

Miami-Dade County Public Schools

Gertrude K. Edelman/Sabal Palm



2016-17 Schoolwide Improvement Plan

Gertrude K. Edelman/Sabal Palm

17101 NE 7TH AVE, North Miami Beach, FL 33162

<http://gkesp.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	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	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 Gertrude K. Edelman/Sabal Palm

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.

It is the belief that a child-centered program creates an atmosphere in which children can develop academically, physically, socially, morally and emotionally to their fullest potential in order to become contributing members of a technological and global society.

b. Provide the school's vision statement.

Our primary needs continue to be academic and purpose-centered in nature:

- Acquisition of a strong foundation in reading, mathematics, communication and development of critical thinking and problem solving.
- Fostering of high expectations, a positive self-concept, respect for each other and respect for adults.
- Focus on involvement and interaction of all stakeholders to include the parents, teachers, students and the business community.
- Provision of technology-rich environment.

2. School Environment

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

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

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

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

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

Ensure teachers are trained in classroom management strategies.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will

convey and review expectations for each learning activity.
School-wide recognition system is in place.

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

Instruction and various campus activities that address social/emotional needs of students.
Connect students to agencies through our school's social worker.
Counselor will conduct small group mentoring sessions.

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/319662>.

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.

Parents are involved in the planning and implementation of the Title I Program and compact. We extend an open invitation to visit the parent resource center to gain information regarding available programs, their rights under No Child Left Behind and other referral services. We hold monthly Parent Academy meetings in which the topics change and reflect the parents' needs and requests.

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
Guerra, Emirce	Principal
Butler, Ron	Assistant Principal
Isaac, Linda	Teacher, K-12
Franklin, Mia	Teacher, K-12
Garcia, Lissette	Teacher, ESE
Alonso, Marlene	Teacher, K-12
Garcia, Norma	Teacher, K-12
Hernandez, Roselin	Teacher, K-12
Mansdorf, Stephanie	Teacher, K-12
Youngblood, Angela	Teacher, K-12

b. Duties

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

Administration - ensure correct and timely implementation of tiers of support; ensure SIP strategies are used appropriately and with rigor and fidelity.

Grade Level Chairs and ESE Chairs - disseminate goals of the leadership team at grade level meetings, subject area meetings, and intervention group; problem solving to strategize various tiers of implementation of interventions.

District and Region Curriculum Support- Provide instructional support and educational resources to leadership team and teachers to ensure that SIP strategies are met.

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.

Students will be identified based on retention status, iReady window 1 diagnostic data and teacher judgement. Students identified as at risk and below grade level will be monitored and tracked using tier 1 intervention data. The RtI process will be monitored and moved to the next tier as designated by the data results and/ or assessment.

The following procedures will be implemented to monitor for effectiveness:

1. Professional development for faculty to ensure understanding of student identification and implementation of intervention tiers.
2. Review of diagnostic data and retention list for student placement within intervention tiers. Ensure that students identified receive appropriate supplemental Tier 2 intervention.
3. Continuously gather and track progress monitoring (OPM) for all interventions and analyze said data using the problem solving process.
4. Regular team meetings to review students' intervention data and progress to determine students' response to intervention.
5. Monthly meetings to ensure proper implementation and to review and adjust as needed the problem solving process which includes goal setting, planning, and program evaluation when addressing student achievement or behavioral success.

6. Movement to next tier of intervention if necessary.

Services at Gertrude K. Edelman Sabal Palm Elementary are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs and summer school for eligible students). Support services are provided to the schools, students, and families. School based Title I funded Community Involvement Specialist (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, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site.

The Leadership Team will ensure that District core content standards/ programs are implemented with fidelity; additionally, will identify and analyze supplemental scientifically based curriculum/ behavior assessments and intervention approaches. The Leadership Team will identify systematic patterns of students needs while working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Parents are encouraged to actively 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 , the Annual Title I

Parent Meeting, as well as other school sponsored events throughout the year. The annual M-DCPS Title I Parent/Family Involvement Survey is distributed and completed by parents to measure the effectiveness of the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to plan for the following year. A concerted effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, Title I Quarterly Parent Bulletins and Connect-Ed Messages. 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 with workshops for parents on a monthly basis and special support services to special needs populations such as homeless, migrant, and neglected / delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows: training to certify qualified mentors for the New Teacher (MINT) Program - training for add-on endorsement programs, such as Reading, Gifted, 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

