

Parkway Elementary School



2016-17 Schoolwide Improvement Plan

Parkway Elementary School

1320 NW 188TH ST, Miami, FL 33169

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**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 Parkway Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Through the use of technology and a direct instruction approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

b. Provide the school's vision statement.

The faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Parkway Elementary School students will accept and meet the challenges of the 21st century.

2. School Environment

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

The school engages in real world topics and events throughout instructional lessons. The counselor provides character education in the classrooms. Numerous opportunities are provided for multicultural awareness. We are continuing to implement the Core Values initiative, which teaches the core values, school-wide.

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

It is the responsibility of the entire staff to ensure the safety of all stakeholders. Procedures are in place to address visitors on campus, arrival and dismissal, and disciplinary issues. Monthly fire drills are conducted and bi-annual lock down drills are conducted. Respect is modeled by staff members and expected from students and staff. The counselor provides individual, group, and peer mediation. The school follows the District's anti-bullying policy. Incentives are part of the school wide discipline plan. The school is a mandatory uniform school, which assist in identifying our students.

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

The school has established protocols and procedures for disciplinary incidents. Clear behavioral expectations are delineated at the beginning of the school through orientation assemblies and are reinforced throughout the year. Parent conference with teachers and/or administrators are conducted as needed. An Alternative to Suspension Plan is followed, along with the District's Code of Student Conduct. The Parent/Student Handbook is disseminated to all students.

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.

The school provides a comprehensive Student Services Program that includes individual and group, and peer mediation. Additionally, the Student Service Department, which includes the Counselor,

Social Worker, Psychologist, and the Community Involvement Specialist provide outside agency referrals to students and parents.

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.

The school's Early Warning System includes students who are frequently tardy to school. Many students accumulate 5 or more tardies in each semester. Additionally, results from the 2016, FSA and iReady data indicate a trend of students performing below grade level.

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	0	0	0	0	1	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	2	0	5	1	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	6	21	15	0	0	0	0	0	0	0	42

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	12	7	0	3	0	0	0	0	0	0	0	23

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

Intervention strategies will include extended learning opportunities, individual and group counseling, in school intervention 5 times weekly for 30 minutes, awards, incentives, and rewards for improved attendance. Student incentives include Honor Roll Breakfast every nine weeks, perfect attendance rewards, and celebrations for students demonstrating mastery in Reading, Mathematics, and Science.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/337520>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

The school utilizes the District's Dade Partners, such as Denny's Restaurant that provides incentives to students, and Volunteers Program to recruit and maintain positive relationships with the community. Additionally, the Community Involvement Specialist serves as the liaison between the school and the community.

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
Fernandez, Maria	Principal
Carvil, Patricia	Instructional Coach
Laing, Karen	Instructional Coach
Walker, Nakita	SAC Member
DaCosta, Althea	Assistant Principal

b. Duties

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

Principal : Maria Fernandez-mcgarcia@dadeschools.net. Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Althea DaCosta-adacosta@dadeschools.net. Ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.

Reading Coach: Patricia Carvil-267154@dadeschools.net. Provides guidance on the Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

Mathematics Coach: Karen Laing- KBLaing@dadeschools.net. Provides guidance on the

implementation and monitoring the District's Pacing Guides, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

Third Grade Language Arts/Reading, Mathematics, Science, and Social Studies Teacher and UTD Building Steward- Nakita Walker--298259@dadeschools.net. As a member of the SAC, she provides information to all teachers regarding the instructional practices and compliance.

General Education Teachers: Marlene Fogelson, mfogelson@dadeschools.net, and Ingeborg Alexander -ijalexander@dadeschools.net. Provides information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education (SPED) Teachers: Monique Cox, Monique_Cox@dadeschools.net, and Kamie Hicks, mshicks@dadeschools.net. -Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as inclusion.

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.

Parkway Elementary School's MTSS Leadership Team's purpose is to enhance data collection, and data analysis utilizing Gateway 2 Data (G2D), problem solving, differentiated assistance and progress monitoring.

