

Miami-Dade County Public Schools

Dr. Carlos J. Finlay Elementary



2016-17 Schoolwide Improvement Plan

Dr. Carlos J. Finlay Elementary

851 SW 117TH AVE, Miami, FL 33184

<http://cjfinlay.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	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	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>.

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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 Dr. Carlos J. Finlay Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Dr. Carlos J. Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

b. Provide the school's vision statement.

Our vision at Dr. Carlos J. Finlay Elementary is to have our students become bilingual/biliterate; responsible and productive citizens in a global society.

2. School Environment

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

Building relationships between administration, teachers, and students is a powerful component of our school's culture. It is our belief that students' academic, as well as emotional needs, can best be met by establishing strong relationships. The process by which we learn about our students' cultures and build relationships is multi-faceted and takes place on many levels. For Pre-Kindergarten and Kindergarten students, the process is set in motion through a "Transition into Pre-Kindergarten and Kindergarten" meeting. At this time, teachers are able to meet with parents and students and provide guidance regarding pre-requisite academic skills. In addition, classroom teachers become acquainted with their students early in the school year through Personal Student Information Questionnaires and surveys. Teachers come together in committees to learn and plan for Hispanic Heritage and Black History Month activities. Moreover, several members of our staff live in the community that we service, and thus provide us with pertinent information regarding students and their families.

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

The school creates an environment in which students feel safe and respected before, during, and after school by assuring that adult supervision is present and visible at all times. Before school begins, a security monitor and another member of our instructional staff are present to supervise students as they arrive to school. A teacher is responsible for supervising all the classes under the Physical Education shelter until all the students are picked up by their teachers. In addition, the administrative team strategically stands in high traffic areas to greet parents and students. School patrols assist in directing parents and students to the appropriate areas, and assist with escorting younger students from the cafeteria to the classrooms. During the school day, school security is situated at the front entrance to check the ID of all visitors, in the cafeteria to assist with supervision, and regularly conduct perimeter checks. In addition, reinforcement of school rules through a system of rewards and consequences assists in maintaining a safe and respectful school environment. Our school participates in various programs such as the "Do The Right Thing" campaign wherein students who consistently uphold the core values of the school are highlighted, daily messages focusing on the core values are communicated to all students on our morning announcements, daily "Skeeterrific Shout Outs" are made on the morning announcements for students that exemplify one of the Values Matters Miami character traits, and grade level "Character Talks" in which students are given strategies to use when socializing with others and wherein the expected rules and procedures of the

school are clearly defined. The counselor also conducts one on one, small group, and/or whole group conversations whenever necessary to ensure that the students are heard and respected during the school day. After school, all instructional staff is assigned to their designated areas to assure a safe dismissal. Additionally, we offer an after school care program onsite.

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.

A school-wide behavioral system is in place to minimize the disruption of instructional time and to maximize learning. School-wide rules are also communicated to students and clear behavioral expectations are established. In addition, based on these school-wide rules, teachers develop a set of classroom rules with their students. These rules are hung in the classroom and visible for all to see. Students that are unable to follow either school-wide or classroom rules are given consequences after receiving three warnings. Consequences may include a note home to parents, a phone call, lunchtime or after school detentions, removal from special activities, and alternate assignment from class. Students engage in peer mediation and conflict resolution with the counselor to reinforce appropriate behavior. Each child in the school receives an agenda, and it is the common practice within the school to advise parents of students' misbehaviors through short notes in their agendas. If the behavior persists, parents are invited to participate in a parent/teacher conference to discuss the child's behavior. Students that persistently misbehave are often placed on a behavioral plan. If the behavior escalates or requires immediate attention, the child is sent to the main office to receive disciplinary action from the administration. Students exhibiting model behavior are recognized during morning announcements, during our reward ceremonies quarterly, and qualify to participate in various incentives throughout the school year.

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

The staff at our school is hyper vigilant about assuring that the social and emotional needs of all students are met. It is an established practice within our school to report any concerns to the school's counselor. The counselor will often meet with students in order to determine the emotional state of the child and any outside factors that may be adversely affecting the student. When an issue is beyond the scope of our counselor's expertise, parents are referred to outside agencies. These outside agencies provide services in the emotional and behavioral domains, and will come out to our school to provide direct services. These individual agencies consult with teachers and the school counselor to provide techniques and/or insights to better target the students' academic and emotional needs.

