Goulds Elementary School

2016-17 Schoolwide Improvement Plan

Goulds Elementary School

23555 SW 112TH AVE, Homestead, FL 33032

http://goulds.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	D	D*	B	C

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 Goulds Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Goulds Elementary School is to offer programs that foster children's ability to think critically. The administration, professional staff, community leaders and stakeholders utilize a challenging curriculum and provide students with a learning environment that reflects district and state standards in literacy, mathematics science and social studies. The school's mission is to mold students to become productive citizens in society, and develop civic virtue and moral character; qualities that are essential to leading productive lives in an environmentally conscious society. As a result, an organic garden has been created to foster hands-on learning in Agriscience. Currently a variety of herbs and vegetables are being cultivated by students.

b. Provide the school's vision statement.

The vision of Goulds Elementary School is to provide a positive and nurturing environment where all students are encouraged to strive toward and achieve their fullest potential. Students will be given the foundation to become productive and conscientious citizens for the 21st century. At Goulds Elementary school, no child will be left behind.

2. School Environment

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

Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

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

School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel
as necessary to improve these conditions. Results of improvement efforts are evaluated.

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 administration of Goulds Elementary, along with the Student Services department, provides professional development on corrective strategies the deter disruptive behaviors: Functional Assessment of Behaviors Coordinator Training provided insight using research based strategies that identify, target and deter negative behaviors through proactive, educative and functional interventions. Professional Development on reducing and eliminating undesirable behaviors: Keys to Successful Classroom Management Featuring Assertive Discipline Strategies: Administration in collaboration with student services will empower educators with essential techniques and methodology through role-playing school specific case studies. Professional Development on rewarding desirable & effective behaviors: Review school wide incentives and initiatives during student assemblies, morning announcement, and faculty meeting to promote positive citizenship. Professional Development on intervention strategies and alternatives to suspension: Best Practice on Grade Level Specific Behavioral Intervention Strategies: Grade Level Teams will identify, chart and share positive reinforcement strategies, corrective strategies, deterrents, and parent involvement strategies.

School-wide strategies for promoting model behavior:
Daily character education lesson during morning announcement, adequate supervision during student arrival and dismissal, active cafeteria monitors/ security during breakfast and lunch, classroom management through close proximity approach, multi-disciplinary parent conferences

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.

Goulds Elementary utilizes the morning announcement for The Counselor Message of the Day. The counselor focuses on character values, bullying prevention, drug prevention, citizenship and traits that lead to success. Students are recognized on morning announcements for actions/decisions indicative of exemplary decorum.

Daily classroom visits: The school's leadership team conducts daily classroom visits to motivate/ promote academic achievement and positive behavior.

Student "Brand" of the Month: recognizes a student per class/ per month for displaying exceptional effort and conduct. Students' pictures are displayed in main office on the Student of the Month board, their names are read on the announcements, and they are invited to lunch with the principal.

Student-Centered activities utilized as alternative to outdoor suspension: Counseling, alternative class assignment, student academic review, exclusion from extra-curricular activities, enrollment in after school study hall program, written reflection of replacement behavior.

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

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

School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of

students.

Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address
individual learning needs of students when necessary. Teachers use instructional strategies that require
students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Failed a Reading Course	9	27	34	12	6	3	0	0	0	0	0	0	0	91
Failed a Math Course	6	18	10	12	3	8	0	0	0	0	0	0	0	57
Level 1 in Reading	0	0	0	20	7	16	0	0	0	0	0	0	0	43
Level I in Math	0	0	0	15	14	18	0	0	0	0	0	0	0	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	23	26	3	11	21	0	0	0	0	0	0	0	90

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

School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school
performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning andthe conditions that support learning.

Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of
programs, and the conditions that support learning. School personnel use data to design, implement,

and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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. § 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/322627.

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.

