

Miami-Dade County Public Schools

Dr. Robert B. Ingram Elementary School



2016-17 Schoolwide Improvement Plan

Dr. Robert B. Ingram Elementary School

600 AHMAD ST, Opa Locka, FL 33054

<http://drrbi.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	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	D	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	29

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 Dr. Robert B. Ingram 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.

Dr. Robert B. Ingram Elementary School provides a nurturing environment committed to achieving excellence. All students are challenged to reach their maximum potential by learning at their functional level to provide a solid foundation of skills, knowledge and values. This foundation enables each student to become a well-educated, productive individual able to cope with an ever changing world.

b. Provide the school's vision statement.

All members of the Dr. Robert B. Ingram Elementary School Community will provide students with a rigorous education in a safe and supportive environment conducive to learning in which learners' needs are supported, their perspectives sought and respected, and their unique qualities valued and nurtured. Through a continued emphasis on educational excellence and innovation, each individual student will be provided relevant resources and opportunities that will enable them to secure the best of what the future holds for them.

We believe that all learners must become:

Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.

Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.

Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.

Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.

Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, wise risk taking, and critical evaluation.

2. School Environment

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

Administration and staff commit to a culture that is based on shared values and beliefs about students, teachers and their learning environment. Our educational setting focuses on learning and supports challenging equitable educational programs and learning experiences for all students.

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

A safe learning environment is created through providing our students with an open line of communication with all administrators, teachers and the counselors. Students are provided individual and/or group counseling and conflict resolution strategies when a conflict occurs. Students are

supervised during arrival and dismissal from school. All students are placed in the cafeteria until they are picked up by the classroom teachers. Students are also escorted to the restrooms. Security monitors are strategically placed at the front entrance, back entrance and the 2nd floor to ensure the safety of all students. Students recite the daily school affirmation regarding respecting others and being responsible for their actions.

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.

In order to minimize school-wide distractions each teacher has classroom rules and expectations. Students also recite the Daily School Affirmation which consists of statements that encourage students to be proactive and responsible for their behavior, learning goals and progress. Students are engaged in the collection and interpretation of their data and are fully aware of their academic and behavior goals. Students are also constantly recognized for displaying appropriate behavior. The Values Matter initiative will continue to be implemented by the school counselor and success coach. This initiative focuses on the District's nine core values as the foundation of behavioral expectations for students,

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

The students' social-emotional needs are met through various avenues within the school and by outside agencies. The school counselor provides classroom, individual, and group sessions regarding social - emotional needs. Outside agencies are also utilized when there is a need beyond the developmental services the school counselor provides. The success coach will support students by actively engaging in the elimination of social and emotional barriers inhibiting student success. Services will be provided to selected students based on Early Warning Indicators.

Our school is also equipped with a Health Connect Clinic in which the students can receive basic medical care if needed. Vision and hearing screenings are also administered at the school to assess if students are experiencing any visual or hearing deficiencies which may affect their academic and social-emotional progress.

Heiken provides eyeglasses for students who need them. Jackson North as well as other agencies provides counseling services. The Opa-locka CDC in conjunction with Institute for Child and Family Health provides counseling, tutoring and other community services through Keeping Our Promise (KOP).

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.

Dr. Robert B. Ingram Elementary "Early Warning System" Team includes the Principal, Assistant Principal, School Counselor, Student Success Coach, Social Worker and Psychologist. The team meets regularly to identify students who exhibit "at-risk" factors in the areas of academic performance, excessive absences and the number of disciplinary incidents. The data is analyzed and used to provide targeted resources to teachers and students. We believe strongly that doing well in school is important and critical to a successful elementary school experience.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	2	7	10	1	4	4	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	9	4	8	3	13	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	6	28	27	18	32	51	0	0	0	0	0	0	0	162
	4	12	10	17	22	38	0	0	0	0	0	0	0	103

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	4	12	10	17	22	38	0	0	0	0	0	0	0	103

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

The intervention strategies that will be employed by the school to improve the academic performance of students identified by the early warning system will include teachers using instructional strategies that require student collaboration, self reflection and the development of critical thinking skills. Teachers will personalize instructional strategies and interventions to address individual learning needs of students when necessary. All students are scheduled for an additional hour of reading intervention daily. Students will have an opportunity to participate in before and after school tutoring. Students will use technology to strengthen their academic performance, iReady , MyOn, and Reflex are examples of technology that will be utilized.