3. Early Warning Systems

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

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

The following is a list of the early warning indicators used to identify at risk students:

- Attendance below 90 percent
- Course failure in English Language Arts and/or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts and/or Mathematics
- Previous retention(s)
- In grade 1, any ELL student that does not show an increase in the Listening/Speaking Component

of the 2015

Spring ACCESS for ELL's 2.0

- In grade 2 - 5, any ELL student that does not show an increase in any component in the proficiency scale score on the 2015 spring administration of the ACCESS for ELL's 2.0

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	1	1	2	2	1	2	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	8	7	8	8	7	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	4	14	15	0	29	31	0	0	0	0	0	0	0	93
Retention	5	6	5	0	0	0	0	0	0	0	0	0	0	16
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	8	8	1	15	20	0	0	0	0	0	0	0	56

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

The school utilizes various strategies to improve the academic performance of students identified by the early warning system. At the beginning of the school year, Attendance Contracts and Policies are distributed to all families. In addition, the Assistant Principal conducts Attendance Review Committee meetings with parents of students who have excessive tardies or absences. If the problem is not remediated, the school's social worker is included in the process, and a meeting is scheduled between the school's social worker and the parents. In addition, at the beginning of each school year, a list of retained students and students identified as Level 1 and 2 in either English Language Arts or Mathematics is compiled. These students receive intervention during the school day and/or interventions before or after school. In order to better meet the needs of our students in the lowest 25%, we have initiated a new 90 minute intervention program, Intensive Accelerated Intervention, for the 2016-2017 school year. This intervention will take place alongside our regular intervention program, in which students receive an additional thirty minutes of intervention on a daily basis. Students are also invited to participate in our Title I before and after school tutorial academies, and those students that are English Language Learners are offered tutoring through Title III grant monies. Within the classrooms, teachers incorporate differentiated instruction in order to target the academic needs of our retained and Level 1 and 2 students. Students that are unable to demonstrate academic improvement with the above-mentioned interventions and strategies are referred to the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) process. The MTSS/RtI Leadership Team will conduct a more in-depth analysis and monitoring of academic and behavior data in order to determine and provide clear indicators of student need and student progress. The information generated will assist the teachers in providing the most effective program delivery.

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 available at the school site.

2. Description

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.

Dr. Carlos J. Finlay Elementary maintains a strong and mutually beneficial professional development relationship with Florida International University. Our school hosts the America Reads program. Students from Florida International University (FIU) that participate in this program are paired up with teachers in the primary grades in order to provide our students with remediation and instruction in English Language Arts. In addition, FIU students complete field hours and student internships at our school. Thus providing us with additional human resources to impact student achievement.

In order to promote school attendance, our school partners with McDonald's. Classes that have perfect attendance for 15 consecutive days receive a happy meal for each student. Through our Perfect Attendance Raffle Program, students that have perfect attendance for one month are entered in a raffle to receive a free happy meal. Additionally, Texas Roadhouse Restaurant gives us certificates for a free kids meal as a reading and attendance reward. They also participate in school events with their mascot. Pizza Hut provides certificates for free individual pizzas for our students through their "Book It" reading program. Florida International University School of Business donated books to our students, and Univision came out to our school to read to our students and donate books as well through their "Pequeños y Valiosos" program. Christian Fellowship provides disadvantaged students with book bags filled with non-perishable food items for the weekend.

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
Orth-Sanchez, Marie	Principal
Octala, Elena	Assistant Principal
Alonso, Maria Bianca	Teacher, K-12
Del Castillo, Maria V.	Instructional Coach
Escoto, Maria	School Counselor
Tariche, Stella	Instructional Media
Legañoa, Monica	Teacher, K-12
Fernandez, Suzanne	Teacher, K-12
Lapadula, Marleni	Teacher, K-12
Roedenbeck, Maren	Teacher, PreK
Cano, Yadira	Teacher, K-12
Flores, Anna	Teacher, K-12
Lastra, Silvia	Teacher, K-12
Lopez, Enrique	Instructional Coach
Diaz, Alina	Instructional Media

b. Duties

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

Dr. Carlos J. Finlay's Leadership Team is comprised by the following people:

Marie Orth-Sanchez – Principal
Elena Octala – Assistant Principal
Maria Bianca Alonso – Lead Teacher; English as a Second Language (ESL) Chairperson
Maria V. Del Castillo – Reading Liaison
Maria Escoto – School Counselor
Stella Tariche – Media Specialist; Special Area Chairperson
Monica Legañoa - Primary Reading Chairperson; Third Grade Chairperson
Maren Roedenbeck - Pre-K Grade Chairperson
Yadira Cano - Kindergarten Chairperson
Anna Flores - First Grade Chairperson
Silvia Lastra - Second Grade Chairperson
Suzanne Fernandez - Intermediate Reading Chairperson; Fifth Grade Chairperson
Marleni Lapadula - Writing Chairperson, Fourth Grade Chairperson
Enrique Lopez - Mathematics Liaison
Alina Díaz - Science Liaison; Gifted Chairperson
Yasmay Hernandez - ESE Chairperson

The functions and responsibilities of each member of the Leadership Team are as follows:

- Marie Orth-Sanchez, Principal - Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Elena Octala, Assistant Principal - Monitor behavior data and student attendance, schedule and facilitate regular MTSS/Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources

- Maria Bianca Alonso, Lead Teacher and English Language Learners Chairperson - Assist in monitoring and responding to the academic of the English Language Learner subgroup, provides and facilitates professional development for the instructional staff, spearheads the School Improvement Plan Action Planning, Florida International University Liaison
- Maria V. Del Castillo, Reading Liaison - Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectiveness of interventions being implemented
- Maria Escoto, Counselor - Monitor behavior data, conduct intervention for students identified through the MTSS, provide support and resources for parents, gathers information and data required for the RtI Process
- Stella Tariche, Media Specialist and Special Area Chairperson - Provides teachers and students with supplemental resources, ensures students accessibility to reading, mathematics, science software, assists in monitoring and responding to the needs of the special area subgroups
- Monica Legañoa, Primary Reading Chairperson and Third Grade Chairperson - Assists in monitoring and responding to the needs of subgroups
- Maren Roedenbeck, Pre-K Grade Chairperson - Assists in monitoring and responding to the needs of subgroups
- Yadira Cano, Kindergarten Chairperson - Assists in monitoring and responding to the needs of subgroups
- Anna Flores - First Grade Chairperson - Assists in monitoring and responding to the needs of subgroups
- Silvia Lastra - Second Grade Chairperson - Assists in monitoring and responding to the needs of subgroups
- Enrique Lopez, Mathematics Liaison - Assists in disseminating the latest mathematics information provided by MDCPS, and the latest informational regarding the new interactive mathematics website and updates from the book publishing company.
- Alina Díaz, Science Liaison and Gifted Chairperson - Assists in disseminating the latest science information provided by MDCPS, information related to the STEAM curriculum, and assists in monitoring and responding to the needs of subgroups
- Yasmery Hernandez, ESE Chairperson - Assists in monitoring and responding to the needs of subgroups
- Suzanne Fernandez, Intermediate Reading Chairperson and Fifth Grade Chairperson - Assists in monitoring and responding to the needs of subgroups
- Marleni Lapadula, Writing Chairperson and Fourth Grade Chairperson - Assists in monitoring and responding the needs of subgroups.

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

Tier 2

The Counselor, Reading Liaison, ELL Chairperson, and the Assistant Principal will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Counselor, Reading Liaison, ELL Chairperson, selected teachers, and the Assistant Principal and parent/guardian make up the Tier 3 SST Problem Solving Team.

1. Administrator(s) who will ensure commitment and allocate resources; Teacher(s) and Liaisons who share the common goal of improving instruction for all students; and team members who will work to build staff support, internal capacity, and sustainability over time.

2. Dr. Carlos J. Finlay's Leadership Team will include additional personnel as resources to the team based on specific problems or concerns as warranted, such as:

- School reading, math, and science Liaisons, and school psychologist
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

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

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

Dr. Carlos J. Finlay Elementary School 's Leadership Team identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes through the following process.

The following steps are implemented by Dr. Carlos J. Finlay's Leadership Team to address how we utilize the MTSS/Rtl process and other available resources to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

Through monthly and quarterly Leadership Team and Grade Level meetings, academic and behavior data are evaluated and monitored. Students' academic needs and progress are addressed by the following important questions:

- What will all students learn? (Curriculum based on standards)
- How will we determine if the students have learned? (Common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Enrichment opportunities).

After ascertaining and disaggregating the afore-mentioned information, the following procedures are executed:

- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings.

- Maintain communication with staff for input and feedback, as well as updating them on new standards and/or instructional strategies that will increase student achievement and enhance teacher knowledge.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress, and assist in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
- Use Educational Excellence School Advisory Committee (EESAC) meetings to discuss the results of assessments, compare those results with the initial goals set forth in the SIP, and make adjustments in the plan as necessary to take into account the new data.
- Conduct monthly grade level meetings and data chats to analyze and discuss students' progress, compare current data to that set forth in the initial SIP, and determine if any changes need to be made.

Title I

Dr. Carlos J. Finlay Elementary provides services to ensure that students requiring additional remediation are assisted through extended learning opportunities, such as our after school tutorial programs. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are also provided to students. The Leadership Team including the Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include maintaining a professional development relationship with Florida International University, and providing special support services to our special needs populations. The partnership with Florida International University provides us with resources in the form of university students who work with primary students in reading through a program called "America Reads". In addition, Florida International University's Elementary Education Program students provide us with a Community Literacy Program, which is a tutorial program that targets students in the primary grades who exhibit deficiencies in their reading skills.

Title III

Title III funds are used at Dr. Carlos J. Finlay Elementary to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide tutorial programs such as the "Title III Tutorial Academy". This after school tutorial program targets all levels of ELL students as well as Level 5 students that have been exited within the past two years. Students receive instruction in the areas of Reading, Math, and Science in their home language.

