

Miami Gardens Elementary School



2016-17 Schoolwide Improvement Plan

Miami Gardens Elementary School

4444 NW 195TH ST, Miami Gardens, FL 33055

<http://mgardens.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	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**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 Miami Gardens 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.

Miami Gardens Elementary will achieve educational excellence within a safe learning environment that is staffed by highly motivated and qualified teachers.

b. Provide the school's vision statement.

Miami Gardens Elementary enriches its "community or learners" by conveying an atmosphere of high academic standards, respect for cultural diversity and individual differences.

2. School Environment

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

Our school will infuse the content required by Florida Statue 1003.42(2), as applicable to appropriate grade levels , including but not limited to:

- *Hispanic Contributions
- *History of African and African Americans
- *Women's Contributions

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

Involve non-instructional staff, including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

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

Ensure teachers are trained in classroom management strategies and have in place a school-wide recognition system, Value Matters and Conqueror of the Month. Ensure differentiated instruction is taking place to meet the needs of all learners.

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.

Instruction and various school-site activities that address social/emotional needs of students. Connect students to the appropriate agencies through our school's social worker and student services department.

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.

Miami Gardens Elementary employs ongoing monitoring of reports and teacher feedback as an early warning system for students. Reports monitored on a daily, weekly, monthly, or quarterly basis include the school district's Early Warning System Report, attendance reports, suspension reports, interim progress reports, and report cards. Such reports are monitored for the following indicators:

- Attendance below 90 percent.
- One or more suspensions (indoor or outdoor).
- Course failure in English Language Arts or mathematics.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.
- Students who are not proficient in reading by Grade 3.
- Students who are retained.

Students identified as in need of intervention and/or assistance through the early warning system are referred to the appropriate services, department, or personnel for assistance.

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	2	1	1	1	6	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	1	4	7	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	2	3	0	3	11	0	0	0	0	0	0	0	19

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	2	2	1	6	12	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.

The following intervention strategies are employed by the school to improve academic performance of students identified by the early warning system.

- Using data reports to drive differentiated instruction (DI)
- Gradual release of responsibility model (GRRM)
- Intervention groups based on student data
- School Dashboard and daily attendance
- Administrative, teachers and Student data chats

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/316977>.

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.

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
John Louissaint, Kathleen	Principal
Saroza, Militza	Assistant Principal
Key, Natre	Instructional Coach
Carril, Amy	Teacher, K-12
Hall, Shequilla	School Counselor
Fernandez, Meiby	Teacher, K-12
Gonzalez, Susan	Teacher, K-12
Orr, Guissela	Teacher, K-12
Janvier, Ruth	Instructional Coach

b. Duties

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

RTI/MTSS is an extension of our school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. RTI/MTSS leadership is vital, therefore, in building our team we have considered the following:

Kathleen John-Louissaint, Principal, who will ensure commitment and allocate resources; Mr. Eduardo Fernandez, Assistant Principal, Ms. Ruth Janvier, Mathematics Coach, Ms. Natre Key, Reading Coach , Ms. Lisa Arellano, Lower Grade's Instructional Leader , Ms. Guissela Orr, Science Liason, Ms. Susan Gonzalez, ESOL Teacher, Ms. Janat Qureshi, School Counselor, who implements the Nearpod Miami-Dade County Public Schools Values Matter Miami class lessons as well as the

Cloud 9 World Social-Emotional Curriculum and provides individual and group counseling as needed, and Ms. Carmen Smith, Media Specialist will extend and report on meeting the goals of the leadership team at grade levels, subject areas, and intervention groups, as well as spearheading problem solving. Team members will meet to review consensus, infrastructure, and implementation of building level initiatives.

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

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as :

- Ms. Lucilda Mcvay, School Psychologist
- Dr. Mary Tillman, School Social Worker
- Ms. Mindy Bryman, Speech / Language Pathologist

The school's Leadership Team will design, manage, and monitor grant-funded programs that provide services to students before or beyond the school day.

RTI/MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl/MTSS uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- 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.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an on-going evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RTI/MTSS four-step problem solving model will be used to plan, monitor and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation and response evaluation.

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.

The second level of support (Tier 2) 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 (see SST guidelines) 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.

Title I, Part A

Miami Gardens Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Grade level leaders and administrators 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 regional personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participation in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents

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

Title I, Part C- Migrant

Miami Gardens Elementary 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 services by the Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district drop-out prevention programs.

