Aventura Waterways K 8 Center

2016-17 Schoolwide Improvement Plan

Aventura Waterways K 8 Center

21101 NE 26TH AVE, Miami, FL 33180

http://aventurawaterwaysk8.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)
Combination School PK-8	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

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

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 Aventura Waterways K 8 Center

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.

Our mission at Aventura Waterways K-8 Center is for our students to attain the highest academic standards, and to provide a multitude of enriching educational, cultural, and social experiences in a safe and inviting educational environment.

b. Provide the school's vision statement.

At Aventura Waterways K-8 Center, our vision will be to create a setting where students experience both academic and life lessons in a positive and nurturing environment, where integrity, honesty, fairness and a sense of belonging are integral to the school's climate and culture, and where all stakeholders strive to exceed academic, social and professional expectations.

2. School Environment

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

Aventura Waterways K-8 Center has a large and diverse population. To ensure students and staff are sensitive to all cultures we encourage open expression and educate all stakeholders though celebrations. Classrooms set guidelines that foster respect of different cultures and that honor the diverse population. We infuse cultural diversity in different lessons across grade levels and disciplines, including special areas.

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

Aventura Waterways K-8 Center has an open door policy for administrators, counselors and teachers that encourages students and parents to report any inappropriate actions as related to students. School administration, teachers, and security monitors are visible throughout the school fostering a safe learning environment where all stakeholders are respected and secure.

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.

Aventura Waterways K-8 Center implements are school-wide behavioral system where students are required to follow the rules and regulations as stated in the Student Code of Conduct. This ensures consistent high expectations in both areas, academic and behavior. Students are aware and reminded daily of their job as a student and a citizen of AWK8. Professional Learning Communities are implemented to provide school personnel with strategies to address classroom management and to implement classroom based programs that align with the school-wide behavior system.

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.

Aventura Waterways K-8 Center ensures the social-emotional needs of all students by making counselors and counseling programs accessible to all students. Different grade levels are assigned

specific counselors to ensure specialization in program content and facilitate the cognitive and development levels of those programs. Classroom guidance, small group sessions, referrals to outside and communitiy agencies are conducted on an as needed basis. School staff works as a team with representatives from outside agencies when appropriate.

3. Early Warning Systems

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

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

The Leadership Team and the MTSS/RtI Team utilizes the targeted student status reports to identify students with excessive absences. Students with 7 or more days absent from school
receives a referral to Students Services.
Student Case Management (SCM) data reports are used to identify the students receiving more than three referrals violations of the Miami-Dade County Public Student Code of Conduct; Student is referred to Student Services or Administration (depending on the level of the violation based on the Miami-Dade County Public School Student Code of Conduct);
To monitor the at-risk student academic progress, the Leadership Team and the MTSS/RtI team Reviews the student data results from the Core Curriculum, Reviews District and State assessments results ,monitor the student's nine week grading period report to identify students who GPA falls below 2.0. Students who are not meeting grade level expectations are identified as Tier 2 students and are placed on a Progress Monitoring Plan (PMP), and receives RtI interventions.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	2	2	4	20	9	16	12	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Course failure in ELA or Math	0	2	5	7	6	12	21	11	5	0	0	0	0	69
Level 1 on statewide assessment	0	7	20	10	73	110	111	101	86	0	0	0	0	518

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	10	8	27	52	66	67	43	0	0	0	0	274

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

The following intervention strategies are employed by our school to improve the academic performance of students identified by the early warning system:
Notification procedures for parents, agency and community outreach;
Effective multi-disciplinary teams in place to problem solve and create action plans;
Wonders Works Reading Intervention; I-Ready Reading Program; Differentiated Instructions;
Planned Discussions, Goal Setting for identified student;
Our comprehensive school counseling program dedicated to developing, implementing and

evaluating

the effectiveness of small group and intensive interventions and connecting students and their families to school-based and community-based resources.

AWK-8 Identifies ELL students that have been in the program 10 semesters or more and refers them to the LEP

Committee for further determination. Retained students from the previous school year are monitored and referred o the School Support Team for RTI. Continue interventions in core subject areas to support Tier 2 and Tier 3 students that are in the RTI process. Provide ongoing support and services in the areas of positive school culture by increasing student attendance and reducing the suspension rate through the use of the Early Warning System.

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?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

During the 2016-2017 school year 1350 or more parents will attend from one to three school activities, compared to last years 1307, an increase of 1%. AWK8 is fortunate to have an excellent group of parents (PTSA) who work tirelessly to ensure that positive relationships are maintained. Constant communication regarding activities is done through the Connect Ed system.

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.