Community-Based Organizations and/ or Outside Providers which support academic and positive behavior:

-PsychSolution, Inc. provides subsidized Mental Health services to eligible students and families.
-Urgent Inc., in collaboration with The Children's Trust, provides free after-school care to assist students with home learning and promote a positive attitude.
-Miami-Dade Police Education Department: Students are exposed to safety features, drug abuse prevention, and character education.
-Police Athletic League provides after school home learning assistance through a mentoring program that models, supports and rewards positive behavior.
-Community Health of South Florida, Inc. (CHI) School Clinic provides primary care to promote a healthy lifestyle and improve student well-being.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Passmore-Mack , Celethia	Principal
Reed, LaJean	Assistant Principal
Adderely, Janine	Instructional Coach
Morrison, Laurelynn	Instructional Coach
Alfred, Gemma	School Counselor
Masson, Pilar	Instructional Media
Lawrence, Evelyn	Teacher, K-12
Lyn-ah-ping, Miriam	Teacher, K-12
Hollingsworth, Jean	Teacher, K-12
Mislow, Heather	Teacher, K-12
Otano, Sonmay	Teacher, K-12
Johnson, Krystal	Teacher, K-12
Mutter, Deborah	Psychologist
Hicks, Sabrina	Attendance/Social Work

b. Duties

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

Alonza Pendergrass, Principal
LaJean Reed, Assistant Principal
Janine Adderely Bryant, Reading Coach
Laurelynn Morrison-Young, Math Coach
Pilar Masson, Media Specialist
Evelyn Lawrence, Kindergarten Teacher
Miriam Lyn-ah-ping, First Grade Teacher
Heather Mislow, Third Grade ELA Teacher
Sonmay Otano, Fourth Grade ELA Teacher
Kyrstal Johnson, Fifth Grade Science Teacher
Gemma Alfred, School Counselor
Deborah Mutter, Psychologist
Sabrina Hicks, Social Worker

An administrator will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

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

Tier 2
The administrators, along with members of the Student Services department will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

Each grade level has a pre-identified support team member to provide information or revise efforts.

Tier 3 SST

Administrators, School Counselor, Psychologist, Classroom teacher and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

RtI/MTSS is a general education initiative in which the levels of support (resources) are allocated in direct
proportion to student needs. RtI/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 that are provided in
addition to and in alignment with effective core 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 ongoing evaluation method established for services at each tier to monitor the effectiveness of
meeting school goals and student growth as measured by benchmark and progress monitoring data.

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 to implement the SIP strategies are closely examined, planned, and monitored on the RtI/MTSS Tier 1 worksheets completed three times per year.to The RtI/MTSS Problem-Solving process is used to first carry out, monitor, and adjust (as needed), the supports that are defined in the SIP. Annual goals are translated into progress monitoring 3 times per year and ongoing progress monitoring measures 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, RtI/MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP.

Title I
Services are provided 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 and Title III in ensuring staff development needs are provided. Support services are provided to the schools, 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 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 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; participate 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 (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
Goulds 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 opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D
District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

Title II
Goulds Elementary benefits from District use of 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) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III
Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• 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)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in
reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools

to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)
Goulds Elementary 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, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs
1) Goulds Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start – N/A

Adult Education– N/A

Career and Technical Education– N/A

Job Training– N/A

Other
Goulds Elementary receives service from Health Connect in Our Schools

• 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 an 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 optometric 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
Alonza Pendergrass	Principal
Emily Gunter	Business/Community
Evelyn Lawrence	Teacher
Imro Anys	Teacher
Latoya Brady	Parent
Monte Willis	Business/Community
Nikki Hardemon-Williams	Teacher
Omar Patterson	Parent
Orlena Ramirez	Teacher
Sintia Alexander	Teacher
Corey Redwine	Business/Community
Dana Chatoo	Teacher
Ashley Martinez	Parent
Tadarius Bryant	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council noted the 2015-16 School Improvement Plan had moderate success in improving student achievement.

b. Development of this school improvement plan

The School Advisory Council reviewed the end of year stakeholder feedback for the 2015-16 School Improvement Plan. The SAC accepted the recommendations of the instructional staff and administration in preparing for the 2016-2017 School Improvement Plan.

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

The principal shared the projected enrollment for the 2016-17 school year, 620. Currently, planned expenditures in place to support continued academic achievement included student incentives, awards and grade level activities. An overview of the schools needs was provided and acceptable by consensus.