Title II

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

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

Title III

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

- Tutorial programs (K-5)
- Parent outreach activities
- Behavioral/mental counseling services
- Professional development on best practices for ELL and content area teachers
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading, mathematics, and science is purchased for schools to be used by ELL students

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to
- The Homeless Assistance Program seeks to ensure a successful educational experience for

homeless children by collaborating with parents, schools, and the community

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless
- The 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, 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

Miami Gardens Elementary has identified a school based homeless coordinator who will be trained on the McKinney-Vento Law to ensure appropriate services are provided to the homeless.

Supplemental Academic Instruction (SAI)

Miami Gardens Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEEP) allocation.

Violence Prevention Programs

Miami Gardens Elementary participates in the Safe and Drug Free Schools Program. This program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors. In addition, the school social worker presented a series of lessons regarding bullying to students.

Nutrition Programs

Miami Gardens Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through the physical education program. Miami Gardens Elementary School's Food Service Program, school breakfast, lunch, as well as after-care snacks, follows the Healthy Food and Beverage guidelines adopted in the District's Wellness Program.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education – N/A

Career and Technical Education – N/A

Job Training – N/A

Other

Health Connect in Our School

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which

integrates education, medical and/or social and human services on school grounds

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

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometry exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carmen Smith	Teacher
Natre Key	Teacher
Guissela Orr	Teacher
Sanya Clarke	Education Support Employee
Wendy Dingle	Education Support Employee
Kathleen John-Louissaint	Principal
Vanessa Robinson	Teacher
Nicole Manuel	Teacher
Thayra Cardoba	Parent
Eduardo Fernandez	Education Support Employee
Susan Gonzalez	Teacher
Edith Dixon	Parent
Ruliet Fernandez	Parent
Tammie Jackson	Parent
Carina Sandoval	Parent
Blanca Valladares	Parent
Tremia King	Parent
Deandre Daniels	Student
Sara Ocampo	Student
Yolanda Ayala	Teacher
Mia Landrin	Business/Community
Mia Landrin	Business/Community
Franklin Wilson	Parent
Jessica Esquijarosa	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members reviewed and discussed the effectiveness of the instructional programs. Additional instructional strategies were discussed for implementation during the 2016 - 2017 school year. Additionally, the need for enrichment programs such as Full time Gifted program, Extended Foreign Language Program and Academic Excellence program were discussed.

b. Development of this school improvement plan

The district held SIP workshops where school teams were invited to attend. Administrators, staff members and parents/community partners were invited to attend. Time and technical assistance was afforded to all teams to begin work on creating the SIP. Our team studied prior year's trend data and began to formulate a direction and set forth goals for the school's school improvement process. Once the goals were identified, the budget/resources were discussed to address our needs.

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

Instructional, Non-instructional allocations were presented. Tutorial plans, use of hourly employees to support academic instruction were discussed.

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

The funds were used to finance supplemental materials for science labs and classroom resources and student incentives.

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
John Louissaint, Kathleen	Principal
Key, Natre	Instructional Coach
Saroza, Militza	Assistant Principal
Carril, Amy	Teacher, K-12
Hall, Shequilla	School Counselor
Fernandez, Meiby	Teacher, K-12
Gonzalez, Susan	Teacher, K-12
Orr, Guissela	Teacher, K-12

b. Duties

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

The major initiative is to ensure that teachers are exposing students to rigorous reading instruction by incorporating questioning at higher levels of the DOK wheel. Grade Level Leaders will prepare common planning meetings to assist teachers in analyzing the “true” meaning of rigor, analyzing plans to ensure that there is alignment between the learner outcome, the activities and the assessments. LLT will be an integral component of common planning blocks.

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.

Each grade level has collaborative planning built into their schedules. Grade level leaders will work to provide support and strategies to target instruction through grade level meeting. Fidelity to the program will be met by daily administrative walkthroughs and biweekly grade level meetings. Positive feedback will be provided through post notes , emails and face to face conversations.

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

Administrator and all staff are responsible for retaining highly qualified, effective teachers in the school. Once a teacher is secured, the administration provides the resources and necessary information to support the learning environment of the teachers. Expectations are clarified and opportunities for follow up discussion are provided. The team leader, mentor, grade level leaders will provide the daily support of the new staff in understanding and embracing the vision of the school. The administration will share positive messages, remind staff of state/district rules and regulations in weekly newsletters, weekly meetings will provide administration with a view of how the new teacher interacts with his/her team members, and classroom visitations with specific feedback will support the instructional demands required to be placed upon the students within each lesson. Each teacher will have the opportunity to receive individual support from instructional leaders within the capacity of modeling, planning, and after action reflective discussions.

