Charles R Hadley Elementary School

2016-17 Schoolwide Improvement Plan

Charles R Hadley Elementary School

8400 NW 7TH ST, Miami, FL 33126

http://crhadley.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	84%

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

School Grades History

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

*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 Charles R Hadley Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To ensure student achievement by providing a quality education in a safe, nurturing environment.

b. Provide the school's vision statement.

The school's vision is to guarantee all students a solid foundation of knowledge.

2. School Environment

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

The school exceeds expectations, all staff members continuously create a climate of acceptance and respect of all students. Teachers are attentive and responsive to students and interact in a way that builds confidence, extends learning, encourages values, and builds trusting relationships.

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

The school's expectation is that all students can and will learn when provided with a safe, nurturing yet stimulating environment during, before and after school. On a daily basis students are provided with a print-rich environment, differentiated instruction, tutoring as needed and enrichment activities to motivate each individual student to reach their highest potential.

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.

Classroom management techniques are applied by instructional staff , as well as support staff to minimize disruptions and maintain students engaged at all times. The counselors and the administrative team are actively involved in all aspects of behavior and discipline, seeking resources for students and parents as needed.

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.

Counselors are available following an open door policy should students require assistance. Teachers are encouraged to refer any potential social-emotional issues to school counselors and administration. Lessons and one to one counseling sessions are conducted regularly. The school psychologist is also highly involved in this process.

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.

Students who miss 10% or more of available instructional time;
Students retained pursuant to s. 1008.25, F.S.;
Students who are not proficient in reading by third grade;
Students who receive two or more behavior referrals;
Students who receive one or more behavior referrals that lead to suspension, as defined in s. 1003.01 (5), F.S.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	6	1	1	0	6	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	7	38	0	0	0	0	0	0	0	45

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	1	8	7	1	7	37	0	0	0	0	0	0	0	61

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

Intervention strategies employed by the school include implementation of the Wonder Works Intervention Program school-wide. Tutoring and Homework Help Programs are also available through the school's Community School Program. The Parent Resource Center is available to all students and the Accelerated Reader Program is set up in order for students to enhance their literacy.

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is 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.

Through collaboration with the Community Involvement Specialist and the school's PTA, partnerships are established and maintained with neighboring businesses, such as Publix Supermarkets. Said partnerships provide our students with resources and incentives to enhance their educational experience.

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
Hannah, Cynthia	Principal
Perez, Claudia	Assistant Principal
Batallan, Elaine	Instructional Coach
Martinez, Ana	Instructional Coach
Artiles, Lourdes	Assistant Principal

b. Duties

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

The Charles R. Hadley MTSS/RtI Leadership Team will meet to actively discuss and review the following: Review universal screening data and link to instructional decisions by monitoring and discussing data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk of not meeting benchmarks. The team will analyze resources that will facilitate the implementation of intervention strategies in the classroom to address each student's need. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also meet individually with each grade level, review the data and discuss the resources needed in each individual classroom to achieve success. The team will collaborate on a regular basis to share effective practices and evaluate implementation. The team will network on a regular basis with other schools
and fellow educators to ensure implementation of the latest research based assessment tools and other valuable resources.

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI 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 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. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Principal: Ensures implementation of intervention support provides adequate professional development to support the MTSS/RtI model and communicates to parents and community the school-based MTSS/RtI plans.

Assistant Principals: Provide appropriate instructional feedback based on Leadership Meeting discussions of data trends. Monitors data collection activities and assists in data analysis to ensure data-based instructional planning.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrated Tier 1 materials/instruction with classroom instruction.

Exceptional Student Education Teachers: Participate in student data collection, integrate core instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coaches (Reading, Mathematics and Science): Develop and evaluate curriculum and intervention approaches, as well as, analyze data, identify appropriate evidence based intervention and create a plan of action based on the findings. Meet with administration, specialists and classroom teachers to share plans of action around specific trends seen in the data. Work to increase the instructional density in the individual classrooms.

PD Liaison: Provides and facilitates professional development opportunities for teachers targeting data analysis, data based instructional planning and facilitation of the focus calendars. Technology Specialist: Provides professional development and technical support to teachers and staff regarding data management and display.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions they ensure they continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in the collection, interpretation and analysis of data. Provides support with intervention fidelity and assistance with OPM (On-going Progress Monitoring).