Services at Gertrude K. Edelman Sabal Palm Elementary are provided through the District for educational materials and ELL District support services to improve the education of Immigrant and English Language Learners.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
 - Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- Mr. Collins (counselor) and Ms. Prophete (Social Worker) provide training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
 - Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
 - Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
 - Mr. Collins and Ms. Prophete continue to participate in community organization meetings and task forces as it relates to homeless children and youth.
 - Mr. Collins and Ms. Prophete have been identified as school based homeless coordinators to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

Gertrude K. Edelman Sabal Palm Elementary offers a non-violence and anti-drug program to students called GREAT which is delivered by the School Resource Officer to 5th Grade students.

Nutrition Programs

- 1) Gertrude K. Edelman Sabal Palm 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.

Head Start

There are 3 Head Start classes located at this school. Joint activities, including professional development and the transition process are shared with the general population.

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Gertrude K. Edelman Sabal Palm Elementary's Parent Resource Center in order to inform parents regarding available programs, their rights as parents and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Complete Title I Administration Parental Involvement Monthly Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration Health Connect in Our Schools (HCiOS). Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical, social, and human services on school grounds. The

team at GKE/Sabal Palm Elementary is staffed by a School Social Worker (shared between schools). 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ruth Froom	Education Support Employee
Herbert Mahone	Teacher
Mariolga Lebreto	Teacher
Mayling Nunez	Teacher
Jeffrey Berson	Business/Community
Lisette Garcia	Teacher
David Beltz	Teacher
Alicia M. Costa-DeVito	Principal
Hadassah Weiner	Teacher
Iradia Montijo	Teacher
Jeannie Tison	Education Support Employee
Anthony Dezmal	Education Support Employee
Jennifer Galan	Parent
Myotha Francios	Parent
Pauline Viaud	Parent
Stephen Adams	Education Support Employee
Mia Franklin	Teacher
Joane Saintelus	Parent
Ruth Smith	Parent
Peguy Vincent	Parent
Lili Nazmunhar	Parent
Kham Hang	Parent
Kaisha Joassaint	Student
Laura Cosse	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Discussed goals and strategies and correlation with actual student progress. Determined if goals were effective and offered opportunities for improvement. Additionally, discussed resources necessary in order to supplement District Pacing Guides. Team also engaged in a dialogue in reference to PD's and need for future PD's and topics.

b. Development of this school improvement plan

The ESSAC Committee will discuss/ review the previous years data, accomplishments and achievement of goals. The ESSAC strategizes methods that can be incorporated to help improve students achievement as well as acknowledge and maintain student achievement. They review and approve the SIP.

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

Allocations of teachers and assignments given, tutoring plans, hourly employees and surplus.

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

\$2675.63 was spent during the 2015-2016 school year, items are as follows: \$58.00 books (novels), \$854.61 headphones, \$99.05 certificates, \$385.00 educational experience (Fieldtrip), \$1,178.00 awards and certificates for End of Year.

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
Guerra, Emirce	Principal
Garcia, Lissette	Teacher, ESE
Butler, Ron	Assistant Principal
Youngblood, Angela	Teacher, K-12

b. Duties

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

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, create capacity of reading knowledge within the school building, gather knowledge about literacy and resources, organize study groups, initiate action research, support peer coaching, and examine student artifacts.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each grade level has collaborative planning built into their schedules. Administration participates in collaborative planning sessions and delivers feedback as well as reviews data which is relative at that time, i.e. Topic Assessment Date, iReady Data, and other data snapshots.

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

The Principal and Assistant Principal will partner new teachers with veteran staff member to:

1. Mentor Early Career Teachers (Retain)
2. Support teachers through Learning Communities and Professional Development (Retain)
3. Provide teachers with leadership opportunities within the school (Retain)
4. Mentor teachers who are aspiring administrators with additional leadership opportunities, (Retain)

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

Mentoring session will include lesson studies to increase teaching/ learning, classroom management and cooperative group strategies, Common Core integration, FSA Testing Strategies, Professional Development Opportunities, and Data Driven lesson.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Leadership Team and District / Region Curriculum Support work with grade level teachers during collaborative planning sessions. Backwards planning is used to guide instructional focus on the skills students will need to be successful.

b. Instructional Strategies

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

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

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

Strategy: After School Program

Minutes added to school year: 8,100

Students receive small group or one-on-one tutoring in reading, math and science. Tutoring subject is based on student need and area of deficiency.