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

Ms. Yvonne, Calixte, teacher will mentor Ms. Meiby Rivero, Beginning Teacher. Ms. Calixte is a veteran reading teacher and Ms. Rivero is a beginning reading teacher. Mentoring activities will consist of weekly common planning and observations with feedback.

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.

Administrators and teachers will plan for and deliver instruction that is based on the Florida Standards and specific course benchmarks. Teachers will provide students with experiences and master course content and skills, that will result in rigorous, purposeful, and engaging instructional activities. Stakeholders will use student's data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

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.

Student data is reviewed after each assessment. Students are grouped based on these outcomes in order to remediate or extend the lesson. Each group is restructured after the next assessment based on the results.

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: 32,400

Miami Gardens Elementary School will conduct the 21st century Community Learning Center program activities for actively participating students during the program operation including physical education, health and nutrition, dance, games, and team sports. The program provides academic and personal enrichment.

Strategy Rationale

Reading, Mathematics, and Science infused into PBL's to improve academic performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

John Louissaint, Kathleen, pr3241@dadeschools.net

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

Ongoing Progress Monitoring takes place through the use of the G2D system which provides data interpretation of the results of the different components, as well as, topic assessments, District Science examination for 5th grade, WonderWorks, and I-Ready data.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title I Administration assists Miami Gardens Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program provides further assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four- year old children.

At Miami Gardens Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Areas of assessment for all students include Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Kindergarten Readiness Screener (FLKRS) will be used to assess basic academic skills development and the academic school readiness of incoming students.

Data will be used to plan daily academic and social/emotional instruction for all students and for

groups of students or individually students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social emotional skills identified by the screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains and if any changes in the instructional/intervention programs are necessary.

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.

- Implementation of the Kids and the Power of Work (KAPOW) program.
- Annual Career Fair.

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 through strategic standards-focused lesson planning, and increased student engagement.

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 through strategic standards-focused lesson planning, and increased student engagement. 1a

G088012

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - African American	65.0
AMO Reading - ED	68.0
AMO Reading - ELL	59.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent effective planning, including pacing and transitions, and use of Florida Standards
- Student attendance and engagement during whole-group instruction as well as the "They Do" component of the Gradual Release of Responsibility Model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Miami-Dade County Public Schools Framework of Effective Instruction, Reading Coach, Mathematics Coach, Science Leader, School Counselor and adopted materials/resources such as McGraw Hill Reading Wonders/Wonder Works, I-Ready, MyOnReader, Reflex and Promethean Boards.

Plan to Monitor Progress Toward G1. 8

Daily/ Weekly Administrative reviews of all academic and incentive programs to ensure fidelity.

Person Responsible

Kathleen John Louissaint

Schedule

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

Evidence of Completion

Administrative Walkthroughs, Agendas, minutes of department/grade level meetings, lesson plans.

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 through strategic standards-focused lesson planning, and increased student engagement. 1

 G088012

G1.B1 Inconsistent effective planning, including pacing and transitions, and use of Florida Standards 2

 B234008

G1.B1.S1 Implement grade level planning and interdisciplinary planning with the assistance of the school's Reading and Mathematics coaches as well as the Science Leader. 4

 S246807

Strategy Rationale

Implementation of quality standards-focused planning will increase student achievement throughout all academic areas.

Action Step 1 5

- Plan with grades K-5 to effectively incorporate effective instructional strategies and frameworks to guide instruction.
- Provide professional development during collaborative planning to introduce K-2 and 3-5 Frameworks and Planning Sheets. Coaching support will assist teachers with implementing the frameworks.
- The frameworks and strategies learned from the professional development will be implemented in the classroom
- Use both formative and summative student learning data to guide planning.
- Develop plans that are clear, logical, sequential, and aligned to standards-based learning.
- Plan instruction effectively for content mastery, pacing, and transitions.
- Identify and plan for the instructional and developmental needs of all learners.
- Gather, evaluate, and/or create appropriate instructional materials.
- Follow-up support will be provided to a selected group of teachers through the implementation of a coaching cycle.

Person Responsible

Kathleen John Louissaint

Schedule

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

Evidence of Completion

Meeting Agendas, Meeting Minutes, Teachers' Lesson Plans, and prevalent use of the Framework of Effective Instruction.

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

Teachers and Administrators will participate in common planning, vertical planning, grade chair meeting, administrative data chats, and student/ teacher data chat.

