhibiting positive behaviors through the "Do the Right Thing" program. The counselors oversee the program and accept nominations every month from teachers that witness students choosing positive behavior. At the end of each month, students are awarded the opportunity to present their positive behaviors as an example for the students in the morning announcements through closed circuit television. All students also participate in Drug Free programs and are an active part of Red Ribbon Week "Say No to Drugs". There is a week worth of activities to bring awareness to students that include, designing shirts with drug-free slogans and symbols, drug-free pledge signed by students and parents, as well as themed dress up days such as: "Give Drugs the Boot" by wearing cowboy/cowgirl gear, "Catch the Wave to a Drug Free Life" by wearing Hawaiian attire, to spread awareness. The fifth graders are educated about violence prevention through the Miami-Dade County Police Department's DARE program. Throughout the year, officers that are assigned to the fifth grade program address many different issues with the students through workshops. The school is also actively responsible for providing awareness, prevention and education regarding bullying. Our goal is promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Teachers are educated on anti-bullying lessons and share information with students. All students are also educated on anti-bullying behaviors through student services. Middle school students are educated through the McGruff National Crime Prevention Council. Representatives host an assembly at the school to discuss bullying prevention.

Nutrition Programs:

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education as well. 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. Students are encouraged to eat well and parents are given many opportunities to join their children for a healthy breakfast.

Career and Technical Education:

By promoting Career Pathways and Programs of Study students will complete academy programs and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Our school, which is a newly converted K-8 Center, provides students with these classes and is working towards allowing students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. This will help students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Genaro Navarro	Principal
Kendric Nixon	Principal
Giselle Sabina	Teacher
Georgianna Reed	Teacher
Ines Arencibia	Teacher
Gabriela Rojas	Teacher
Sara King	Teacher
Amparo Glukstad	Education Support Employee
Alan Rosenthal	Parent
Joyce Kennedy	Business/Community
Keonta A Malone	Teacher
Anthony Cancio	Education Support Employee
Maria Estrella Sanabria	Parent
Juliana Duque	Parent
Alison Getz	Parent
Elizabeth Nunes	Parent
Maritza Alzaibar	Parent
Cynthia Burgos-Cortez	Parent
Valentina Burgos	Student
Jamie Patel	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 was closely monitored by our School Advisory Council. Data was reviewed regularly to monitor goals towards student success. Adjustments were made to procedures in order to ensure maximum results for student progress.

b. Development of this school improvement plan

This school improvement plan was developed in four (4) phases. Phase 1 commenced with a leadership team meeting to address professional development needs and an appropriate needs assessment survey. In Phase 2 a faculty meeting was held to continue the conversation concerning professional development as determined by the faculty. Phase 3 required grade level/department meetings throughout the school to address specific needs of those areas. Phase 4 concluded with the leadership team reconvening to review and finalize recommendations for the school improvement plan to be posted online. This plan also took into consideration aspects of the 2014-2015 school improvement plan that required more attention to be reached with fidelity.

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

At our first annual SAC meeting, budget is presented for members to review. Ideas for how the budget should be spent to benefit academic success is discussed. During our second annual SAC meeting, it is decided via consensus how the budget will best be spent to improve learner success. A plan is created to allocate funds to the appropriate projects.

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

Projected Budget: \$8,260.35
 Kindergarten - \$719.48
 1st Grade - \$767.59
 2nd Grade - \$808.00
 3rd Grade - \$794.85
 4th Grade - \$678.84
 5th Grade - \$819.18
 6th/7th (half)/8th Grade - \$2,002.00
 7th (half) Grade - \$361.75
 Media Centers - \$803.10

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
Navarro, Genaro	Principal
Espinosa, Hilda	Assistant Principal
Piloto, Isis	Assistant Principal
Cabrera, Maria	Teacher, K-12
Loureiro, Magda	Teacher, K-12
Nolan, Elizabeth	School Counselor
Sotomayor, Mayte	School Counselor

b. Duties

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

The Literacy Leadership Team 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. As defined by the Common Core State standards, multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The LLT will also guarantee fidelity of implementation of the K-12 CRRP; create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development; follow the Rtl where all children

have opportunities for being successful before initiating the referral process. Members will cultivate the vision for increased school-wide literacy across all content areas.

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.