Strategy Rationale

Small group remediation and varying exposure to specified skills will increase students understanding.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Butler, Ron, ronbutler@dadeschools.net

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

Data is analyzed based on students' weekly classroom assessments.

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.

A meet and greet was conducted on Thursday, August 18, 2016 This allowed our students and their parents to see their classrooms and meet and speak with the teacher. Parents and students received information relative to the matriculation of students at the school. Area agencies were invited to attend to meet and speak with parents regarding the various services they offer within the community. Lastly, during the Spring of 2015-2016, two orientation meetings were held for parents of future Kindergarten students and neighboring daycare centers of possible K students.

Upon entrance into K, students will undergo the FLKRS assessment to determine the quality of learning during the Pre-K 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.

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

For the 2016-2017 school year, there is a need to increase the number of students scoring at the proficiency levels in both reading and mathematics, giving particular attention to Reading. Additionally, lower 25/35 students will be carefully targeted at the beginning of the year in order to remediate early in the year. Lastly, science instruction needs to include increased rigor in order for students to score at the proficient levels on the FCAT Science Administration.

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.

Increased knowledge of the Common Core Standards and best practices which are necessary in order for students to understand concepts taught.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.
- G2.** To increase student achievement by increasing rigor in core instruction in Science.
- G3.** To increase student achievement by improving core instruction in Mathematics.
- G4.** To increase student achievement by increasing rigor in core instruction in Literacy.

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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G088094

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of instruction related to core values.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Communication, Counselor, Dade Partners, Values Matter Miami program

Plan to Monitor Progress Toward G1. 8

Increased school engagement in the Values Matter curriculum and opportunities to celebrate positive accomplishments.

Person Responsible

Emirce Guerra

Schedule

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

Evidence of Completion

Data, Changes in Student behavior

G2. To increase student achievement by increasing rigor in core instruction in Science. 1a

G088095

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigor- Lack of rigor during instruction and student engagement to ensure student comprehension of cognitive complexity of the benchmarks.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Next Generation Sunshine State Standards, FCAT 2.0 Item Specifications, District Pacing Guides, District Curriculum Support Specialist, Bellringers, Instructional Frameworks, Topic Assessments, 5th Grade J & J Bootcamp Speedbag, Discovery Education, Essential Labs, AIMS, GIZMOS

Plan to Monitor Progress Toward G2. 8

Monitor student work for mastery of benchmark learning goals at the appropriate cognitive levels.

Person Responsible

Ron Butler

Schedule

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

Evidence of Completion

Student Data

G3. To increase student achievement by improving core instruction in Mathematics. 1a

G088096

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	3.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective use of online resources that fosters increased student engagement through the use of technology.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Manipulative Kits (Go Math), Promethean Board, Go Math iTool Kit, Web Based Resources, Iready Books, Reflex Math (Explore Learning)

Plan to Monitor Progress Toward G3. 8

Monitor and follow-up on the implementation of the pre-planning process and the effects on student engagement and student achievement.

Person Responsible

Ron Butler

Schedule

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

Evidence of Completion

Visible student engagement during classroom walk throughs and student data

G4. To increase student achievement by increasing rigor in core instruction in Literacy. 1a

G088097

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	3.0

Targeted Barriers to Achieving the Goal 3

- Select group of teachers have limited knowledge of Cambridge model and online resources to increase rigor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA Instructional Framework, Lesson plans, Promethean Board, Web Based Resources,

Plan to Monitor Progress Toward G4. 8

Conduct walkthroughs with District Curriculum Support and model the effective implementation of increased rigor based on the feedback from walkthroughs and leadership team meetings.

Person Responsible

Ron Butler

Schedule

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

Evidence of Completion

student 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

 = Problem Solving Step  S123456 = Quick Key

G1. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

G088094

G1.B1 Lack of instruction related to core values. 2

B234239

G1.B1.S1 Counselor being trained in Nearpod to introduce and present Values Matter Miami. 4

S247019

Strategy Rationale

To increase Positive School Culture for students, teachers, parents and other stakeholders.