Title III funds are also utilized for the following:

Parent outreach activities (PK-12)

Professional development on best practices for ESOL and content area teachers

Coaching and mentoring for ESOL and content area teachers(PK-5)

Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (PK-5, RFP Process).

Head Start

Dr. Carlos J. Finlay currently hosts 37 students enrolled in our Head Start Program. Seventeen students attend the Pre-K 3 program and 20 students attend the Pre-K 4 program. Children who attend our Head Start program participate in a variety of educational activities that provide early learning experiences in order for them to be successful as they begin their more formal academic career. The students also receive free medical and dental care; have healthy meals and snacks; and enjoy playing indoors and outdoors in a safe learning environment.

Dr. Carlos J. Finlay will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling of Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. With the assistance of our Community Involvement Specialist, Dr. Carlos J. Finlay Elementary will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, and monthly parental involvement activities, with flexible times to accommodate our parents and their work schedules. This impacts our goal to empower and build their capacity and level of involvement.

In addition, Dr. Carlos J. Finlay Elementary, will complete Title I Administration Parental Involvement Monthly School 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, is to be completed by parents/families annually in May. The Survey's results will be used to assist us with revising our Title I parental documents for the following school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marie Orth-Sanchez	Principal
Alina Díaz	Teacher
Marleni Lapadula	Teacher
Aida Hernandez	Teacher
Alejandro Escoto	Parent
Marilyn Castro	Parent
Karen Figueiredo	Business/Community
Luisa Perez-Alonso	Business/Community
Claudia Nogales	Parent
Hilda Elizabeth Escoto	Parent
Ann Takoor	Parent
Monica Leganoa	Teacher
Dania Perez Martin	Education Support Employee
Maria Bianca Alonso	Teacher
Stella Tariche	Teacher
Bianca Garcia	Parent
Luis Alvero	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The EESAC committee was provided with data and a copy of last year's School Improvement Plan. Strategies and barriers were assessed to determine the effectiveness of the strategies and techniques that were designed and implemented to improve student achievement. A discussion was held to determine if resources used were beneficial to the attainment of our instructional goals, or if new resources needed to be considered. A review of the use of EESAC, Title I and Title III funds was discussed in order to determine if monies were maximized for student achievement and incentives.

b. Development of this school improvement plan

The development of this school improvement plan began immediately after receiving the results of the Stanford Achievement Test, 10 Edition, the Florida Standards Assessment in Reading and Mathematics, and the Florida Comprehensive Assessment Test 2.0 in Science. The Leadership Team at school analyzed the data to determine those academic areas most in need of improvement. During the summer, our school sent a team consisting of the principal and three teachers to attend the 2016 Synergy Summer Institute. One of the goals of this three day professional development was to reflect on our school's current practices, and to take part in strategic planning that would focus our efforts for continuous improvement during the upcoming school year. At the beginning of the school year, during our initial EESAC meeting, members received student performance data based on the results of Florida Standards Assessment in Reading and Mathematics. Committee members were informed about the decline in our school grade from an "A" to a "B", and the steps that were being implemented to address the areas most in need of improvement, namely our student learning gains in Reading and Mathematics for our lowest 25%. The focus of this school year's SIP was discussed. Committee members discussed the initial steps of our Action Plan, meeting with teachers to identify

barriers to achieving our SIP goals, and strategies to overcome these barriers. The information garnered from the action planning sessions with the instructional staff were discussed and shared. Committee members discussed the additional action plan steps that would be needed for us to achieve the goals delineated in our SIP.

Instructional Staff will participate in professional development opportunities throughout the school year that will assist them in addressing their professional development goals, which in turn will positively impact the academic needs of their students. Strategies and best practices obtained at these PD's will be presented and discussed during our school's monthly professional development day in order to promote an effective and productive learning environment.

Finally, an initial draft of the School Improvement Plan is completed and presented at an EESAC meeting. At this time, EESAC members are able to make suggestions and additional contributions to the development of the SIP will be taken into consideration. The development of the School Improvement Plan is a continuous process that is revisited at every EESAC meeting.

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

Once the EESAC committee, administration and instructional staff have identified the areas in need of improvement and those students that require intervention, a plan of action is developed to identify the resources that will be necessary and beneficial to meet goals and overcome our barriers.

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

EESAC funds in the amount of \$3,600.00 were used for the design and maintenance of the school's website to foster communication between home and school and with the community. In order to promote student attendance, \$146.30 were used to purchase student incentives for our perfect attendance lottery. An additional \$222.00 were used for the purchase of motivational pencils for students to use for testing week.