All grades K-5 teachers have common planning once a week in order to allow for collaborative planning and sharing of best practices. The common planning also fosters positive working relationships between the grade levels. Each grade is departmentalized and the EFL program is implemented which allows more opportunities to establish positive working relationships among team members. Additionally, we have implemented the Cambridge program and continue to foster participation in the Gifted program. Efforts are made to facilitate vertical planning to ensure that as few instructional gaps occur as possible. In the middle school grades, grade level collaboration, as well as department collaboration occurs. Resources are shared among teachers to ensure student success.

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

We will recruit highly qualified teachers by working with universities and their educational programs. We will retain highly qualified teachers by creating lesson study groups. We will retain highly qualified teachers by providing professional development in areas of need to prepare teachers with new skills.

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

Teacher's are paired with a mentor that is highly qualified and is considered an expert in his/her field. Teacher's receive professional development in areas of need and are given the opportunity to team plan in order to receive the skills and support needed.

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.

All stakeholders are well informed of the Florida standards. Faculty members align instruction to the cognitive demands of those standards. SCAT team members play an integral part in making connections and ensuring that all instructional goals are aligned to the Florida standards. Core Curriculum liaisons attended regional meetings informing all participants on newly updated resources and plans. These liaisons bring updated information to staff members and assist in the implementation of new standards. Interim Assessments allow for the monitoring of skills that students are being taught that reflect the Florida standards.

b. Instructional Strategies

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

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

Data is the driving force to instruction and recognizing a student's needs. Through data, teachers can differentiate instruction to meet the diverse needs of students. Teachers use classroom assessments and other measures such as MyOn, STAR, Accelerated Reader, Reflex Math, i-Ready, Imagine Learning, Achieve 3000, and other reports to gauge student performance. The data gathered from multiple sources regularly allows for the modification of instruction. Many of these programs provide differentiated instruction tailored to student needs. Teachers also use data reports from Interim assessments and conduct data chats with students to ensure their understanding of their performance and learning. Students are grouped based on needs and teacher led centers are geared towards meeting the students' needs.

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: Before School Program

Minutes added to school year: 60

Early bird tutoring is provided for students in the lowest 25 percentile. Students receive Reading and Math support for an hour a day before school.

Strategy Rationale

Students in the lowest 25 percentile need additional support in order to meet the learning gaps.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Montes de Oca, Sara, smontesdeoca@dadeschools.net

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

Data Chats are conducted quarterly between teachers and students as well as teachers and administrators. Teachers collect student data and analyze to determine effectiveness of strategies and modify curriculum when needed. Data is shared with the students to determine a sense of responsibility. Teachers also meet with the principal to review current data and adjustments to fulfill student needs.

Strategy: After School Program

Minutes added to school year: 60

Through our community school program, students are invited to take part of tutoring for a minimal fee.

Strategy Rationale

Students that are part of the after care program can benefit from tutoring. Tutoring teachers collaborate with classroom teachers to monitor instruction and target student needs.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Navarro, Genaro, gnavarro@dadeschools.net

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

Student work and progress on formal and informal assessments are reviewed. Growth should be present in subjects that student is receiving tutoring.

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.

Walkthroughs are provided for parents to become familiar with the school campus and the school personnel. Tours are scheduled for parent and students to meet teachers and become familiar with school structure. Recruitment is promoted by delivering flyers to daycare and community learning centers.

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.

Course selection orientations are conducted yearly to inform students on the elective options. Students are given the opportunity to select their courses with their parents that are tailored to their specific needs which ensures that the course is personally meaningful.

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

Courses offered such as agricultural science, family and consumer sciences help students see the relationships between subjects and relevance to their future. Students are able to select these courses as their electives.

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

CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

As a high achieving school, we were very proud of our performance on the Civics EOC. Eighty-two (82%) percent of our student demonstrated mastery on this assessment. An area of need identified after reviewing the data is the 8th grade FCAT. There is significant room for growth in this particular subject area.

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.

It has been determined that the cause for the drop in performance is based on the lack of rigorous instruction in the 6th and 7th grade content areas. These specific courses make up more than 50% of the content that is assessed on the 8th grade FCAT. Therefore, quality of instruction is the emphasis for this school year.

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. Increase student achievement by improving core instruction across all content areas.