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Tier 1 (Leadership Team)
• Administrators (M. Menchero, C. Totorica-Gil and V. Rodriguez) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school's administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving

• School reading, math, science and behavior specialists: S. Isom-Vazquez, A. Martinez
• Special education personnel: E. Dela Maza
• School guidance counselor C. Perez, M. Rojo
• School psychologist : T. Calvani
• School social worker : R. Lopez
• Members of advisory group: S. Vazquez, E. Sanchez,F. Deschapelles,
• I. Valle, B. Sanchez, C. Vargas
• Community stakeholders: C. Fonseca, C. Temperan
• Parents: E. Vazquez, D. Suarez, C. Alzate, J. Rodriguez, B. Ortega

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

Tier 2
Selected members of the MTSS/RtI Leadership Team (assistant principal, counselors, and reading coach) will conduct regular meetings to evaluate intervention efforts for students.

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

Tier 3 SST
Selected (administrators, counselors, Reading and classroom teacher) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS/RtI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RtI/RtI/RtI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7 .Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions 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. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year.to The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A
At Charles R. Hadley Elementary, services are provided to ensure that students requiring additional remediation are assisted through before and after-school tutorial program. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP-which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region Meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school wide program include an extensive Parental Outreach Program and special support services to special needs

populations such as homeless, migrant and neglected students.

Title I, Part C- Migrant
Charles R. Hadley Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before and after-school) by the Title I, Part C, and Migrant Education Program.

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

Title II
The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• Tutorial programs (K-5)
• Parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• Professional development on best practices for ESOL and content area teachers
• Reading and supplementary instructional materials (K-5)
• Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-5, RFP Process)

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

Title VI, Part B – NA

Title X- Homeless
Although C.R. Hadley does not have any students identified as homeless, we are eligible to receive services and will do so upon identification and classification of a student as homeless.

Violence Prevention Programs
The school offers D.A.R.E., which is a police officer-led program that teaches children how to resist peer pressure and live productive drug and violence-free lives. Character Education is also implemented during the school year by the counselors.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education
Through our partnerships with Dade Partners and through our Career Day Event, students are exposed to a myriad of information related to different career paths. Also, through instructional lessons provided in the classrooms, career related topics are infused within the curriculum.

Other
Health Connect in Our Schools
Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
•Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
•HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
•HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
•HCiOS enhances the health education activities provided by the schools and by the health department.
•HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse/Heiken Children's Vision Program

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mary Menchero	Principal
Stacey Vazquez	Teacher
Brett Fankhauser	Teacher
Elaine Sanchez	Teacher
Elsie De La Maza	Teacher
Fabiola Deschapelles	Teacher
Nerida Rey	Business/Community
Cecilia Villegas	Parent
Ernesto Vazquez	Parent
Claudia Alzate	Parent
Blanca Ortega	Parent
Johana Rodriguez	Parent
Andres Rodriguez	Business/Community
Cathy Green	Teacher
Catherine Cedeno	Student
Sarah Lopez	Student
Ana Lopez	Parent
Vanessa Gutierrez	Parent
Barbie Porras	Education Support Employee
Ileana Reyes	Teacher
Suling Consuegra	Education Support Employee
	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

• 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

b. Development of this school improvement plan

The EESAC is responsible for developing, monitoring, and final decision-making related to the implementation of the school improvement plan. The EESAC also addresses issues related to core academic areas, parental involvement, budget, opportunities for professional development, and instructional materials.

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

The EESAC Committee met and prepared the annual budget and plan concentrating on areas in need of improvement and growth. A consensus was reached as stipulated below.

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

The projected use of school improvement funds is as follows: $3,000 to provide tutoring in the core area of reading, $1,000 to provide tutoring in the core area of mathematics, and $1,000 to provide Brainpop to enhance instruction in the area of science.

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
Hannah, Cynthia	Principal
Perez, Claudia	Assistant Principal
Martinez, Ana	Instructional Coach
Batallan, Elaine	Instructional Coach
Artiles, Lourdes	Assistant Principal

b. Duties

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

The Literacy Leadership Team is a management system that encourages a literate climate to support effective teaching and learning. The LLT meets once a month to interpret grade level assessment data, incorporate literacy across the curriculum, plan literacy activities, and coordinate intervention services. The LLT also provides direction on instructional procedures/modeling for all grade levels.The Literacy Leadership Team is an integral part of the school's literacy reform process. The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the LLT. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators, analyzing data; and providing professional development.