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
Orth-Sanchez, Marie	Principal
Octala, Elena	Assistant Principal
Del Castillo, Maria V.	Instructional Coach
Alonso, Maria Bianca	Teacher, K-12
Fernandez, Suzanne	Teacher, K-12
Lapadula, Marleni	Teacher, K-12
Tariche, Stella	Instructional Media
Legañoa, Monica	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 LLT are to:

1. Continue the effective implementation of the Florida English Language Arts Standards in grades K – 5 by conducting in-house professional development that focuses on presenting ,developing and/or implementing instructional strategies and routines that improve instructional practices and thus positively impact student achievement.
2. Promote the development of high order thinking, speaking, and writing skills through the implementation of the Collaborative Conversations Framework, Essential Questions, and Claim, Evidence, and Reasoning (CER) model.
3. Incorporate the use of Interactive Notebooks across all content areas for the purposes of integrating reading through content and throughout the curriculum that will enhance the development of real-world problem-solving skills.
4. Promote the writing process through the implementation of "Open Mic Thursdays" on our closed-circuit television station. Students in all grade levels will be given the opportunity to present a final draft of their writing on television for the entire student body to hear.

D. Public and Collaborative Teaching

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

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

The school uses various methods to encourage positive working relationships between teachers. Among these are the use of monthly Professional Development Days, in which teachers can collaborate and share best practices to improve their pedagogical knowledge and instructional delivery. Additionally, the administration provides grade levels with as much common planning time as is feasible due to schedule constraints, in order to facilitate communication and planning within the grade group. Administration encourages teachers to conduct vertical planning in order to communicate academic expectations and needs for students, as well as to build awareness of each grade levels' academic strengths and weaknesses. At the beginning of each school year, teachers join committees. These committees provide resources for curriculum needs and projects that enhance the school environment. During committee meetings, teachers work collaboratively to plan for resources that enhance instructional time. After District assessments, teachers meet as grade levels to disaggregate data and discuss how data will drive instruction. Finally, the administration has begun an incentive program named, "Diamond of the Month". Administration names three "Diamonds of the Month" at a faculty meeting. These individuals have either been identified by the administration or by colleagues that are encouraged to nominate peers that exemplify a positive, inspirational, and model work ethic.

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

In order to recruit and retain highly qualified, certified in field, effective teachers, our school will do the following:

1. Facilitate attendance to District provided and Job-Embedded Professional Development Workshops - Principal, Assistant Principal
2. Provide opportunities for Professional Development through monthly Professional Development Days- Principal, Assistant Principal, Lead Teacher/PD Liaison, Teacher Leaders, Teachers

3. Provide access to field students/student interns through our Professional Development relationship with Florida International University, FIU Teach, and Miami-Dade College - Principal, Assistant Principal, Lead Teacher/PD Liaison, Reading Coach
4. Implement collaborative planning whereupon teachers plan lessons and teacher-made assessments; examine student work; examine teacher work; and plan, use, and evaluate instructional practices - Grade Level Chairpersons

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

The school designates two teachers as mentors. Teachers go through an induction program in which their mentor teacher provides support and assistance as necessary. Teachers also receive professional development in order to be exposed to best practices and scientifically-based research and strategies used at the school.

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.

In order to ensure that the school's instructional programs and materials are aligned to current Florida standards, teachers adhere to the District Pacing Guides per content area. Teachers also use available resources provided by the District in order to supplement instructional materials. Reading, Science, and Mathematics Liaisons attend monthly meetings in order to receive the latest information regarding their content area, as well as training on new research-based strategies and activities that will enhance instructional delivery. Each liaison is responsible for disseminating the information gained during the district meetings to the instructional staff at the school.

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.

In order to meet the diverse needs of our students, the school garners information from various diagnostic and standardized assessments. Prior to the school year, the leadership team refers to students' results from the Stanford Achievement Test, 10 Edition (Kindergarten through 2nd grade), the Florida Standards Assessment (3rd-5th grade), and ACCESS for ELLs 2.0, as well as diagnostic data obtained through i-Ready Reports in order to analyze student data. Students' results and profile levels determine the amount of intervention time that the students will receive. Students scoring in the lowest 25% and/or scoring in profile 1 and 2 of the first administration of the i-Ready Reading Assessment, receive at least thirty additional minutes of reading/language arts instruction on a daily basis. The academic needs of each student in the lowest 25% are further analyzed to determine which students will participate in the English Language Arts Third/Fourth Grade Intensive Accelerated Course. This Intensive Accelerated Course offers struggling students an additional 90 minutes of intervention. Students' results on the ACCESS for ELLs 2.0 and the Florida Standards Assessment (FSA) assist us in determining particular academic areas in need of improvement and supplemental instruction. Imagine Learning is utilized to support our Level 1 ELL students. Additionally, i-Ready Reading and Mathematics web-based programs provided to teachers will be utilized as a diagnostic tool to evaluate and determine students' placements, which in turn will assist us in determining