The MTSS/Rtl Leadership Team will:

- Monitor academic and behavioral progress by addressing the following questions:
- Gather and analyze data at all Tiers to determine if professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular meetings, monthly.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress; assisting in the examination of the effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Services are provided at Parkway Elementary School to ensure students requiring additional remediation are assisted as needed. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Parkway Elementary School students. Our Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs such as iReady testing, which provide early intervening services for "at risk" students; curriculum coaches will assist in the design and implementation of progress monitoring, data collection, and data analysis; and will participate in the design and delivery

of professional development. The curriculum coaches will provide support for assessment and implementation monitoring. The School Psychologist is available to address needs, as needed.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

Services at Parkway Elementary School are coordinated with district Dropout Prevention programs. Parkway Elementary School receives funds to support the Educational Alternative Outreach program

Title II

Parkway Elementary School uses supplemental funds for improving basic education as follows:

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

Title III

Services at Parkway Elementary School are provided through the District for educational materials and ELL school support services. These services aid in the development of the education of immigrant students and English Language Learners (ELL).

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-12)
- Parent outreach activities (K-12)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers(K-12)
- Reading and supplementary instructional materials(K-12)
- Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

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

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children at Parkway Elementary School by collaborating with parents, schools, and the community. When a student is identified as “homeless” certain services will be retained for the child. These are facilitated through the child’s family, school guidance counselor(s) and social worker. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community..
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

•Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

•The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselor.

•Training and technical assistance for middle school teachers, administrators, counselor, and Safe School Specialists is also a component of this program.

•Our school counselor and social worker focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises.

Nutrition Programs

Parkway Elementary School complies with all federal, state, and district guidelines for daily nutrition of students and staff. A nutritional breakfast is served to students for no charge on a daily basis to help promote student achievement. Healthy lunches are served on a daily basis that incorporate all major food groups and promote a healthy life style. Routine and regular exercise programs have been established in physical education classes and the school promotes regular and daily exercise for all students and staff.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maria C. Fernandez	Principal
Audrie McLennon	Teacher
Sharonne Kerr	Teacher
Nakita Walker	Teacher
Kathy Johnson	Education Support Employee
Nakeashea Byrd	Teacher
Karen Laing	Teacher
Mia Taylor	Student
Stacy Prater	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC's involvement of the evaluation of last year's school improvement plan consisted of monthly meetings where the SIP was reviewed and modified, as needed.

b. Development of this school improvement plan

The SAC was involved in disaggregating the 2016 FCAT 2.0 Science data, 2016 FSA, iReady data, and SAT-10 data to identify trends and provide appropriated intervention, remediation, and enrichment strategies.

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

The SAC votes on how the SAC funds will be spent each year.

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

The EESAC funds will be utilized to provide student incentives to promote student achievement.

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
Carvil, Patricia	Instructional Coach
DaCosta, Althea	Assistant Principal
Fernandez, Maria	Principal
Laing, Karen	Instructional Coach
Pinder, Tanzania	Teacher, K-12
Samuels, Judith	Teacher, K-12
Walker, Nakita	Teacher, K-12

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

The major initiatives will be to collectively discuss and make decisions in order to enhance the momentum of the school's educational goals in a positive direction. The team works together to problem solve in all areas of curriculum.

The major initiatives of the LLT team at Parkway Elementary School are aligned to the District's Comprehensive Research-based Reading Plan:

- To increase the usage of the iReady and MyOn Reading programs.
- To increase student achievement on the 2017 FSA Reading, Mathematics, and NGSSS fifth grade FCAT Science test by analyzing data to provide resources/strategies needed for areas of improvement.
- To provide professional development, such as Differentiated Instruction, Unwrapping the Benchmarks, and HOTS, based on teacher and student need.
- Provide content area classroom libraries.
- Promote the use of web-based literacy tools such as online research tools and fluency building websites for ESL (Imagine Learning) learners.
- Promote the use of vocabulary development across the curriculum.
- Promote literacy across the curriculum through school-wide initiatives such as the reading of a grade appropriate novel per nine weeks for each student.

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.

Strategies to encourage positive working relationships between teachers includes collaborative planning, sharing best practices, grade level meetings, professional learning communities, and social activities.