Person Responsible

Kathleen John Louissaint

Schedule

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

Evidence of Completion

Agendas, Minutes of Meeting , Teachers' Lesson Plans

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

Conduct walkthroughs, Grade Level Meeting, Administrative and Teacher Data Chats

Person Responsible

Kathleen John Louissaint

Schedule

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

Evidence of Completion

Agendas, Minutes of Meeting, Teacher Lesson Plans

G1.B2 Student attendance and engagement during whole-group instruction as well as the "They Do" component of the Gradual Release of Responsibility Model. **2**

 B234009

G1.B2.S1 Implement a school wide attendance strategy that will reduce truant behavior and increase student engagement. **4**

 S246808

Strategy Rationale

To increase student achievement.

Action Step 1 **5**

Attendance:

- Disseminate the Miami-Dade County Public Schools Attendance Policy to parents.
- Frequent communication regarding attendance with parents, such as follow-up phone calls upon a student's absence.
- Establish an Attendance Review Committee.
- Tracking of students with excessive absences through the use of Daily Attendance Reports and the M-DCPS Early Warning System.
- Provide counseling and assistance to students with excessive absences/tardies.
- Recognize homerooms and students with perfect attendance through announcements and awards ceremonies.

Student Engagement:

- Facilitate professional development on use of the Gradual Release of Responsibility Model, the Gradual Release Model and provide modeling for teachers by instructional coaches.
- Teachers will use a variety of strategies to engage students in higher-order learning tasks.
- Teachers will engage students in authentic learning, real-life applications, and interdisciplinary connections.
- Engage students in diverse activity structures.
- Engage students in authentic learning, real-life applications, and interdisciplinary connections.
- Use appropriate pace and maximizes instructional time for student learning.
- Reinforce learning goals throughout the lesson.
- Follow up support will be provided to select teachers through the implementation of a coaching cycle.

Person Responsible

Militza Saroza

Schedule

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

Evidence of Completion

School Dash Board, Daily School Attendance Report, Quartile District Attendance Report, and prevalent use of the Framework of Effective Instruction.

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

Daily review of attendance bulletin by administration and school counselor to identify truant students, weekly monitoring of the M-DCPS Early Warning System, and formal and informal observations by administration.

Person Responsible

Militza Saroza

Schedule

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

Evidence of Completion

School Dash Board, Daily School Attendance, Quarterly District Attendance Report, M-DCPS Early Warning System report

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

Administrator will receive daily attendance report to monitor school attendance and contact parents of truant students as well as performing daily walk-throughs to gauge student engagement.

Person Responsible

Militza Saroza








Schedule

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

Evidence of Completion

Daily School Attendance Report, School Dash Board, District Quarterly Report

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M333928	Daily/ Weekly Administrative reviews of all academic and incentive programs to ensure fidelity.	John Louissaint, Kathleen	8/22/2016	Administrative Walkthroughs, Agendas, minutes of department/grade level meetings, lesson plans.	6/8/2017 weekly
G1.B1.S1.MA1  M333924	Conduct walkthroughs, Grade Level Meeting, Administrative and Teacher Data Chats	John Louissaint, Kathleen	8/22/2016	Agendas, Minutes of Meeting, Teacher Lesson Plans	6/8/2017 weekly
G1.B1.S1.MA1  M333925	Teachers and Administrators will participate in common planning, vertical planning, grade chair...	John Louissaint, Kathleen	8/22/2016	Agendas, Minutes of Meeting , Teachers' Lesson Plans	6/8/2017 weekly
G1.B1.S1.A1  A320710	- Plan with grades K-5 to effectively incorporate effective instructional strategies and frameworks...	John Louissaint, Kathleen	8/22/2016	Meeting Agendas, Meeting Minutes, Teachers' Lesson Plans, and prevalent use of the Framework of Effective Instruction.	6/8/2017 weekly
G1.B2.S1.MA1  M333926	Administrator will receive daily attendance report to monitor school attendance and contact parents...	Saroza, Militza	8/22/2016	Daily School Attendance Report, School Dash Board, District Quarterly Report	6/8/2017 daily
G1.B2.S1.MA1  M333927	Daily review of attendance bulletin by administration and school counselor to identify truant...	Saroza, Militza	8/22/2016	School Dash Board, Daily School Attendance, Quarterly District Attendance Report, M-DCPS Early Warning System report	6/8/2017 daily
G1.B2.S1.A1  A320711	Attendance: - Disseminate the Miami-Dade County Public Schools Attendance Policy to parents. -...	Saroza, Militza	8/22/2016	School Dash Board, Daily School Attendance Report, Quartile District Attendance Report, and prevalent use of the Framework of Effective Instruction.	6/8/2017 daily

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 through strategic standards-focused lesson planning, and increased student engagement.