placement for differentiated instruction. The STAR computer-based assessment also provides teachers and students with additional data about individual student's reading and mathematics levels. This information establishes a baseline vocabulary level and a zone of proximal development which will help increase reading comprehension skills on an individual basis as well as deficiencies in basic and fundamental mathematical skills. Within the school, teachers have administered diagnostic tests made available through the WonderWorks and the GO Math! series, prescribed by the District. Student results allow teachers to ascertain individual students' strengths and weaknesses within the standards, and thus guide instruction. In addition, students in grades 1 through 5 will be administered the District Baseline Writing Assessment and in grade 5, students were provided with a District Baseline Assessment in Science for the aforementioned purpose of evaluating students' academic needs and knowledge base.

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: 2,000

Students are exposed to research-based strategies in reading, mathematics, and science in order to provide remediation for areas of weakness. Students also complete sessions on i-Ready, Reflex Math, Imagine Learning, and Gizmos.

Strategy Rationale

To provide additional instructional time in order to strengthen academic areas in need of improvement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Orth-Sanchez, Marie, orthsanchez@dadeschools.net

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

Quarterly reports are generated in order to monitor student progress and make any instructional adjustments that are necessary.

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.

Our school houses two Pre-Kindergarten classes from the Head Start Program. Housing this early childhood program at our school provides us with the unique opportunity of being able to communicate with the Head Start teachers more frequently about the expectations for Kindergarten readiness. At the same time, these students will be better acclimated to our school environment and daily routines, making the transition into Kindergarten practically seamless. In order to assist other preschool students transitioning from early childhood programs outside of our school to local elementary school programs, we conducted several site visits to Early Learning Centers within our

school boundaries. While meeting with our contact person at each site, it was communicated that students entering Kindergarten were having the most difficulty in the areas of “Letter Name and Sound Knowledge” and “Phoneme Blending” as historically indicated by the results obtained through previous diagnostic assessments in Reading. Each contact person at these Early Childhood Programs was encouraged to communicate this to their teachers, as well as the students’ parent in order to better prepare the students for Kindergarten. Additionally, our school distributed flyers to these Early Childhood Centers announcing a Kindergarten Transition Meeting for Parents. At the meeting, kindergarten teachers give parents a detailed description of the expectations for students upon entering kindergarten and steps that they can take during the summer to assist their child in making a smooth transition.

Several strategies are employed to assist our fifth graders as they transition into middle school. Fifth grade teachers conduct an informational forum for parents and students in which information is disseminated and questions are asked. This process facilitates an awareness of the academic, emotional, and social expectations as students transition into middle school. Our school hosts an annual Magnet Fair in which a variety of middle school magnet programs attend and present information about their school program to our parents and students. During this decision-making process, the fifth grade teachers and school counselor meet individually with parents to provide assistance and guidance in completing the magnet school applications. In order to create an awareness of the types of pressures they may encounter in middle school, students in fifth grade participate in the Miami-Dade County D.A.R.E. program. Additionally, our school counselor offers middle school transitioning sessions to each fifth grade class to facilitate their progression to middle school.

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.

Not applicable

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. 1a

G088146

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	89.0
AMO Math - Hispanic	90.0
AMO Math - ELL	89.0
ELA Achievement District Assessment	
AMO Reading - ED	87.0
AMO Reading - All Students	89.0
AMO Reading - SWD	83.0
FCAT 2.0 Science Proficiency	63.0

Targeted Barriers to Achieving the Goal 3

- Students lack foundational skills in vocabulary, basic reading, writing, and science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Interactive Notebooks, Writing Binders, Promethean Boards, Collaborative Conversation Framework, interventionists, para-professional in-class support, Title I and Title III tutoring, Reading, Mathematics, Science, and Professional Development Liaisons, positive school culture, two computer labs. grade level chairpersons, Lead Teacher, Leadership Team meetings, grade group meetings, data chats, Community Involvement Specialist, Student Services personnel, i-Ready, Accelerated Reader, Imagine Learning, Reflex Math, Think Central, Discovery Learning, Gizmos, portable laptop cart, Science Essential Labs

Plan to Monitor Progress Toward G1. 8

On-going monitoring of assessment data will be conducted. Student data from i-Ready Growth Monitoring Reports and assessments, Florida Standards Assessment, ACCESS for ELLs 2.0 (when applicable), third grade portfolios, and classroom evaluations will be collected and analyzed to ensure that students are making learning gains.

Person Responsible

Marie Orth-Sanchez

Schedule

Monthly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Authentic student work samples, i-Ready Growth Monitoring Reports, i-Ready assessments, Florida Standards Assessment for Reading, ACCESS for ELLs 2.0 (when applicable), third grade portfolios, and teacher-made evaluations.