Aventura Waterways K-8 Center invites local businesses and community members to all functions and builds partnerships by seeking support from these businesses. The PTSA facilitates community awareness of school programs and the community members involved in the school EESAC are intermediaries for these relationships.

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
Aponte, Yesenia	Principal
Lane, Sylvia	Assistant Principal
Robles, Ileana	Assistant Principal
Mack, Natalie	Assistant Principal
Reiss, David	Teacher, ESE
Diaz, Lilia	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.

•Principal- oversees implementation of the MTSS Team and the RtI school wide intervention programs, progress monitoring, and the alignment of professional development with students' instructional needs.
•Assistant Principals-meet with MTSS/RtI Team to identify students in need of intervention, ensure that interventions are scheduled, monitor implementation of interventions, review data with MTSS/RtI team and, assist with development of professional development.
•Leadership team participants: assist in the implementation of progress monitoring and correlating students' needs with appropriate interventions provide professional development for teachers in the areas of data driven planning and effective core instruction.
•General Education Teachers (elementary and middle): provide information about core instruction and assist in data collection, assist in the development of supplemental and intensive intervention plans.
•Exceptional Student Education (ESE) Teachers: Participate in data collection; assist in the development of behavioral strategies and accommodations as well as in the development of supplemental and intensive intervention plans.
•Student Services Personnel: provide interventions to support the student's academic, emotional, behavioral and social success, work to link families with community agencies as well as provide in-school counseling and assistance as needed.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• Topic Assessments
• State/Local Math and Science assessments
• FSA
• End of Course Exams
• Student grades

• School site specific assessments
Behavior
• Student Case Management System
• Detentions
Alternate to Suspension Program
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
Attendance
Referrals to special education programs
District funded resources will be utilized

Students who have are categorized as Homeless according to the guidelines of Title X-Homeless receive equal access to participation at Aventura Waterways K-8 Center. All efforts are made to provide these students with whatever supplies and other educational and social/emotional support is needed.

Aventura Waterways K-8 Center's Student Support Team (SST) is composed of the Principal, Assistant Principal, the School Psychologist, Guidance Counselors, Special Education Teacher, Classroom Teachers, ESOL Teacher and the parents. The purpose of the SST is to devise educational strategies for students with problems that utilize all possible resources at the building level, before referrals fore make for the formalized evaluation process. The team will review the AIP and behavior management techniques. Teachers are to bring to the attention of the SST any student who is experiencing academic, social, and or serious emotional difficulties. After implementation of strategies and services, it may be necessary for the SST to reconvene to make further recommendations.

AWK8 meets the guidelines of the District nutrition program by offering free breakfast for all students and a free and/or reduced price lunch program. Nutrition Education is taught through physical education courses.

The District Policy Against Bullying and Harassment is implemented by providing all of students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

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

AWK8 is Anti-Defamation League (ADL) No Place For Hate® Schools site.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Luis Bello	Principal
Lilia Diaz	Teacher
Diane Gleit	Parent
Shelly Hornstein	Parent
Rosemarie Camas	Parent
Barbara Alfonso	Business/Community
Valeria Michanie	Business/Community
Nira Benbasset	Parent
Trish Murdoch	Teacher
Stephanie Krutchik	Teacher
Alan Myers	Teacher
Betty J. Pollard	Education Support Employee
Donna Cavanaugh	Teacher
Claudine Waiinrub	Parent
Fabiana Kivilevic	Business/Community
Kamila Ghunaim	Student
Lorena Shaffman	Parent
Marisa Wharton	Parent
Shelly Hornstein	Parent
Arlene Carbarga	Teacher
Altagracia Rosmond-Tang	Education Support Employee
Michelle Borman	Teacher
Randee Kramer	Parent
Makenna Metayer	Student
Natalie Mack	Principal

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 was paramount in constructing and reviewing the school improvement plan. The SAC had input in all areas providing suggestions where necessary.

b. Development of this school improvement plan

The SAC will review and provide input in the development of this school improvement plan.

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

The principal regularly reviews the school budget and planned expenditures with the SAC.

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

School improvement funds allocated last year were approved by EESAC for teacher supplies. These funds were used to supplement and enhance student achievement. The total budget of EESAC funds last year was $6,948.12

During the 2016-17 school year, the Aventura Waterways K-8 Center EESAC will meet regularly to review and monitor the implementation of the School Improvement Plan in order to ensure that all strategies are being implemented and discuss its effect on student achievement.SAC members will determine the use of EESAC funds to support student achievement and provide input as to the school budget to ensure compliance with District guidelines.