Action Step 1 5

Train teachers on the purpose and steps of intervention, model completion of needed documentation using student data,

Person Responsible

Ron Butler

Schedule

On 8/19/2016

Evidence of Completion

Agenda, Sign-in Sheet

Action Step 2 5

Counselor attend monthly counselor meetings.

Person Responsible

Emirce Guerra

Schedule

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

Evidence of Completion

Agenda, Sign-in Sheet

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

Presentation of Value Matters Miami curriculum to all students via announcements and in-class instruction.

Person Responsible

Ron Butler

Schedule

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

Evidence of Completion

Increased attendance data, decreased referrals for behavior

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

Data collection is used to monitor reduction of disciplinary issues and to properly identify students for behavioral intervention.

Person Responsible

Lissette Garcia


Schedule

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

Evidence of Completion

Completed documentation

G2. To increase student achievement by increasing rigor in core instruction in Science. 1

 G088095

G2.B1 Lack of rigor- Lack of rigor during instruction and student engagement to ensure student comprehension of cognitive complexity of the benchmarks. 2

 B234240

G2.B1.S1 Utilize the Next Generation Sunshine State Standards (NGSSS), Item Specifications, and the practice of backwards planning to ensure that lessons are aligned to the benchmarks and instruction is scaffolded to meet the complexity of the benchmarks. 4

 S247020

Strategy Rationale

To clearly understand the content limits and the implications for instruction.

Action Step 1 5

District led professional development to the Department chair to turnkey to teachers K-5 on the use of the District and online resources to increase rigor through higher order questioning and student engagement that will assist in the creation of lessons that will address the cognitive complexity of the benchmarks.

Person Responsible

Mia Franklin

Schedule

Monthly, from 8/30/2016 to 2/17/2017

Evidence of Completion

Agenda and Sign in Sheets

Action Step 2 5

Model during 5th grade planning, 5E model instructional strategies that will lead to the production of more authentic student-generated work aligned to the cognitive complexity of the benchmarks.

Person Responsible

Mia Franklin

Schedule

Weekly, from 10/4/2016 to 6/6/2017

Evidence of Completion

Lesson Plans, lesson delivery

Action Step 3 5

Monitor the delivery of student-led essential (HOT) labs to increase student engagement among students to deepen content knowledge and understanding while increasing their abilities to articulate/demonstrate scientific explanations.

Person Responsible

Ron Butler

Schedule

Weekly, from 10/4/2016 to 6/6/2017

Evidence of Completion

Lesson delivery, lesson plans, journals

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor the use of the Planning Cards and District developed power points, the development of lessons and activities/resources aligned to the complexity of the benchmarks, lesson plans, instruction for evidence of scaffolded lesson progression aligned to the benchmarks, and student-generated work in the interactive journals to ensure mastery of benchmark learning goals at the appropriate cognitive levels.

Person Responsible

Ron Butler

Schedule

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

Evidence of Completion

Lesson plans, student engagement through hands on activities, journals, student generated work

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom Walkthroughs

Person Responsible

Emirce Guerra

Schedule

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

Evidence of Completion

Student engagement, lesson plans, hands on activities, journals and student work folders.

G3. To increase student achievement by improving core instruction in Mathematics. 1

 G088096

G3.B1 Limited evidence of effective use of online resources that fosters increased student engagement through the use of technology. 2

 B234241

G3.B1.S1 Use of collaborative strategies through planning sessions to help overcome the identified priority barrier. 4

 S247021

Strategy Rationale

Increase awareness and comfort level of supplemental resources in the area of math.

Action Step 1 5

Provide Professional Development that focuses on the pre-planning and the use of technology to promote student engagement

Person Responsible

Ron Butler

Schedule

Monthly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Sign in Sheets

Action Step 2 5

Facilitating common planning sessions that enhance teacher's ability to increase online resource use to engage students in effective problem - solving practice by incorporating mathematical tasks and real world applications aligned with the learning target and content area standards.

Person Responsible

Ron Butler

Schedule

Weekly, from 10/4/2016 to 6/6/2017

Evidence of Completion

Evidence of teacher lesson plans, meeting agenda and observations during walkthroughs.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor and follow-up on the implementation of the pre-planning process

Person Responsible

Ron Butler

Schedule

Weekly, from 8/29/2016 to 6/7/2017

Evidence of Completion

Increased of student engagement and use of technology resources with fidelity as evidenced during walkthroughs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Effective use of increased rigor based on feedback from walkthroughs and leadership team meetings.