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.

Through the process of scheduling, common planning time has been established throughout all grade levels. Also, once a month, Professional Development is offered in an effort to facilitate rigorous teaching

and learning. Instructional Coaches are available to assist teachers and to provide guidance as to the latest trends instruction and its delivery.

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

1. Recruit highly qualified university interns.
2. Receive referrals on highly qualified from current employees.
3. Partnering new teachers with veteran highly qualified teachers.

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

1. A primary and an intermediate teacher received training through a mentor program.
2. Mentors are assigned to mentees when needed.
3. Mentors are responsible to provide assistance in planning, instruction and data analysis.

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.

Through the use of District Pacing Guides and the Florida Standards, as well as through training received throughout the year and classroom walk-throughs, alignment of instructional programs and materials are ensured. Instructional Coaches and Administration monitor this process for fidelity.

b. Instructional Strategies

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

-Data chats
-PD on rigorous planning
-Intervention on an as needed basis
-Differentiated Instruction
-Small Group settings based on student's level of knowledge

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: 2,760

Tutoring academy takes place from October to April. Classes are held twice a week, for one hour, during the before and after school hours. A pretest and post test will be administered to ensure progress. Research - based materials are utilized in the tutoring academy to ensure student success on tested benchmarks.

In addition, the Reading Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. Teachers are given the ability to collaborate, plan and engage in professional development through common planning time and in-house professional development provided by coaches and selected teachers.

Strategy Rationale

Through intensive tutoring provided, students will be more apt to succeed academically and increase their core knowledge base.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Hannah, Cynthia, drcynthialhannah@dadeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pretest is given at the start of tutoring academy and a post test is given at the conclusion of the program. In addition, tutors are mandated to keep a progress monitoring folder for each individual student in the academy throughout the 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.

Title I administration assists Charles R. Hadley Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful, learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

Preschool children and their parents are assisted with the transition from early childhood to elementary school programs through the presentation of a Get Acquainted Meeting, the Kindergarten Orientation Meeting and Open House. In addition, the Family Enrichment Center offers several training/workshops to help the parents with the transition.
ALL TRANSITIONS

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.   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`

🔑 G088153

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of effective collaborative planning and delivery of instruction including Differentiated Instruction

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

- Common Planning, Content Area Planning, Before and After Care Tutoring, WonderWorks Intervention, Use of Technology Programs, Reading Coach, PD Liaison, Teacher Buy-in, High Parental Involvement, Active PTA, Family Enrichment Center, Computer in the classroom, Computer on Wheels, Every classroom has projection devices, Community School Programs

Plan to Monitor Progress Toward G1. `8`

Monitor effective collaborative planning in the delivery of instruction, including Differentiation, utilizing the Florida Standards.

Person Responsible

Cynthia Hannah

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Administrative Observations, Assessment Data, Data Chats, FSA student results, iReady reports

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

🔑 G088153

G1.B1 Limited evidence of effective collaborative planning and delivery of instruction including Differentiated Instruction `2`

🔑 B234408

G1.B1.S1 Effective Collaborative Planning and Instructional Delivery including Differentiated Instruction `4`

🔑 S247171

Strategy Rationale

To implement effective planning and instructional delivery based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Action Step 1 `5`

Provide Professional Development in rigorous planning, including Differentiated Instruction, utilizing the Florida Standards.

Person Responsible

Cynthia Hannah

Schedule

On 8/30/2016

Evidence of Completion

Reading and Math Coach; PD Liaison; District offered PD

Action Step 2 `5`

Develop/implement rigorous lesson plans utilizing Differentiated Instructions during common planning time in order to facilitate rigorous instruction.

Person Responsible

Cynthia Hannah

Schedule

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

Evidence of Completion

Lesson plans, observations, walk throughs, agendas/minutes

Action Step 3 `5`

Follow up and support will be provided by coaches and model classrooms.

Person Responsible

Cynthia Hannah

Schedule

Monthly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Leadership team meeting minutes, lesson plans, coaches' notes

Action Step 4 `5`

Monitor rigorous planning in the delivery of instruction, including differentiation, utilizing the Florida Standards

Person Responsible

Cynthia Hannah

Schedule

Daily, from 9/12/2016 to 6/8/2017

Evidence of Completion

Administrative observational notes, assessment data, lesson plans, data chats

Action Step 5 `5`

Provide additional support across all content areas on effective collaborative planning utilizing Differentiated Instruction.