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/337045>.

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.

At Dr. Robert B. Ingram Elementary School administrators, teachers, and parents/guardians are active participants in the pursuit of community partners. Community leaders and agencies are invited to EESAC meetings, PTA meetings, Open House and school-wide events.

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
Clay, Cynthia	Principal
Moorer, Tonya	Assistant Principal
Moriarity, Betty	Instructional Coach
Rodriguez, Adeline	Instructional Coach
Burbank , Cathy	School Counselor
Edwards, Sherelean	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.

Dr. Robert B. Ingram Elementary School Leadership Team includes: Principal-Dr. Cynthia Clay, Assistant Principal- Ms. Tonya Moorer, oversees the instruction and school wide policies to ensure that State Standards are being taught effectively in the classroom. Ms. Cathleen Burbank- Counselor, provides small group as well as classroom session related to District values and social topics in order to build strong characters in students. Marion Hart-Success Coach, monitors daily attendance and provides small group sessions to truant students in order to build a strong school connection to improve student attendance. Sherelean Edwards-Community Involvement Specialist, plans and oversees parental workshops provided by outside sources as well as provide in house workshops to give parents information for children at home. Reading Coach- Mrs. Betty Moriarty, and Mathematics Coach- Mrs. Adeline Rodriguez provides assistance to teachers with the focus on the new Florida Standards and differentiated instruction. The leadership team meets on a weekly basis to discuss school-wide data, standards, discipline, and classroom walk throughs.

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.

Dr. Robert B. Ingram Elementary will utilize data to drive instructional decisions and system procedures for all students by adjusting the delivery of curriculum and instruction to meet specific needs of students and creating student growth trajectories in order to identify and develop interventions. In addition, allocation adjustments of school-based resources, the delivery of behavior management systems and driving decisions regarding targeted professional development for teachers will be implemented in order to address students' needs. The Principal and Assistant Principal will ensure alignment of policies and procedures across school, district, and state levels. The Administration and Coaches will meet with all stakeholders to discuss student progress and

review the SIP to ensure compliance and suggest adjustments as needed. The Team will meet to review student data, set goals to address student needs, and monitor the data in order to guide instruction. This process is ongoing to support planning, implementing and evaluating effectiveness of services. All outcomes will be communicated with stakeholders and celebrating school wide success frequently.

The administration will monitor all procedures to ensure all resources are being used to maximize students' outcomes. Daily classroom walkthroughs will be conducted to consistently monitor instructional practices, pacing and student engagement

The instructional coaches will provide professional development to ensure all teachers are equipped with the knowledge of their content areas in order to teach explicitly. Instructional coaches will facilitate weekly common planning and provide teachers with resources to enhance students' learning. They will also monitor students' progress on a biweekly bases through on-going progress monitoring(OPM) and have Data Chats to analyze data and assist teachers in selecting appropriate materials to meet the needs of students.

The counselor, Success Coach and Community Involvement Specialist will monitor daily attendance and provide needed resources to students and families to ensure all barriers are addressed and removed in order for students to have an excellent educational experience.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cynthia Clay	Principal
Cassandra Pressley	Teacher
Adeline Rodriguez	Teacher
Cedric Ward	Teacher
Marisa Mocerri	Teacher
Fatima Roman	Teacher
Sherelean Edwards	Education Support Employee
Cathleen Burbank	Education Support Employee
Arana Cedeno	Parent
Corrisa McBurnie	Teacher
Melissa Saaredra	Parent
Dolores Ingram	Business/Community
Jasmine Glover	Business/Community
Aдриene Haynes	Business/Community
Omari Fenn	Student
Ahkeelah Lamb	Teacher
Mykeisha Fenn	Teacher
Teneesha Brook	Parent
Karolyn Taylor	Parent
Lashawn Williams	Parent
Martha Gomez	Parent
Jeh'Neyia McBurnie	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC monitored the school improvement plan throughout the year as noted in the SAC minutes. Changes were discussed and completed as needed.

b. Development of this school improvement plan

The 2015-16 school improvement plan and student performance data was reviewed by SAC members. The SAC committee provided feedback and recommendations for the 2016-17 school improvement plan.