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

Partner new teachers with mentor teachers to provide professional development throughout the school year.

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

Pair new teachers with instructional coaches and buddy teachers and provide opportunities for teachers to observe model classrooms. The new teachers participate in the MINT (Mentoring and Induction of New Teachers Program). This program provides support to new teachers by assisting with classroom management, developing comprehensive lesson plans, and instructional delivery strategies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its core instructional programs and materials are aligned to Florida's Standard by following the District's curriculum and by utilizing its resources.

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.

The school utilizes the RtI processes to identify and remediate students who are performing below grade level. Enrichment instruction that is aligned to the Florida Standards is provided for proficient students. Activities for remediation includes after-school tutoring, in-class interventions, and extended learning opportunities.

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

Strategy: After School Program

Minutes added to school year: 1,440

Provide extra instruction for low performing students.

Strategy Rationale

Provide students with additional opportunities to become proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Maria, pr4341@dadeschools.net

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

OPM and post assessments will be utilized to determine placement, instruction and the effectiveness of the after-school tutoring program. The administration and teachers will monitor the effectiveness of the program.

Strategy: Summer Program

Minutes added to school year: 6,600

Remediation was provided to third grade students who did not meet the proficiency requirement.

Strategy Rationale

Provide students with additional opportunities to become proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Maria, pr4341@dadeschools.net

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

The third grade ASRA Assessment will be utilized to determine the effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 1,440

Provide extra instruction for low performing fifth-grade students in the area of Science.

Strategy Rationale

Provide students with additional opportunities to become proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Maria, pr4341@dadeschools.net

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

Pre, interim, and post assessments will be utilized to determine placement, instruction and the effectiveness of the Science Camp tutoring program. The administration and teachers will monitor the effectiveness of the program.

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.

Kindergarten registration was conducted throughout the summer months. Parent activities will be held throughout the school year. Two Transition to Kindergarten Meetings are held at the end of the school year.

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.

A Career Fair will be held in May to increase awareness of different careers and professions.

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas and provide writing opportunities 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. To increase student achievement by improving core instruction in all content areas and provide writing opportunities across all content areas **1a**

 G087986

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	75.0
FCAT 2.0 Science Proficiency	68.0
AMO Reading - All Students	73.0

Targeted Barriers to Achieving the Goal **3**

- Insufficient implementation of data driven, rigorous instruction.
- Insufficient content knowledge to align standards to in-depth instruction.

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

- Highly qualified teachers, instructional coaches, administrative support, grade level common planning, intervention plan, curriculum support, professional development plan, learning communities and extended learning opportunities, Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; Mathematics Florida Standards (MAFS), McGraw-Hill WonderWorks, i-Ready, Go Math Text, Think Central, CER Bell ringers, scheduled K-5 Common Planning, SAT-10 Dailies, Reflex Math; Science-Discovery Education, CER bell ringers, J and J Boot Camp resources, AIMS, District Pacing Guides, Planning cards, and Gizmo. Additionally, technology usage for all content areas.

Plan to Monitor Progress Toward G1. **8**

Reviewing data from multiple data sources to analyze growth.
Observation of effective instructional delivery infusing complex reading strategies to improve and reinforce reading comprehension across all content areas.

Person Responsible

Maria Fernandez

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Formative: iReady data, Interim and Topic Assessments; Summative: SAT -10, 2017 FCAT 2.0 Science Assessment, 2017 FSA.

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. To increase student achievement by improving core instruction in all content areas and provide writing opportunities across all content areas **1**

 G087986

G1.B1 Insufficient implementation of data driven, rigorous instruction. **2**

 B233947

G1.B1.S1 Provide professional development on the implementation of data driven differentiated instruction that is targeted and tiered to address specific needs. **4**

 S246764

Strategy Rationale

Teachers are in need of professional development in planning for data-driven instruction and differentiated instruction that is targeted and tiered to address specific needs.

Action Step 1 **5**

Provide professional development on purposeful standard driven instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

Person Responsible

Karen Laing

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, student journals, authentic student work, lesson plans, instructional delivery, increased technology usage.