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

The purchase of student incentives for academic and attendance recognition. $1,000.00
The purchase of Supplemental Education Tutoring materials $2,100.00

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
Passmore-Mack , Celethia	Principal
Reed, LaJean	Assistant Principal
Hicks, Sabrina	Attendance/Social Work
Masson, Pilar	Instructional Media
Alfred, Gemma	School Counselor
Adderely, Janine	Instructional Coach
Morrison, Laurelynn	Instructional Coach
Mutter, Deborah	Psychologist

b. Duties

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

Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.

As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions.

Students not making mastery will be offered tutorial assistance (before-school, after-school or during the regular school day) from personnel hired to provide tutorial services.

Student who scored in the lowest 25% on I-Ready Diagnostic #3 (Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction.

Strategies that are unsuccessful will be discontinued and replaced with alternate interventions.

All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed.

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.

As part of the our school action plan, Collaborative structures have been put in place to facilitate common planning sessions. Teachers are encouraged to meet on a weekly basis to develop weekly lesson plans. Curriculum Leads also utilize this time to provide support and assistance in the utilization of the district provided planning materials, in addition to embedding PD components during the introduction of strategies that teachers can embed in lesson plans. Teachers benefit from such structures, as it allows the sharing of best practices as well as promotes effective collaborative conversations among professionals.

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

In an effort to retain highly qualified teachers at Goulds Elementary, professional development opportunities, Professional Learning Communities and A Lesson Study Cycle will be used to support instructional practices for teachers. School Administration and Reading Coach will be responsible for the teacher recruitment and retention strategies.

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

Through weekly meetings and classroom visitations new teachers will be coached and guided on effective school instructional practices, current trends in education, etc. to support professional growth. School Administration, Instructional Coaches and Professional Development liaison will be responsible for the implementation of the Teacher Mentoring Program/plan.

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.

Goulds Elementary ensures its core instructional programs and materials are aligned to Florida standards by utilized a variety of resources available which include pacing guides, district curriculum support specialist, in-house coaches/liaisons (reading, math and science) and research-based textbooks and programs.Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

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.

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal

alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

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: 5,100

Student will participate in supplemental academic instruction or enrichment based upon current data points.

Strategy Rationale

Student assessment data from 2015-16 school year will identify students able to benefit from additional ELA and/or Mathematics Instruction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Passmore-Mack , Celethia , pr0311@dadeschools.net

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

Data points from i-ready Diagnostic tests, Math and Science topic assessments and interventions will be collected by the instructional coaches and analyed during collaborative meetings with School Leadership team and appropriate instructional staff to determine the effectiveness of the extended learning opportunity.

Strategy: Weekend Program

Minutes added to school year: 2,940

Achieve Miami will provide Buddy readers to assist in improving the reading skills of students in the accountability grades. The activities will take place in selected Saturdays throughout the school year.

Strategy Rationale

Achieve Miami enhances the reading process by using high school students to create a better relationship with non-readers and/or struggling with readers, as well as students who enjoy reading (independent readers).

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Passmore-Mack , Celethia , pr0311@dadeschools.net

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

Data will be gathered about the reading fluency of students. The students will take a pre-test and post-test to monitor learner progress.

Strategy: After School Program

Minutes added to school year: 1,800

ELL students, Levels 1-4, participating in the Title III fund tutorial service will additional support from teachers speaking their native language and/or additional ESOL strategies to improve their reading and mathematics skills.

Strategy Rationale

Student assessment data from 2015-16 school year will identify students able to benefit from additional ELA and/or Mathematics Instruction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Passmore-Mack , Celethia , pr0311@dadeschools.net

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

Data points from i-ready Diagnostic tests, Math and Science topic assessments and interventions will be collected by the instructional coaches and analyed during collaborative meetings with School Leadership team and appropriate instructional staff to determine the effectiveness of the extended learning opportunity.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Goulds Elementary has a mixed population of students ready for Kindergarten enrolling each academic year. Kindergarten instructors utilize Florida Kindergarten Readiness Screener (FLKRS) to monitor student achievement and growth. The Kindergarten screening assessments are used at the opening of school and closing of school to determine student growth. Data generated from the screening process is used to enhance instructional delivery for the academic 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.

NA

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

NA

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

NA

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.