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
Aponte, Yesenia	Principal
Lane, Sylvia	Assistant Principal
Robles, Ileana	Assistant Principal
Bridges, Tunisha	Teacher, K-12
Dean, Jeffrey	Teacher, K-12
Cavanaugh, Donna	Teacher, K-12
Zeledon, Karina	Teacher, K-12
Brown, Byron	Teacher, K-12
Murdoch, Trish	Teacher, K-12
Macko, Melissa	Teacher, K-12
Mijares, Jesssica	Teacher, K-12
Vidal, Lourdes	Teacher, K-12
Reiss, David	Teacher, ESE
Diaz, Lilia	Teacher, K-12
Beninati, Andrew	Teacher, K-12
Cabrera, Cathy	Teacher, K-12
Meyers, Alan	Teacher, K-12
Krutchik, Stephanie	Instructional Media
Mack, Natalie	Assistant Principal

b. Duties

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

The LLT promotes literacy within Aventura Waterways K-8 Center by using Accelerated Reader; which is a computer assisted assessment of reading comprehension. Students read AR books and take a quiz on the book's content. If they pass the test with 70% or higher, a reward/prize is given. The Media Specialist promotes the Sunshine State Books, and teachers also uses the My-on electronic books. Each year a Book Fair is done to promote literacy where students are allowed to purchase books. A family night is also designated for parents to visit the Book Fair, and during the fair, the Principal and other members of the LLT reads to students. Middle school students produce a yearbook, participate in both a debate and writing club as well as Creative Writing class. A member of the LLT also sponsors the Model UN Team. Additionally, selected members of the Literacy team will conduct best practices workshops to include CRiSS strategies.

D. Public and Collaborative Teaching

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

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

Aventura Waterways K-8 Center provides teachers with collaborative planning opportunities by scheduling grade level/department planning sessions. Professional Learning Communities are offered to the staff and participation is strongly encouraged. Cross curricula planning and articulation between grade levels occurs regularly to ensure the implementation of one vision from all staff. To maintain staff morale and positive working relationships, the school staff are encouraged to partake in school and family activities such as the talent show, family movie night, Fun Run, and staff softball team.

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

At Aventura Waterways K-8 Center, we communicate with both district staff and local university advisors to recruit highly qualified teachers to our building. The unique offerings of the K-8, coupled with a positive climate makes AWK8 an inviting environment in which to work.

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

New teachers are paired with grade level/department chairpersons to develop curriculum strategies and provide classroom management support. Teachers are offered the opportunity to participate in the Districts MINT program support by school personnel.

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.

Aventura Waterways K-8 Center ensures that the core instructional program is aligned with Florida Standards by following the district pacing guides.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

The Principal reviews data from the previous year with the staff to ensure all stakeholders are aware of students' baseline information. The helps staff the plan accordingly when creating groups for small group instruction. Information from professional development attended during the summer months is shared with the staff to ensure all members are aware of current curricula. Following each iReady diagnostic test, grade levels and departments meet with the leadership team to evaluate and analyze the data. Data driven instruction is then planned accordingly to provide optimal learning opportunities for students. Students requiring additional learning opportunities follow Response to Intervention and appropriate strategies are implemented to address the specific learning needs of each child.

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: 7,500

After School Title lll ELL Tutoring Program

Strategy Rationale

Students participating in the Title III ELL tutoring program engage in additional learning opportunites fostering both their acquisition of the language as well as the daily applicability of these skills.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lane, Sylvia, smartel@dadeschools.net

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

School site data such as the iReady diagnostic test was collected and analyzed. ACCESS 2.0 scores are used to determine effectiveness of this program.

2. Student Transition and Readiness

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

All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) The screening data will be utilized to develop instructional plans that meet students' needs. Upon entering Kindergarten our students participate in a three week transition to school program supported by the district reading program.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is increased in all content areas then student achievement will improve.

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 increased in all content areas then student achievement will improve. `1a`

🔑 G088145

Targets Supported `1b`

Indicator	Annual Target
Math Gains	70.0
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - White	
Math Lowest 25% Gains	65.0
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	82.0
CELLA Listening/Speaking Proficiency	62.0
CELLA Reading Proficiency	42.0
FSA ELA Achievement	65.0
FSA Mathematics Achievement	62.0
FSAA ELA Achievement	69.0
FSA Mathematics Achievement	69.0
FCAT 2.0 Science Proficiency	65.0
CELLA Writing Proficiency	44.0
One or More Suspensions	10.0
Attendance Below 90% Grade 06	11.0
Attendance Below 90% Grade 07	13.0
Attendance Below 90% Grade 08	14.0

Targeted Barriers to Achieving the Goal `3`

- Teacher awareness is insufficient of how to effectively increase student achievement in all content areas.