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

The preparation of the school's annual budget and plan is developed by all stakeholders. The stakeholders ensure that appropriate personnel, school supplies, parent resources and department chairpersons funds are allocated to effectively address the needs of all stakeholders.

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

The SAC funding will be utilized to purchase student incentives and classroom supplies to enhance student academic performance.

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
Clay, Cynthia	Principal
Moorer, Tonya	Assistant Principal
Moriarity, Betty	Instructional Coach
Burbank, Cathy	School Counselor
Edwards, Sherelean	Attendance/Social Work

b. Duties

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

The Literacy Leadership Team philosophy is to encourage more students to read. We want them to enjoy reading. We know that reading builds vocabulary, fluency, and background knowledge and at Dr. Robert B. Ingram Elementary we firmly believe in promoting literacy and encouraging students to become strong and capable readers by exposing them to a wide variety of genres and text. The team uses established literacy goals based on school reading data. The team will meet to assess progress

towards accomplishing our goals. We have implemented the following to create a school wide reading culture to support literacy in a variety of ways:

1. All classes are scheduled 30 minutes weekly media time. Students are encouraged to check out books
2. Classroom environments are full of print, word walls, books, and reading materials – that not only support the new standards, but also provide a setting that encourages and supports speaking, listening, reading, and writing in a variety of authentic ways – through print & technology.

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.

The school's strategies to encourage positive working relationships with teachers are Collaborative Planning, and Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made during the collaboration.

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

1. Utilize the Miami-Dade County Public Schools' "Teacher Match" program to search for qualified teacher candidates.
2. Establish and maintain relationships with colleges and officials in the field of education.
3. Participate in jobs fairs designed to identify qualified instructional applicants.

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

Dr. Robert B. Ingram has activities that consist of structured guidance and regular ongoing support for teachers, especially beginning teachers. This program is designed to continue to improve their practice of teaching and developing their instructional skills. These activities are a part of the ongoing induction process that involves the assistance of exemplary teachers and other individuals from the district. Administration provides resources, especially time for mentoring teams to meet, observe each other techniques, model best practices, and discuss improvements to classroom and instructional practices.

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.

Dr. Robert B. Ingram Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, mathematical and writing curriculum that aligns to the standards. This supports a deeper level of comprehension and provide opportunities for growth in instructional practice, curriculum and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is the driving force for all classroom instructions. Students are grouped according to data and given differentiated activities to address their individual needs. Groups are adjusted as needed. Students are also provided intervention or enrichment daily for one additional hour. The master schedule includes uninterrupted 90 minute reading block, an additional 60 minute intervention block and uninterrupted 90 minute mathematical block.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

All students receive one additional hour of reading instruction within the school day. Saxon, Wonder Works and I-Ready Reading and Math programs are used to provide intervention or enrichment to students.

Strategy Rationale

The students are placed into small groups according to the data to ensure they are receiving the appropriate intervention.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clay, Cynthia, pr4121@dadeschools.net

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

On-going progress monitoring for all students on a monthly basis. The Leadership Team will collect and analyze data to determine the effectiveness of strategies.

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 Dr. Robert B. Ingram 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 the Opa-Locka community, the Title I Program further provides 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. There is also a transition to Kindergarten program that takes place at the end of each year. This program allows surrounding Pre-K facilities to visit the school and participate in Kindergarten classroom activities to assist in ensuring smooth transition for students.

At Dr. Robert B. Ingram Elementary School, all incoming Kindergarten students are assessed during the first 30 days in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and needs for changes to the instructional/intervention programs.

Students transitioning to middle school have the opportunity to visit the feeder pattern school to learn about the campus and program offerings.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

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

NA

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

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.