Action Step 2 **5**

Follow-up on the implementation of the alignment of LAFS and MAFS, and classroom instruction provided during the professional development sessions.

Person Responsible

Althea DaCosta

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Lesson plans, planning agenda

Action Step 3 5

Implement and monitor an instructional framework and the effective use of small group instruction to target students' needs.

Person Responsible

Karen Laing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

DI lesson plans/grouping template

Action Step 4 5

Provide professional development on the different modalities of writing (narrative, informative and opinion).

Person Responsible

Patricia Carvil

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Student journals, published student writing pieces, lesson plans, common planning agendas, classroom walkthroughs, and Professional Development agendas and sign-in rosters.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct daily walkthroughs to observe classroom instruction to include interventions.
Review of monthly assessment reports and Review/realignment of IFC's
Collaboration with the teachers in common planning

Person Responsible

Maria Fernandez

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Professional development agendas, attendance rosters, common planning agendas, coaches' logs, classroom walkthroughs, leadership team meetings agendas.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Conduct daily walkthroughs to observe classroom instruction,
Conduct Data chats with students and teachers
Review of monthly assessment reports and Review/realignment of IFC's
Collaboration with the teachers in common planning
Evidence of student gains on the Interim Assessment and iReady diagnostic data, OPM, as well as on summative assessments (SAT-10, FSA, FCAT Science).

Person Responsible

Maria Fernandez

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Formative: iReady data, Interim and topic Assessment Reports; Summative: SAT -10, 2017 FCAT 2.0 Assessment.

G1.B1.S2 Provide collaborative planning sessions with the teachers, on a weekly basis, to create effective lesson plans for differentiated instruction. 4

S246765

Strategy Rationale

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Person Responsible

Maria Fernandez

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

IReady Diagnostics, Bi-weekly and Topic Assessments

Action Step 2 5

Person Responsible


Schedule

Evidence of Completion

G1.B2 Insufficient content knowledge to align standards to in-depth instruction. **2**

 B233948

G1.B2.S1 Provide professional development opportunities to master content knowledge in order to align standards for effective in-depth instruction to increase student performance. **4**

 S246766

Strategy Rationale

Teachers are in need of professional development in planning for content knowledge that is aligned to standards in-depth instruction.

Action Step 1 **5**

Provide professional development on purposeful standard driven instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

Person Responsible

Karen Laing

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, student journals, authentic student work, lesson plans, instructional delivery, increased technology usage.

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

Conduct daily walkthroughs to observe classroom instruction to include interventions.
Review of monthly assessment reports and Review/realignment of IFC's
Collaboration with the teachers in common planning

Person Responsible

Althea DaCosta

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Professional development agendas, attendance rosters, ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meeting agendas.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct daily walkthroughs to observe classroom instruction,
Conduct Data chats with students and teachers
Review of monthly assessment reports and Review/realignment of IFC's
Collaboration with the teachers in common planning
Evidence of student gains on the Interim Assessment and iReady diagnostic data, OPM, as well as on summative assessments (SAT-10, FSA, FCAT 2.0 Science).

Person Responsible

Maria Fernandez













Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Formative: iReady data, Interim and topic Assessment Reports; Summative: SAT -10, 2017 FCAT 2.0 Assessment.