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

G088146

G1.B1 Students lack foundational skills in vocabulary, basic reading, writing, and science. 2

B234391

G1.B1.S1 Students in our lowest 25% will participate in an Intensive Accelerated Course or pull-out interventions. 4

S247153

Strategy Rationale

Providing students in our lowest 25% with ninety minutes of intervention will assist them in acquiring the foundational skills needed in vocabulary, basic reading, and writing.

Action Step 1 5

Students in the lowest 25% will receive ninety minutes of the Intensive Accelerated Course or thirty minutes of pull-out interventions as part of their daily school day schedule.

Person Responsible

Marie Orth-Sanchez

Schedule

Daily, from 8/17/2016 to 6/8/2017

Evidence of Completion

Attendance logs, Lesson Plans, Grade Book, i-Ready Growth Monitoring Reports, i-Ready Diagnostic Reports

Action Step 2 5

Professional Development for Intensive Accelerated Course

Person Responsible

Elena Octala

Schedule

On 8/17/2016

Evidence of Completion

Professional Development Agenda, My Learning Plan attendance confirmation

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

On-going monitoring of the implementation of the Intensive Accelerated Course and pull-out interventions

Person Responsible

Marie Orth-Sanchez

Schedule

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

Evidence of Completion

Administration will conduct walk-throughs in order to assure the interventions are implemented with fidelity.

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

Growth Monitoring reports from i-Ready will be generated and evaluated for growth and areas in need of improvement.

Person Responsible

Marie Orth-Sanchez

Schedule

Monthly, from 10/17/2016 to 4/7/2017

Evidence of Completion

i-Ready Data obtained from the Growth Monitoring Report for each student.

G1.B1.S2 Before and after school tutorial services will be offered to select English Language Learners in Kindergarten through Fifth Grade. 4

S247154

Strategy Rationale

ESOL students Level 1 - 4, and level 5's exited within the last two years will have access to 90 additional instructional hours. This additional time will allow students to acquire skills and concepts that they are struggling with.

Action Step 1 5

ESOL students in Kindergarten through Fifth Grade with attend before and after-school tutoring.

Person Responsible

Marie Orth-Sanchez

Schedule

Daily, from 11/7/2016 to 4/6/2017

Evidence of Completion

Title III student sign-in rosters

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

On-going monitoring of the daily implementation requirements as specified by Title III guidelines

Person Responsible

Marie Orth-Sanchez

Schedule

Biweekly, from 11/7/2016 to 4/6/2017

Evidence of Completion

Title III sign-in sheets, student work samples, walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review assessment data and adjust instruction as needed.

Person Responsible

Marie Orth-Sanchez

Schedule


Weekly, from 11/7/2016 to 4/6/2017

Evidence of Completion

Formative, mid-year assessments, weekly teacher-generated assessments, informal teacher observations, and computer-assisted reports from i-Ready, summative 2017 FSA for Reading, and ACCESS for ELLs 2.0.

G1.B1.S3 Science Essential Labs will be scheduled and implemented Kindergarten through Fifth Grade.

4

 S247155

Strategy Rationale

Providing our students with hands-on science experiences will assist them in attaining the necessary foundational skills in science.

Action Step 1 5

Students will be provided with hands-on science experiences weekly through our "Super Skeeter Science Lab."

Person Responsible

Elena Octala


Schedule

Weekly, from 10/17/2016 to 6/2/2017

Evidence of Completion

"Super Skeeter Science Lab" schedule, Interactive Science Notebooks, Lesson Plans, Science Labs Reports

G1.B1.S4 Students will be given and will utilize a Take Home Tuesday folder. 4

 S247156

Strategy Rationale

Providing our students with a "Take Home Tuesday" folder will foster parent support with the strengthening of foundational skills in vocabulary, basic reading, writing, and science.

Action Step 1 5

The "Take Home Tuesday" folder facilitates constant communication regarding vital curriculum and informational material in English and Spanish.