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. 1a

G088076

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	64.0
FCAT 2.0 Science Proficiency	43.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady Lessons, Florida Mathematics Test Item Specifications, Go Math Textbook, FL Ready Books, Division of Academic Support Curriculum Support Specialist, Math Coach, Language Arts Florida Standards (LAFS) Item Specifications, Miami-Dade County Public Schools Pacing Guide, FL Wonders Teachers Edition, iReady Lessons and Leveled Readers. Miami-Dade County Public Schools Science Pacing Guides, Item Specification, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education videos, Gizmos and J&J Bootcamp.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will review and analyze performance data.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Results of performance data.

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. 1

G088076

G1.B1 Teacher knowledge of Florida Standards. 2

B234187

G1.B1.S1 Utilize the Florida Standards to plan and deliver explicit instruction for student mastery of the standards 4

S246967

Strategy Rationale

To ensure teachers are providing explicit instruction aligned to standards which will increase overall student achievement.

Action Step 1 5

Conduct professional development on Mathematics Standards Progressions.

Person Responsible

Adeline Rodriguez

Schedule

On 8/30/2016

Evidence of Completion

Professional development registration and sign-in sheets.

Action Step 2 5

Unwrap lessons during collaborative planning and identify prerequisite standards based on the standard progressions

Person Responsible

Adeline Rodriguez

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Collaborative Planning Agendas, Teacher lesson plans, and classroom walkthroughs

Action Step 3 5

Create guided notes during collaborative planning for explicit instruction.

Person Responsible

Betty Moriarity

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Collaborative Planning Agendas, Student Work Samples, Teacher Lesson Plans.

Action Step 4 5

Conduct Coaching Cycles with a focus on explicit instruction.

Person Responsible

Betty Moriarity

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Evidence through coaching logs and coaching cycle documents.

Action Step 5 5

Conduct Coaching Cycles with a focus on effectively utilizing checks for understanding and primary standard remediation.

Person Responsible

Adeline Rodriguez

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Evidence through coaching logs and coaching cycle documents.

Action Step 6 5

Conduct Professional Development on use of Manipulatives during Explicit Instruction (K-2)

Person Responsible

Adeline Rodriguez

Schedule

On 9/7/2016

Evidence of Completion

Sign in sheets, classroom walkthroughs

Action Step 7 5

Provide professional development for novice teachers on unwrapping ELA Florida Standards.

Person Responsible

Betty Moriarity

Schedule

On 9/21/2016

Evidence of Completion

Agenda, Sign-in sheets, PD materials, classroom walkthroughs.

Action Step 8 5

Facilitate weekly collaborative planning sessions with all content teachers

Person Responsible

Betty Moriarity

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Agenda, Sign-in sheets, lesson plans

Action Step 9 5

Conduct coaching cycles with a focus on explicit instruction through the use of the Gradual Release of Responsibility Model.

Person Responsible

Betty Moriarity

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Coaching logs and coaching cycle documents. Administrative Walkthroughs

Action Step 10 5

Provide professional development on "Using Pacing Guide, Planning Cards, Item Specifications to assist with planning and delivery of NGSSS standards.

Person Responsible

Tonya Moorer

Schedule

On 10/5/2016

Evidence of Completion

Agenda, Sign-in sheets, PD materials, lesson plans,

Action Step 11 5

Ensure items specifications, planning card and pacing guides are utilized to develop science lessons during weekly collaborative planning sessions.

Person Responsible

Tonya Moorer

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Lesson plans, Administrative Walkthroughs

Action Step 12 5

Employ the effective use of Florida Standards Item specifications and Webb's DOK in order to create rigorous lessons.

Person Responsible

Betty Moriarity

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Lesson plans, Administrative Walkthroughs

Action Step 13 5

Provide professional development on the utilization of pacing guides, item specs, and a variety of resources to increase the level of rigor in the classroom.

Person Responsible

Betty Moriarity

Schedule

On 8/30/2016

Evidence of Completion

Sign in sheets, agenda, lesson plans and administrative walkthrougths.

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

The Leadership Team will review lesson plans and conduct walkthroughs to ensure explicit instruction and delivery of Florida standards.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Student work, administration observation, sign-in sheets from professional development sessions, sign-in sheets from collaborative planning sessions, and coaches logs will be used to ensure fidelity.