Not Applicable

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

☐1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

🔍 G088058

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Limited mastery of standards-based planning

Resources Available to Help Reduce or Eliminate the Barriers 2

- English Language Arts: Reading Instructional Coach, District-provided, Curriculum Support Specialist, i-Ready, Accelerated Reader, Imagine Learning, Ready Florida LAFS, task cards, Wonder Works, interventionist (part-time), District provided resources: Text books and pacing guides Mathematics: Mathematics Coach, District-provided Curriculum Support Specialist Gizmos, i-Ready, Ready Florida MAFS, Reflex Math, Thinkcentral.com, District provided resources: Text books and pacing guides Science: Science Liaison, District-provided Curriculum Support Specialist, AIMs Books, Discovery Education, Essential Labs, Gizmos, J and J Boot Camp, District provided resources: Text books and pacing guides Social Science: Time for Kids, National Geographic, District provided resources: Text books and pacing guides Technology: Media Center Computer Lab, Classroom desktops, Collaboration Area Computers, student laptop carts, SMART and Promethean Boards

Plan to Monitor Progress Toward G1. 8

School Leadership will analyze assessments for reading, math and science and Topic assessments and debriefed with staff to identify trends, areas of greatest growth and deficiencies, as well as create immediate action plan needed for improvement.

Person Responsible
Celethia Passmore-Mack

Schedule
Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion
Data, meeting agendas, data debriefing documentation and structures in place in response to identified deficiencies.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If core instruction is improved in all content areas then student achievement will increase in content areas. [1]

🔧 G088058

G1.B5 Limited mastery of standards-based planning [2]

🔧 B234114

G1.B5.S1 Instructional staff needs to enhance the standards-based planning aspect of instructional delivery. More effective planning will impact the breadth and depth of student learning and mastery of standards. [4]

🔧 S246908

Strategy Rationale

Enhanced collaborative planning which thoroughly unwraps the standards will improve how instruction is delivered by teachers.

Action Step 1 [5]

Provide instructional staff with Professional Development on the implementation of the i-Ready Toolkit as a primary resource to diverse learners in reading and mathematics.

Person Responsible

Celethia Passmore-Mack

Schedule

On 5/31/2017

Evidence of Completion

Agendas, Sign-In sheets, Lesson Plans, Authentic Student Work, Observations

Action Step 2 [5]

Conduct collaborative planning sessions by grade level and/or department with emphasis on appropriate standards: the incorporation of Higher Order questioning and aligning Daily End Products (DEPs) with district pacing guides and classroom needs.

Person Responsible

Celethia Passmore-Mack

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plans, administrative walk-throughs, observations

Action Step 3 `5`

Provide additional guidance through peer support and/or coaching cycles with Standards-Based planning

Person Responsible

Celethia Passmore-Mack

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Sign-In Sheets, Agendas Coaches Logs and/or reflections, walk-throughs

Action Step 4 `5`

Monitor the implementation of collaborative planning sessions and instructional delivery through administrative walkthroughs.

Person Responsible

Celethia Passmore-Mack

Schedule

Daily, from 9/6/2016 to 5/31/2017

Evidence of Completion

Administrative walk-throughs, observations, Leadership team agendas

Action Step 5 `5`

Provide students additional support through after-school tutoring

Person Responsible

Celethia Passmore-Mack

Schedule

Biweekly, from 12/12/2016 to 4/7/2017

Evidence of Completion

i-ready usage reports, observations, attendance logs, walkthroughs

Action Step 6 `5`

Provide ELL students with additional support through after-school tutoring

Person Responsible

Celethia Passmore-Mack

Schedule

Biweekly, from 12/12/2016 to 4/7/2017

Evidence of Completion

i-ready usage reports, Imagine Learning reports, observations, attendance logs, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Monitor the implementation of planned lessons that focus on Florida Standards and the incorporation of appropriate Higher Order questioning.