Person Responsible

Elena Octala











Schedule

Weekly, from 9/13/2016 to 6/6/2017

Evidence of Completion

"Take Home Tuesday" Master Binder

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  A321629	Professional Development for Intensive Accelerated Course	Octala, Elena	8/17/2016	Professional Development Agenda, My Learning Plan attendance confirmation	8/17/2016 one-time
G1.B1.S2.MA1  M334743	Review assessment data and adjust instruction as needed.	Orth-Sanchez, Marie	11/7/2016	Formative, mid-year assessments, weekly teacher-generated assessments, informal teacher observations, and computer-assisted reports from i-Ready, summative 2017 FSA for Reading, and ACCESS for ELLs 2.0.	4/6/2017 weekly
G1.B1.S2.MA1  M334744	On-going monitoring of the daily implementation requirements as specified by Title III guidelines	Orth-Sanchez, Marie	11/7/2016	Title III sign-in sheets, student work samples, walk-throughs	4/6/2017 biweekly
G1.B1.S2.A1  A321630	ESOL students in Kindergarten through Fifth Grade with attend before and after-school tutoring.	Orth-Sanchez, Marie	11/7/2016	Title III student sign-in rosters	4/6/2017 daily
G1.B1.S1.MA1  M334741	Growth Monitoring reports from i-Ready will be generated and evaluated for growth and areas in need...	Orth-Sanchez, Marie	10/17/2016	i-Ready Data obtained from the Growth Monitoring Report for each student.	4/7/2017 monthly
G1.B1.S3.A1  A321631	Students will be provided with hands-on science experiences weekly through our "Super Skeeter..."	Octala, Elena	10/17/2016	"Super Skeeter Science Lab" schedule, Interactive Science Notebooks, Lesson Plans, Science Labs Reports	6/2/2017 weekly
G1.B1.S4.A1  A321632	The "Take Home Tuesday" folder facilitates constant communication regarding vital curriculum and...	Octala, Elena	9/13/2016	"Take Home Tuesday" Master Binder	6/6/2017 weekly
G1.MA1  M334745	On-going monitoring of assessment data will be conducted. Student data from i-Ready Growth...	Orth-Sanchez, Marie	9/1/2016	Authentic student work samples, i-Ready Growth Monitoring Reports, i-Ready assessments, Florida Standards Assessment for Reading, ACCESS for ELLs 2.0 (when applicable), third grade portfolios, and teacher-made evaluations.	6/8/2017 monthly
G1.B1.S1.MA1  M334742	On-going monitoring of the implementation of the Intensive Accelerated Course and pull-out...	Orth-Sanchez, Marie	8/29/2016	Administration will conduct walk-throughs in order to assure the interventions are implemented with fidelity.	6/8/2017 weekly
G1.B1.S1.A1  A321628	Students in the lowest 25% will receive ninety minutes of the Intensive Accelerated Course or...	Orth-Sanchez, Marie	8/17/2016	Attendance logs, Lesson Plans, Grade Book, i-Ready Growth Monitoring Reports, i-Ready Diagnostic Reports	6/8/2017 daily

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Students lack foundational skills in vocabulary, basic reading, writing, and science.

G1.B1.S1 Students in our lowest 25% will participate in an Intensive Accelerated Course or pull-out interventions.

PD Opportunity 1

Professional Development for Intensive Accelerated Course

Facilitator

Ivette Rojas, Language Art/Reading Supervisor

Participants

Maria V. Del Castillo

Schedule

On 8/17/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students in the lowest 25% will receive ninety minutes of the Intensive Accelerated Course or thirty minutes of pull-out interventions as part of their daily school day schedule.				\$31,119.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5061 - Dr. Carlos J. Finlay Elem.	School Improvement Funds		\$150.00
			<i>Notes: Attendance incentives for students.</i>			
	5100	130-Other Certified Instructional Personnel	5061 - Dr. Carlos J. Finlay Elem.	Title I, Part A		\$30,969.00
			<i>Notes: Hourly Certified Teacher for the Intensive Accelerated Course</i>			
2	G1.B1.S1.A2	Professional Development for Intensive Accelerated Course				\$0.00
3	G1.B1.S2.A1	ESOL students in Kindergarten through Fifth Grade with attend before and after-school tutoring.				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5061 - Dr. Carlos J. Finlay Elem.	Title III		\$9,500.00
			<i>Notes: Personnel for Title III before and after school tutoring</i>			
4	G1.B1.S3.A1	Students will be provided with hands-on science experiences weekly through our "Super Skeeter Science Lab."				\$1,390.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5061 - Dr. Carlos J. Finlay Elem.	School Improvement Funds		\$250.00
			<i>Notes: Science Lab materials</i>			
			5061 - Dr. Carlos J. Finlay Elem.	School Improvement Funds		\$655.00
			<i>Notes: J & J Educational Bootcamp</i>			
			5061 - Dr. Carlos J. Finlay Elem.	School Improvement Funds		\$485.00
			<i>Notes: Florida Standards Based Instruction Coach Workbooks for 4th & 5th Grade (25 workbooks and Teacher's Edition) per grade level.</i>			
5	G1.B1.S4.A1	The "Take Home Tuesday" folder facilitates constant communication regarding vital curriculum and informational material in English and Spanish.				\$684.00

Dade - 5061 - Dr. Carlos J. Finlay Elem. - 2016-17 SIP
Dr. Carlos J. Finlay Elementary

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5061 - Dr. Carlos J. Finlay Elem.	School Improvement Funds		\$684.00
			<i>Notes: "Take Home Tuesday" Folders</i>			
					Total:	\$42,693.00