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

The Leadership Team will conduct bi-weekly review of student work samples and analyze student performance data.

Person Responsible

Cynthia Clay

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Student work, lesson plans, data chats

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

The Leadership Team will review and analyze performance data.

Person Responsible

Cynthia Clay



































Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Results of performance data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
 G1.B1.S1.A1  A321129	Conduct professional development on Mathematics Standards Progressions.	Rodriguez, Adeline	8/30/2016	Professional development registration and sign-in sheets.	8/30/2016 one-time
 G1.B1.S1.A13  A321141	Provide professional development on the utilization of pacing guides, item specs, and a variety of...	Moriarity, Betty	8/30/2016	Sign in sheets, agenda, lesson plans and administrative walkthroughs.	8/30/2016 one-time
 G1.B1.S1.A6  A321134	Conduct Professional Development on use of Manipulatives during Explicit Instruction (K-2)	Rodriguez, Adeline	9/7/2016	Sign in sheets, classroom walkthroughs	9/7/2016 one-time
 G1.B1.S1.A7  A321135	Provide professional development for novice teachers on unwrapping ELA Florida Standards.	Moriarity, Betty	9/21/2016	Agenda, Sign-in sheets, PD materials, classroom walkthroughs.	9/21/2016 one-time
 G1.B1.S1.A10  A321138	Provide professional development on "Using Pacing Guide, Planning Cards, Item Specifications to...	Moorer, Tonya	10/5/2016	Agenda, Sign-in sheets, PD materials, lesson plans,	10/5/2016 one-time
 G1.MA1  M334310	The Leadership Team will review and analyze performance data.	Clay, Cynthia	8/29/2016	Results of performance data.	6/8/2017 weekly
 G1.B1.S1.MA1  M334305	The Leadership Team will review and analyze performance data.	Clay, Cynthia	8/29/2016	Results of performance data.	6/8/2017 weekly
 G1.B1.S1.MA1  M334306	The Leadership Team will review lesson plans and conduct walkthroughs to ensure explicit...	Clay, Cynthia	8/29/2016	Student work, administration observation, sign-in sheets from professional development sessions, sign-in sheets from collaborative planning sessions, and coaches logs will be used to ensure fidelity.	6/8/2017 weekly
 G1.B1.S1.MA3  M334307	The Leadership Team will conduct bi-weekly review of student work samples and analyze student...	Clay, Cynthia	8/29/2016	Student work, lesson plans, data chats	6/8/2017 biweekly
 G1.B1.S1.A2  A321130	Unwrap lessons during collaborative planning and identify prerequisite standards based on the...	Rodriguez, Adeline	8/29/2016	Collaborative Planning Agendas, Teacher lesson plans, and classroom walkthroughs	6/8/2017 weekly
 G1.B1.S1.A3  A321131	Create guided notes during collaborative planning for explicit instruction.	Moriarity, Betty	8/29/2016	Collaborative Planning Agendas, Student Work Samples, Teacher Lesson Plans.	6/8/2017 weekly
 G1.B1.S1.A4  A321132	Conduct Coaching Cycles with a focus on explicit instruction.	Moriarity, Betty	8/29/2016	Evidence through coaching logs and coaching cycle documents.	6/8/2017 weekly
 G1.B1.S1.A5  A321133	Conduct Coaching Cycles with a focus on effectively utilizing checks for understanding and primary...	Rodriguez, Adeline	8/29/2016	Evidence through coaching logs and coaching cycle documents.	6/8/2017 weekly
 G1.B1.S1.A8  A321136	Facilitate weekly collaborative planning sessions with all content teachers	Moriarity, Betty	8/29/2016	Agenda, Sign-in sheets, lesson plans	6/8/2017 weekly
 G1.B1.S1.A9  A321137	Conduct coaching cycles with a focus on explicit instruction through the use of the Gradual Release...	Moriarity, Betty	8/29/2016	Coaching logs and coaching cycle documents. Administrative Walkthroughs	6/8/2017 biweekly
 G1.B1.S1.A11  A321139	Ensure items specifications, planning card and pacing guides are utilized to develop science...	Moorer, Tonya	8/29/2016	Lesson plans, Administrative Walkthroughs	6/8/2017 weekly
 G1.B1.S1.A12  A321140	Employ the effective use of Florida Standards Item specifications and Webb's DOK in order to create...	Moriarity, Betty	8/29/2016	Lesson plans, Administrative Walkthroughs	6/8/2017 weekly

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.