Person Responsible

Celethia Passmore-Mack

Schedule

Daily, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Agendas, Sign-Ins sheets. Administrative walkthroughs , assessments informal and formal, Standards based grading in gradebook

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Review of Math and Science Topic assessments, i-Ready diagnotics (reading and mathematics), Reading weekly and biweekly unit assessments to monitor student progress

Person Responsible

Celethia Passmore-Mack

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Data Chats using data trackers with instruction staff, instructional coaches interventionist, support staff and administration

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.B5.S1.A5 A320946	Provide students additional support through after-school tutoring	Passmore-Mack , Celethia	12/12/2016	i-ready usage reports, observations, attendance logs, walkthroughs	4/7/2017 biweekly
G1.B5.S1.A6 A320947	Provide ELL students with additional support through after-school tutoring	Passmore-Mack , Celethia	12/12/2016	i-ready usage reports, Imagine Learning reports, observations, attendance logs, walkthroughs	4/7/2017 biweekly
G1.MA1 M334170	School Leadership will analyze assessments for reading, math and science and Topic assessments and...	Passmore-Mack , Celethia	9/6/2016	Data, meeting agendas, data debriefing documentation and structures in place in response to identified deficiencies.	5/31/2017 monthly
G1.B5.S1.MA1 M334168	Review of Math and Science Topic assessments, i-Ready diagnotics (reading and mathematics), Reading...	Passmore-Mack , Celethia	9/6/2016	Data Chats using data trackers with instruction staff, instructional coaches interventionist, support staff and administration	5/31/2017 monthly
G1.B5.S1.MA1 M334169	Monitor the implementation of planned lessons that focus on Florida Standards and the incorporation...	Passmore-Mack , Celethia	9/6/2016	Lesson Plans, Agendas, Sign-Ins sheets. Administrative walkthroughs , assessments informal and formal, Standards based grading in gradebook	5/31/2017 daily
G1.B5.S1.A1 A320942	Provide instructional staff with Professional Development on the implementation of the i-Ready...	Passmore-Mack , Celethia	9/6/2016	Agendas, Sign-In sheets, Lesson Plans, Authentic Student Work, Observations	5/31/2017 one-time
G1.B5.S1.A2 A320943	Conduct collaborative planning sessions by grade level and/or department with emphasis on...	Passmore-Mack , Celethia	9/6/2016	Lesson plans, administrative walk-throughs, observations	5/31/2017 weekly
G1.B5.S1.A3 A320944	Provide additional guidance through peer support and/or coaching cycles with Standards-Based...	Passmore-Mack , Celethia	9/6/2016	Sign-In Sheets, Agendas Coaches Logs and/or reflections, walk-throughs	5/31/2017 weekly
G1.B5.S1.A4 A320945	Monitor the implementation of collaborative planning sessions and instructional delivery through...	Passmore-Mack , Celethia	9/6/2016	Administrative walk-throughs, observations, Leadership team agendas	5/31/2017 daily

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas then student achievement will increase in content areas.

G1.B5 Limited mastery of standards-based planning

G1.B5.S1 Instructional staff needs to enhance the standards-based planning aspect of instructional delivery. More effective planning will impact the breadth and depth of student learning and mastery of standards.

PD Opportunity 1

Provide instructional staff with Professional Development on the implementation of the i-Ready Toolkit as a primary resource to diverse learners in reading and mathematics.

Facilitator

Instructional Coaches and i-Ready Representative

Participants

Core Instructional Staff

Schedule

On 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.B5.S1.A1	**Provide instructional staff with Professional Development on the implementation of the i-Ready Toolkit as a primary resource to diverse learners in reading and mathematics.**				**$0.00**
2	G1.B5.S1.A2	**Conduct collaborative planning sessions by grade level and/or department with emphasis on appropriate standards: the incorporation of Higher Order questioning and aligning Daily End Products (DEPs) with district pacing guides and classroom needs.**				**$0.00**
3	G1.B5.S1.A3	**Provide additional guidance through peer support and/or coaching cycles with Standards-Based planning**				**$0.00**
4	G1.B5.S1.A4	**Monitor the implementation of collaborative planning sessions and instructional delivery through administrative walkthroughs.**				**$0.00**
5	G1.B5.S1.A5	**Provide students additional support through after-school tutoring**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0311 - Goulds Elementary School			$15,000.00
6	G1.B5.S1.A6	**Provide ELL students with additional support through after-school tutoring**				**$3,300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0311 - Goulds Elementary School			$3,300.00
					Total:	**$18,300.00**