G1.B1 Inconsistent effective planning, including pacing and transitions, and use of Florida Standards

G1.B1.S1 Implement grade level planning and interdisciplinary planning with the assistance of the school's Reading and Mathematics coaches as well as the Science Leader.

PD Opportunity 1

- Plan with grades K-5 to effectively incorporate effective instructional strategies and frameworks to guide instruction. - Provide professional development during collaborative planning to introduce K-2 and 3-5 Frameworks and Planning Sheets. Coaching support will assist teachers with implementing the frameworks. - The frameworks and strategies learned from the professional development will be implemented in the classroom - Use both formative and summative student learning data to guide planning. - Develop plans that are clear, logical, sequential, and aligned to standards-based learning. - Plan instruction effectively for content mastery, pacing, and transitions. - Identify and plan for the instructional and developmental needs of all learners. - Gather, evaluate, and/or create appropriate instructional materials. - Follow-up support will be provided to a selected group of teachers through the implementation of a coaching cycle.

Facilitator

PD Liaison, District Personnel, Leadership Team

Participants

Teachers Grades K-5 and Administrators

Schedule

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

G1.B2 Student attendance and engagement during whole-group instruction as well as the "They Do" component of the Gradual Release of Responsibility Model.

G1.B2.S1 Implement a school wide attendance strategy that will reduce truant behavior and increase student engagement.

PD Opportunity 1

Attendance: - Disseminate the Miami-Dade County Public Schools Attendance Policy to parents. - Frequent communication regarding attendance with parents, such as follow-up phone calls upon a student's absence. - Establish an Attendance Review Committee. - Tracking of students with excessive absences through the use of Daily Attendance Reports and the M-DCPS Early Warning System. - Provide counseling and assistance to students with excessive absences/tardies. - Recognize homerooms and students with perfect attendance through announcements and awards ceremonies. Student Engagement: - Facilitate professional development on use of the Gradual Release of Responsibility Model, the Gradual Release Model and provide modeling for teachers by instructional coaches. - Teachers will use a variety of strategies to engage students in higher-order learning tasks. - Teachers will engage students in authentic learning, real-life applications, and interdisciplinary connections. - Engage students in diverse activity structures. - Engage students in authentic learning, real-life applications, and interdisciplinary connections. - Use appropriate pace and maximizes instructional time for student learning. - Reinforce learning goals throughout the lesson. - Follow up support will be provided to select teachers through the implementation of a coaching cycle.

Facilitator

District Students Service

Participants

CIS, Counselor, Administration

Schedule

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

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	<p>- Plan with grades K-5 to effectively incorporate effective instructional strategies and frameworks to guide instruction. - Provide professional development during collaborative planning to introduce K-2 and 3-5 Frameworks and Planning Sheets. Coaching support will assist teachers with implementing the frameworks. - The frameworks and strategies learned from the professional development will be implemented in the classroom - Use both formative and summative student learning data to guide planning. - Develop plans that are clear, logical, sequential, and aligned to standards-based learning. - Plan instruction effectively for content mastery, pacing, and transitions. - Identify and plan for the instructional and developmental needs of all learners. - Gather, evaluate, and/or create appropriate instructional materials. - Follow-up support will be provided to a selected group of teachers through the implementation of a coaching cycle.</p>				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3241 - Miami Gardens Elementary Schl			\$0.00
2	G1.B2.S1.A1	<p>Attendance: - Disseminate the Miami-Dade County Public Schools Attendance Policy to parents. - Frequent communication regarding attendance with parents, such as follow-up phone calls upon a student's absence. - Establish an Attendance Review Committee. - Tracking of students with excessive absences through the use of Daily Attendance Reports and the M-DCPS Early Warning System. - Provide counseling and assistance to students with excessive absences/tardies. - Recognize homerooms and students with perfect attendance through announcements and awards ceremonies. Student Engagement: - Facilitate professional development on use of the Gradual Release of Responsibility Model, the Gradual Release Model and provide modeling for teachers by instructional coaches. - Teachers will use a variety of strategies to engage students in higher-order learning tasks. - Teachers will engage students in authentic learning, real-life applications, and interdisciplinary connections. - Engage students in diverse activity structures. - Engage students in authentic learning, real-life applications, and interdisciplinary connections. - Use appropriate pace and maximizes instructional time for student learning. - Reinforce learning goals throughout the lesson. - Follow up support will be provided to select teachers through the implementation of a coaching cycle.</p>				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		3241 - Miami Gardens Elementary Schl	Title I, Part A		\$0.00
			Notes: Notes			
Total:						\$0.00