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.B1.S2.A2  A320578	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M333828	Reviewing data from multiple data sources to analyze growth. Observation of effective...	Fernandez, Maria	8/22/2016	Formative: iReady data, Interim and Topic Assessments; Summative: SAT -10, 2017 FCAT 2.0 Science Assessment, 2017 FSA.	5/31/2017 daily
G1.B1.S1.MA1  M333824	Conduct daily walkthroughs to observe classroom instruction, Conduct Data chats with students...	Fernandez, Maria	8/22/2016	Formative: iReady data, Interim and topic Assessment Reports; Summative: SAT -10, 2017 FCAT 2.0 Assessment.	5/31/2017 daily
G1.B1.S1.MA1  M333825	Conduct daily walkthroughs to observe classroom instruction to include interventions. Review of...	Fernandez, Maria	8/22/2016	Professional development agendas, attendance rosters, common planning agendas, coaches' logs, classroom walkthroughs, leadership team meetings agendas.	5/31/2017 daily
G1.B1.S1.A1  A320573	Provide professional development on purposeful standard driven instruction, including higher order...	Laing, Karen	8/22/2016	Agendas, student journals, authentic student work, lesson plans, instructional delivery, increased technology usage.	5/31/2017 monthly
G1.B1.S1.A2  A320574	Follow-up on the implementation of the alignment of LAFS and MAFS, and classroom instruction...	DaCosta, Althea	8/22/2016	Lesson plans, planning agenda	5/31/2017 weekly
G1.B1.S1.A3  A320575	Implement and monitor an instructional framework and the effective use of small group instruction...	Laing, Karen	8/22/2016	DI lesson plans/grouping template	5/31/2017 weekly
G1.B1.S1.A4  A320576	Provide professional development on the different modalities of writing (narrative, informative and...	Carvil, Patricia	8/22/2016	Student journals, published student writing pieces, lesson plans, common planning agendas, classroom walkthroughs, and Professional Development agendas and sign-in rosters.	5/31/2017 monthly
G1.B2.S1.MA1  M333826	Conduct daily walkthroughs to observe classroom instruction, Conduct Data chats with students...	Fernandez, Maria	8/22/2016	Formative: iReady data, Interim and topic Assessment Reports; Summative: SAT -10, 2017 FCAT 2.0 Assessment.	5/31/2017 weekly
G1.B2.S1.MA1  M333827	Conduct daily walkthroughs to observe classroom instruction to include interventions. Review of...	DaCosta, Althea	8/22/2016	Professional development agendas, attendance rosters, ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meeting agendas.	5/31/2017 weekly
G1.B2.S1.A1  A320579	Provide professional development on purposeful standard driven instruction, including higher order...	Laing, Karen	8/22/2016	Agendas, student journals, authentic student work, lesson plans, instructional delivery, increased technology usage.	5/31/2017 monthly
G1.B1.S2.A1  A320577	Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and...	Fernandez, Maria	8/22/2016	IReady Diagnostics, Bi-weekly and Topic Assessments	5/31/2017 biweekly

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas and provide writing opportunities across all content areas

G1.B1 Insufficient implementation of data driven, rigorous instruction.

G1.B1.S1 Provide professional development on the implementation of data driven differentiated instruction that is targeted and tiered to address specific needs.

PD Opportunity 1

Provide professional development on purposeful standard driven instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/22/2016 to 5/31/2017

PD Opportunity 2

Follow-up on the implementation of the alignment of LAFS and MAFS, and classroom instruction provided during the professional development sessions.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/22/2016 to 5/31/2017

PD Opportunity 3

Implement and monitor an instructional framework and the effective use of small group instruction to target students' needs.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/22/2016 to 5/31/2017

PD Opportunity 4

Provide professional development on the different modalities of writing (narrative, informative and opinion).

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/22/2016 to 5/31/2017

G1.B2 Insufficient content knowledge to align standards to in-depth instruction.

G1.B2.S1 Provide professional development opportunities to master content knowledge in order to align standards for effective in-depth instruction to increase student performance.

PD Opportunity 1

Provide professional development on purposeful standard driven instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/22/2016 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.B1.S1.A1	Provide professional development on purposeful standard driven instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.	\$0.00
2	G1.B1.S1.A2	Follow-up on the implementation of the alignment of LAFS and MAFS, and classroom instruction provided during the professional development sessions.	\$0.00
3	G1.B1.S1.A3	Implement and monitor an instructional framework and the effective use of small group instruction to target students' needs.	\$0.00
4	G1.B1.S1.A4	Provide professional development on the different modalities of writing (narrative, informative and opinion).	\$0.00
5	G1.B1.S2.A1	Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.	\$0.00
6	G1.B1.S2.A2		\$0.00
7	G1.B2.S1.A1	Provide professional development on purposeful standard driven instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.	\$0.00
Total:			\$0.00