G1.B1 Teacher knowledge of Florida Standards.

G1.B1.S1 Utilize the Florida Standards to plan and deliver explicit instruction for student mastery of the standards

PD Opportunity 1

Conduct professional development on Mathematics Standards Progressions.

Facilitator

Math Coach and Math CSS

Participants

K - 5 Teachers

Schedule

On 8/30/2016

PD Opportunity 2

Provide professional development on "Using Pacing Guide, Planning Cards, Item Specifications to assist with planning and delivery of NGSSS standards.

Facilitator

Science CSS

Participants

Grades K - 5 science teachers

Schedule

On 10/5/2016

PD Opportunity 3

Provide professional development on the utilization of pacing guides, item specs, and a variety of resources to increase the level of rigor in the classroom.

Facilitator

Instructional Coaches

Participants

Content area teachers

Schedule

On 8/30/2016

VI. Technical Assistance Items

Technical Assistance 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.

G1.B1 Teacher knowledge of Florida Standards.

G1.B1.S1 Utilize the Florida Standards to plan and deliver explicit instruction for student mastery of the standards

TA Opportunity 1

Unwrap lessons during collaborative planning and identify prerequisite standards based on the standard progressions

Facilitator

Math Coach

Participants

K - 5 Teachers

Schedule

Weekly, from 8/29/2016 to 6/8/2017

TA Opportunity 2

Create guided notes during collaborative planning for explicit instruction.

Facilitator

Instructional Coaches

Participants

K - 5 Teachers

Schedule

Weekly, from 8/29/2016 to 6/8/2017

TA Opportunity 3

Conduct Coaching Cycles with a focus on effectively utilizing checks for understanding and primary standard remediation.

Facilitator

Math Coach

Participants

K -5 Teachers

Schedule

Weekly, from 8/29/2016 to 6/8/2017

VII. Budget			
1	G1.B1.S1.A1	Conduct professional development on Mathematics Standards Progressions.	\$0.00
2	G1.B1.S1.A10	Provide professional development on "Using Pacing Guide, Planning Cards, Item Specifications to assist with planning and delivery of NGSSS standards.	\$0.00
3	G1.B1.S1.A11	Ensure items specifications, planning card and pacing guides are utilized to develop science lessons during weekly collaborative planning sessions.	\$0.00
4	G1.B1.S1.A12	Employ the effective use of Florida Standards Item specifications and Webb's DOK in order to create rigorous lessons.	\$0.00
5	G1.B1.S1.A13	Provide professional development on the utilization of pacing guides, item specs, and a variety of resources to increase the level of rigor in the classroom.	\$0.00
6	G1.B1.S1.A2	Unwrap lessons during collaborative planning and identify prerequisite standards based on the standard progressions	\$0.00
7	G1.B1.S1.A3	Create guided notes during collaborative planning for explicit instruction.	\$0.00
8	G1.B1.S1.A4	Conduct Coaching Cycles with a focus on explicit instruction.	\$0.00
9	G1.B1.S1.A5	Conduct Coaching Cycles with a focus on effectively utilizing checks for understanding and primary standard remediation.	\$0.00
10	G1.B1.S1.A6	Conduct Professional Development on use of Manipulatives during Explicit Instruction (K-2)	\$0.00
11	G1.B1.S1.A7	Provide professional development for novice teachers on unwrapping ELA Florida Standards.	\$0.00
12	G1.B1.S1.A8	Facilitate weekly collaborative planning sessions with all content teachers	\$0.00
13	G1.B1.S1.A9	Conduct coaching cycles with a focus on explicit instruction through the use of the Gradual Release of Responsibility Model.	\$0.00
Total:			\$0.00