Person Responsible

Cynthia Hannah

Schedule

Biweekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Describe the evidence the person responsible will collect/use to demonstrate completion of the activity.

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

The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective collaborative lesson planning, data chats, common planning meetings, faculty meeting conversations and grade level meetings.

Person Responsible

Cynthia Hannah

Schedule

Daily, from 9/5/2016 to 6/8/2017

Evidence of Completion

Administrative Observations, Assessment Data, Data Chat, lesson plans

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

Student work will be reviewed to ensure that effective collaborative planning and delivery of instruction is being implemented including Differentiated Instruction strategies.

Person Responsible

Cynthia Hannah

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Administrative Observations, i-Ready Diagnostics, Data Chats, Florida Standard Assessment, Science FCAT 2.0

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 🔑 A321659	Provide Professional Development in rigorous planning, including Differentiated Instruction,...	Hannah, Cynthia	8/30/2016	Reading and Math Coach; PD Liaison; District offered PD	8/30/2016 one-time
G1.MA1 🔑 M334780	Monitor effective collaborative planning in the delivery of instruction, including Differentiation,...	Hannah, Cynthia	9/12/2016	Administrative Observations, Assessment Data, Data Chats, FSA student results, iReady reports	6/8/2017 weekly
G1.B1.S1.MA1 🔑 M334778	Student work will be reviewed to ensure that effective collaborative planning and delivery of...	Hannah, Cynthia	9/12/2016	Administrative Observations, i-Ready Diagnostics, Data Chats, Florida Standard Assessment, Science FCAT 2.0	6/8/2017 weekly
G1.B1.S1.MA1 🔑 M334779	The fidelity of implementation will be monitored by the administration using various strategies...	Hannah, Cynthia	9/5/2016	Administrative Observations, Assessment Data, Data Chat, lesson plans	6/8/2017 daily
G1.B1.S1.A2 🔑 A321660	Develop/implement rigorous lesson plans utilizing Differentiated Instructions during common...	Hannah, Cynthia	8/22/2016	Lesson plans, observations, walk throughs, agendas/minutes	6/8/2017 weekly
G1.B1.S1.A3 🔑 A321661	Follow up and support will be provided by coaches and model classrooms.	Hannah, Cynthia	9/26/2016	Leadership team meeting minutes, lesson plans, coaches' notes	6/8/2017 monthly
G1.B1.S1.A4 🔑 A321662	Monitor rigorous planning in the delivery of instruction, including differentiation, utilizing the...	Hannah, Cynthia	9/12/2016	Administrative observational notes, assessment data, lesson plans, data chats	6/8/2017 daily
G1.B1.S1.A5 🔑 A321663	Provide additional support across all content areas on effective collaborative planning utilizing...	Hannah, Cynthia	9/12/2016	Describe the evidence the person responsible will collect/use to demonstrate completion of the activity.	6/8/2017 biweekly

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 Limited evidence of effective collaborative planning and delivery of instruction including Differentiated Instruction

G1.B1.S1 Effective Collaborative Planning and Instructional Delivery including Differentiated Instruction

PD Opportunity 1

Provide Professional Development in rigorous planning, including Differentiated Instruction, utilizing the Florida Standards.

Facilitator

Reading and Math Coach and PD Liaison

Participants

All Teachers

Schedule

On 8/30/2016

PD Opportunity 2

Develop/implement rigorous lesson plans utilizing Differentiated Instructions during common planning time in order to facilitate rigorous instruction.

Facilitator

Grade level chairpersons, Reading and Math Coach

Participants

All Teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide Professional Development in rigorous planning, including Differentiated Instruction, utilizing the Florida Standards.	$0.00
2	G1.B1.S1.A2	Develop/implement rigorous lesson plans utilizing Differentiated Instructions during common planning time in order to facilitate rigorous instruction.	$0.00
3	G1.B1.S1.A3	Follow up and support will be provided by coaches and model classrooms.	$0.00
4	G1.B1.S1.A4	Monitor rigorous planning in the delivery of instruction, including differentiation, utilizing the Florida Standards	$0.00
5	G1.B1.S1.A5	Provide additional support across all content areas on effective collaborative planning utilizing Differentiated Instruction.	$0.00
		Total:	$0.00