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

- Accelerated Reader,Tumblebooks, Discovery Education, iReady, Achieve 3000, Computer Labs, Tenmarks, Algebra Nation, CPALMS, Thinkcentral, Khan Academy, GIZMOS, Essential Labs, Engenuity, NBC Learn, District created resources, Virtual LIbrary, Time for Kids, Imagine Learning, Digital Convergence

Plan to Monitor Progress Toward G1. `8`

Classroom, School, iReady, and Topic Assessment data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible
Yesenia Aponte

Schedule
Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion
Data chat logs, student review forms, data binders

Plan to Monitor Progress Toward G1. `8`

Topic Assessment Data will be reviewed throughout the year

Person Responsible
Yesenia Aponte

Schedule
Monthly, from 12/5/2016 to 5/31/2017

Evidence of Completion
District and school topic assessment 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 increased in all content areas then student achievement will improve. 1

🔑 G088145

G1.B1 Teacher awareness is insufficient of how to effectively increase student achievement in all content areas. 2

🔑 B234390

G1.B1.S1 Teachers will become familiar with the new CRISS strategies. 4

🔑 S247150

Strategy Rationale

Teachers are unaware of the strategies needed to increase student achievement in all content areas.

Action Step 1 5

Information regarding pacing guides and ELA frameworks will be disseminated to all content area teachers.

Person Responsible

Lilia Diaz

Schedule

Monthly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Agendas, sign-in sheets

Action Step 2 5

Provide opportunities for teachers to receive professional development on implementing science labs.

Person Responsible

Melissa Macko

Schedule

On 10/3/2016

Evidence of Completion

Agendas, sign-in sheets

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

Classroom, School, iReady, and Topic Assessment data will be collected and reviewed throughout the year to determine progress toward the goal

Person Responsible

Yesenia Aponte

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Data chat logs, student review forms, data binders

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

Monitor implementation of CRISS Strategies.

Person Responsible

Yesenia Aponte

Schedule

Monthly, from 10/31/2016 to 5/30/2017

Evidence of Completion

Walk-throughs, student work product, lesson plans

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

Monitor implementation of Science Labs

Person Responsible

Yesenia Aponte

Schedule

Monthly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Walk-throughs, student work product, lesson plans

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.A2 🔑 A321625	Provide opportunities for teachers to receive professional development on implementing science labs.	Macko, Melissa	10/3/2016	Agendas, sign-in sheets	10/3/2016 one-time
G1.B1.S1.MA1 🔑 M334734	Monitor implementation of CRISS Strategies.	Aponte, Yesenia	10/31/2016	Walk-throughs, student work product, lesson plans	5/30/2017 monthly
G1.MA1 🔑 M334739	Classroom, School, iReady, and Topic Assessment data will be collected and reviewed throughout the...	Aponte, Yesenia	10/3/2016	Data chat logs, student review forms, data binders	5/31/2017 monthly
G1.MA2 🔑 M334740	Topic Assessment Data will be reviewed throughout the year	Aponte, Yesenia	12/5/2016	District and school topic assessment data.	5/31/2017 monthly
G1.B1.S1.MA3 🔑 M334735	Monitor implementation of Science Labs	Aponte, Yesenia	10/5/2016	Walk-throughs, student work product, lesson plans	5/31/2017 monthly
G1.B1.S1.MA1 🔑 M334736	Classroom, School, iReady, and Topic Assessment data will be collected and reviewed throughout the...	Aponte, Yesenia	9/26/2016	Data chat logs, student review forms, data binders	5/31/2017 monthly
G1.B1.S1.A1 🔑 A321624	Information regarding pacing guides and ELA frameworks will be disseminated to all content area...	Diaz, Lilia	10/5/2016	Agendas, sign-in sheets	5/31/2017 monthly

V. Professional Development Opportunities

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

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 increased in all content areas then student achievement will improve.

G1.B1 Teacher awareness is insufficient of how to effectively increase student achievement in all content areas.

G1.B1.S1 Teachers will become familiar with the new CRISS strategies.

TA Opportunity 1

Information regarding pacing guides and ELA frameworks will be disseminated to all content area teachers.

Facilitator

Lilia Diaz

Participants

Teachers

Schedule

Monthly, from 10/5/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	**Information regarding pacing guides and ELA frameworks will be disseminated to all content area teachers.**	$0.00
2	G1.B1.S1.A2	**Provide opportunities for teachers to receive professional development on implementing science labs.**	$0.00
		Total:	$0.00