Person Responsible

Ron Butler

Schedule

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

Evidence of Completion

Student data


G4. To increase student achievement by increasing rigor in core instruction in Literacy. **1**

 G088097

G4.B1 Select group of teachers have limited knowledge of Cambridge model and online resources to increase rigor. **2**

 B234242

G4.B1.S1 Collaborate with the teachers to develop instructional lesson plans that focuses on increased rigor through the Cambridge model and online resources, additionally, increase HOT questions and collaboration amongst students. **4**

 S247022

Strategy Rationale

Need to expose students to HOT questioning strategies.

Action Step 1 **5**

Provide professional development on the implementation of Cambridge model instruction across all grade levels that is targeted to increase rigor during instruction.

Person Responsible

Ron Butler

Schedule

On 9/7/2016

Evidence of Completion

Effective PD content, agenda and sign in sheets

Action Step 2 **5**

Collaborate with the teachers to incorporate online resources to deepen student engagement and content knowledge while increasing their abilities to articulate/demonstrate task demands aligned to the standards.

Person Responsible

Ron Butler

Schedule

Monthly, from 8/30/2016 to 6/7/2017

Evidence of Completion

DI Framework, Lesson Plan, Walkthroughs and student data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor the implementation of explicit and data-driven differentiated instruction at the TLC.

Person Responsible

Emirce Guerra

Schedule

Weekly, from 8/29/2016 to 6/7/2017

Evidence of Completion

DI Plans, Walkthrough observations and feedback, DI student folders

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitor the implementation of explicit and data-driven differentiated instruction at the TLC.

Person Responsible

Emirce Guerra

Schedule

Weekly, from 8/29/2016 to 6/7/2017




Evidence of Completion

Agenda, Walkthrough feedback, student DI data, student 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 A321289	Train teachers on the purpose and steps of intervention, model completion of needed documentation...	Butler, Ron	8/19/2016	Agenda, Sign-in Sheet	8/19/2016 one-time
G4.B1.S1.A1 A321296	Provide professional development on the implementation of Cambridge model instruction across all...	Butler, Ron	9/7/2016	Effective PD content, agenda and sign in sheets	9/7/2016 one-time
G2.B1.S1.A1 A321291	District led professional development to the Department chair to turnkey to teachers K-5 on the use...	Franklin, Mia	8/30/2016	Agenda and Sign in Sheets	2/17/2017 monthly
G2.B1.S1.A2 A321292	Model during 5th grade planning, 5E model instructional strategies that will lead to the production...	Franklin, Mia	10/4/2016	Lesson Plans, lesson delivery	6/6/2017 weekly
G2.B1.S1.A3 A321293	Monitor the delivery of student-led essential (HOT) labs to increase student engagement among...	Butler, Ron	10/4/2016	Lesson delivery, lesson plans, journals	6/6/2017 weekly
G3.B1.S1.A2 A321295	Facilitating common planning sessions that enhance teacher's ability to increase online resource...	Butler, Ron	10/4/2016	Evidence of teacher lesson plans, meeting agenda and observations during walkthroughs.	6/6/2017 weekly
G3.B1.S1.MA1 M334436	Monitor and follow-up on the implementation of the pre-planning process	Butler, Ron	8/29/2016	Increased of student engagement and use of technology resources with fidelity as evidenced during walkthroughs.	6/7/2017 weekly
G4.B1.S1.MA1 M334438	Monitor the implementation of explicit and data-driven differentiated instruction at the TLC.	Guerra, Emirce	8/29/2016	Agenda, Walkthrough feedback, student DI data, student data	6/7/2017 weekly
G4.B1.S1.MA1 M334439	Monitor the implementation of explicit and data-driven differentiated instruction at the TLC.	Guerra, Emirce	8/29/2016	DI Plans, Walkthrough observations and feedback, DI student folders	6/7/2017 weekly
G4.B1.S1.A2 A321297	Collaborate with the teachers to incorporate online resources to deepen student engagement and...	Butler, Ron	8/30/2016	DI Framework, Lesson Plan, Walkthroughs and student data	6/7/2017 monthly
G1.MA1 M334431	Increased school engagement in the Values Matter curriculum and opportunities to celebrate positive...	Guerra, Emirce	8/22/2016	Data, Changes in Student behavior	6/8/2017 monthly
G2.MA1 M334434	Monitor student work for mastery of benchmark learning goals at the appropriate cognitive levels.	Butler, Ron	8/29/2016	Student Data	6/8/2017 weekly
G3.MA1 M334437	Monitor and follow-up on the implementation of the pre-planning process and the effects on student...	Butler, Ron	8/29/2016	Visible student engagement during classroom walk throughs and student data	6/8/2017 weekly
G4.MA1 M334440	Conduct walkthroughs with District Curriculum Support and model the effective implementation of...	Butler, Ron	8/29/2016	student data	6/8/2017 weekly
G1.B1.S1.MA1 M334429	Data collection is used to monitor reduction of disciplinary issues and to properly identify...	Garcia, Lissette	8/22/2016	Completed documentation	6/8/2017 quarterly
G1.B1.S1.MA1 M334430	Presentation of Value Matters Miami curriculum to all students via announcements and in-class...	Butler, Ron	8/22/2016	Increased attendance data, decreased referrals for behavior	6/8/2017 weekly
G1.B1.S1.A2 A321290	Counselor attend monthly counselor meetings.	Guerra, Emirce	8/29/2016	Agenda, Sign-in Sheet	6/8/2017 monthly
G2.B1.S1.MA1 M334432	Classroom Walkthroughs	Guerra, Emirce	8/29/2016	Student engagement, lesson plans, hands on activities, journals and student work folders.	6/8/2017 weekly