Strategic Goals Detail

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

G1. Increase student achievement by improving core instruction across all content areas. 1a

G087954

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

Targeted Barriers to Achieving the Goal 3

- The need to increase data driven instruction to facilitate students' depth of knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MAFS/Math test Item Specifications; Go Math; Pearson; McGraw-Hill; Think Central; Gizmos; Early Bird Tutoring; SuccessMaker; FSAssessments.org; Discovery; MobiMax; Brainpop; Destination Math; Reflex
- iCPALMS; AIMS; Interactive Notebook; Science Fair
- Computer Lab; Media Center; Laptop Cart; Pacing Guides; CPALMS; Reading Wonders; McDougall Littell; Accelerated Reader; Reading Plus; Imagine Learning; Early Bird Tutoring; SuccessMaker; Achieve 3000; Read 180; System 44; INSIDE (Developmental Reading); Voyager; WonderWorks; i-Ready; Edgenuity

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment FCAT 2.0 Science, EOCs

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement by improving core instruction across all content areas. 1

G087954

G1.B3 The need to increase data driven instruction to facilitate students' depth of knowledge. 2

B233873

G1.B3.S1 Professional development on disaggregating student data and conducting student data chats with fidelity. 4

S246697

Strategy Rationale

This strategy will provide the teachers and administration with ongoing progress monitoring. As students' needs are more adequately addressed they can receive the assistance and support they need to accomplish individual and school wide academic goals.

Action Step 1 5

Teachers will disaggregate data and conduct student data chats

Person Responsible

Kendric Nixon

Schedule

Quarterly, from 10/5/2016 to 5/1/2017

Evidence of Completion

There will be an attendance roster as well as completed data chat forms by students.

Action Step 2 5

Teachers will participate in professional development to better utilize i-Ready for data analysis and instructional content selection.

Person Responsible

Kendric Nixon

Schedule

On 11/9/2016

Evidence of Completion

There will be an attendance roster as well as completed student products in student folders.

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

Walkthroughs and participation in grade level collaborative planning will be utilized to ensure fidelity of the goal

Person Responsible

Genaro Navarro

Schedule

Monthly, from 10/12/2016 to 5/19/2017

Evidence of Completion

Attendance rosters, sign-in sheets, data chat logs

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

Walkthroughs and continuous feedback between the teachers and administrators

Person Responsible

Isis Piloto






Schedule

Monthly, from 10/12/2016 to 5/19/2017

Evidence of Completion

Conversations will take place between administration and teachers. Based on these conversation, that are driven by data, both the administrator and teachers will devise an agreed upon non-negotiable to aid student academic progress. Quarterly review of data reports will determine the next phase of instructional delivery.

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.B3.S1.A2  A320373	Teachers will participate in professional development to better utilize i-Ready for data analysis...	Nixon, Kendric	11/9/2016	There will be an attendance roster as well as completed student products in student folders.	11/9/2016 one-time
G1.B3.S1.A1  A320372	Teachers will disaggregate data and conduct student data chats	Nixon, Kendric	10/5/2016	There will be an attendance roster as well as completed data chat forms by students.	5/1/2017 quarterly
G1.B3.S1.MA1  M333652	Walkthroughs and continuous feedback between the teachers and administrators	Piloto, Isis	10/12/2016	Conversations will take place between administration and teachers. Based on these conversation, that are driven by data, both the administrator and teachers will devise an agreed upon non-negotiable to aid student academic progress. Quarterly review of data reports will determine the next phase of instructional delivery.	5/19/2017 monthly
G1.B3.S1.MA1  M333653	Walkthroughs and participation in grade level collaborative planning will be utilized to ensure...	Navarro, Genaro	10/12/2016	Attendance rosters, sign-in sheets, data chat logs	5/19/2017 monthly
G1.MA1  M333654	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be...	Navarro, Genaro	8/22/2016	data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment FCAT 2.0 Science, EOCs	6/8/2017 quarterly

V. Professional Development Opportunities

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

G1. Increase student achievement by improving core instruction across all content areas.

G1.B3 The need to increase data driven instruction to facilitate students' depth of knowledge.

G1.B3.S1 Professional development on disaggregating student data and conducting student data chats with fidelity.

PD Opportunity 1

Teachers will disaggregate data and conduct student data chats

Facilitator

Kendric Nixon

Participants

Teachers in all grade levels

Schedule

Quarterly, from 10/5/2016 to 5/1/2017

PD Opportunity 2

Teachers will participate in professional development to better utilize i-Ready for data analysis and instructional content selection.

Facilitator

Jeannie Sardinas

Participants

Teachers in all grade levels

Schedule

On 11/9/2016