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Gertrude K. Edelman/Sabal Palm

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1  M334433	Monitor the use of the Planning Cards and District developed power points, the development of...	Butler, Ron	8/29/2016	Lesson plans, student engagement through hands on activities, journals, student generated work	6/8/2017 weekly
G3.B1.S1.MA1  M334435	Effective use of increased rigor based on feedback from walkthroughs and leadership team meetings.	Butler, Ron	8/29/2016	Student data	6/8/2017 weekly
G3.B1.S1.A1  A321294	Provide Professional Development that focuses on the pre-planning and the use of technology to...	Butler, Ron	8/30/2016	Sign in Sheets	6/8/2017 monthly

V. Professional Development Opportunities

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

G2. To increase student achievement by increasing rigor in core instruction in Science.

G2.B1 Lack of rigor- Lack of rigor during instruction and student engagement to ensure student comprehension of cognitive complexity of the benchmarks.

G2.B1.S1 Utilize the Next Generation Sunshine State Standards (NGSSS), Item Specifications, and the practice of backwards planning to ensure that lessons are aligned to the benchmarks and instruction is scaffolded to meet the complexity of the benchmarks.

PD Opportunity 1

District led professional development to the Department chair to turnkey to teachers K-5 on the use of the District and online resources to increase rigor through higher order questioning and student engagement that will assist in the creation of lessons that will address the cognitive complexity of the benchmarks.

Facilitator

Yusimi Olsteen, Science CSS

Participants

Science Teachers (K-5)

Schedule

Monthly, from 8/30/2016 to 2/17/2017

G3. To increase student achievement by improving core instruction in Mathematics.

G3.B1 Limited evidence of effective use of online resources that fosters increased student engagement through the use of technology.

G3.B1.S1 Use of collaborative strategies through planning sessions to help overcome the identified priority barrier.

PD Opportunity 1

Provide Professional Development that focuses on the pre-planning and the use of technology to promote student engagement

Facilitator

Maria Rubio, Instructional Supervisor

Participants

Math Teachers (K-5)

Schedule

Monthly, from 8/30/2016 to 6/8/2017

G4. To increase student achievement by increasing rigor in core instruction in Literacy.

G4.B1 Select group of teachers have limited knowledge of Cambridge model and online resources to increase rigor.

G4.B1.S1 Collaborate with the teachers to develop instructional lesson plans that focuses on increased rigor through the Cambridge model and online resources, additionally, increase HOT questions and collaboration amongst students.

PD Opportunity 1

Provide professional development on the implementation of Cambridge model instruction across all grade levels that is targeted to increase rigor during instruction.

Facilitator

Ms. Renee Ilhardt & Esperanza Macias, Instructional Supervisor Division of Advanced Academics

Participants

Reading teachers (K-5)

Schedule

On 9/7/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.