Natural Bridge Elementary School

2016-17 Schoolwide Improvement Plan

Natural Bridge Elementary School

1650 NE 141ST ST, North Miami, FL 33181

http://nbe.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	95%

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	C	C*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Natural Bridge 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.

We, the stakeholders of Natural Bridge Elementary School commit to providing reflective instructional practices, illustrated through cross curricular opportunities and research based effective teaching strategies that empower all stakeholders. Utilizing all current and evolving media, coaching, mentoring and effective approaches, we ensure all learners will become literate, proactive and responsible members of the community.

b. Provide the school's vision statement.

The vision of Natural Bridge Elementary School community is for all stakeholders to become active participants in lifelong learning at the highest standards of rigor, utilizing proactive analytical and collaborative approaches to problem solving, while nurturing the individual needs and differences of all school community members.

2. School Environment

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

Natural Bridge Elementary has implemented a mentoring program where students are paired with staff members. These pairs meet on a regular basis to connect with each other, discuss academic progress, and develop a mentor/mentee relationship. Additionally, we have a cultural committee that is responsible for implementing activities such as, Haitian Flag Day, Hispanic Heritage Month, and African-American History Month. During these events we implement a variety of activities to increase cultural awareness.

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

Natural Bridge Elementary currently has two full time security monitors that circulate the entire campus before, during, and after the school day. Also, the front entrance of the campus is manned by an individual, with a visitor log so that all visitors are accounted for. In addition special area teachers have assigned posts throughout the school to assist with morning arrival and afternoon dismissal. There is a Safety Committee that meets periodically to ensure all safety protocols are in place. ID badges are worn by all school employees so that students can easily identify a staff member.

Furthermore, as a way of incorporating Values Matter Miami into the daily curriculum, the students are exposed to various activities centered around a given value. These values include practicing our school motto, "I am respectful, responsible, and ready to learn. It's a great day to be a Natural Bridge Bear."

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

In the beginning of the school year we hold grade level assemblies individually to discuss Code of Student Conduct and clear behavior expectations of the students. A copy is sent home for parents to

sign and return to school to acknowledge their understanding of the document. A behavior committee provides professional development to all staff member to ensure the behavior management system is consistently implemented with fidelity.

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.

Natural Bridge Elementary has a full time counselor who implements group and individual counseling sessions. In addition the counselor visits the classroom and works closely with teachers, students, parents, and the community to ensure social-emotional needs are met. We implement the district's zero tolerance policy for bullying and address any concerns promptly, via an anonymous anti-bullying box placed in strategic locations throughout the school so that students can put their concerns. Some pupil services offered at the school include Thanksgiving Food Drive, Toy Drive, and a Children's Trust clinic that's open daily.

3. Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: The Attendance Committee will monitor student attendance below 90 percent.

One or more suspensions, whether in school or out of school:Progressive Discipline will be implemented using the Code of Student Conduct.

Course failure in English Language Arts or mathematics: Progress will be monitored utilizing e-assessments, topic assessments, interim progress reports, and report cards.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics: Students scoring a Level 1 will be placed in intervention groups and monitored using i-Ready.

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	32	17	12	7	4	2	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	14	12	13	8	18	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	7	19	27	0	14	57	0	0	0	0	0	0	0	124

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	7	21	26	4	15	40	0	0	0	0	0	0	0	113

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

All students identified by the early warning system indicators have been grouped by grade level for intervention. These students are being monitored through the MTSS/RtI process using i-Ready reports, school-based testing, technology reports, STAR, growth monitoring, and classroom grades. Furthermore, special area teachers have been scheduled to provide pull-out intervention during Reading Language Arts and Math. Attendance and all behavior issues are addressed in collaboration between the counselor and parent(s).
Resources available include Code of Student Conduct, and Spot Success Recognition Program, student at-risk profile report, attendance, SCAMS, universal screening checklist, Behavior Rating Scale, Behavior Observation Checklist, Student Case Management System, Team Climate Surveys, and an attendance intervention plan.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315920.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school builds and sustains partnerships with the local community through various activities. We have a partnership with Seraphic Fire, a choral program that participates in cultural events. Data indicates that there is a direct correlation between student participation in this program and increased student achievement. We have sustained relationships with community partners such as the City of North Miami Parks and Recreation. They sit on our EESAC committee and also provide resources and support for our parents such as Open House, Back to School Night, Science with a Twist, and Saturday Science Camp.
In addition, we work collaboratively with the City of North Miami Library to ensure that our students have access to literary resources and technology to increase student achievement. Furthermore, we are supported by corporate partnerships such as Mass Mutual, Jugo Fresh, Costco and Publix. All of which provide incentives and donations.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Smith, Vernescia	Teacher, K-12
Gregoire, Josee	Assistant Principal
Asse, Beverly	Teacher, K-12
Mesa, Melissa	Principal
Vizcaino, April	Instructional Coach
Cavero-Santana, Carol	Instructional Coach
Marcus, Ellen	School Counselor
Cukierkorn, Jesse	Teacher, K-12
Perez, Maria	Teacher, ESE

b. Duties

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

Tier 1 (Leadership Team)
Principal, Frank V. MacBride Jr.
Assistant Principal, Dr. Josee Gregoire
Ensures data- based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
Primary Teacher, Vernescia Smith
Intermediate Teacher, Beverly Asse
Provide information about core instruction, collaborate with other staff members, integrates materials/ instruction with activities.
Exceptional Student Education Teacher, Maria Perez Integrates core instructional materials/activities into instruction, and collaborates with general education teachers.
Instructional Coach/Liaison, Carol Santana and April Vizcaino
Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assists with programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and implement the continuous coaching model.
PD Liaison, Jesse Cukierkorn
Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.
Guidance Counselor, Ellen Marcus
Organizes MTSS/RtI meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.

Tier 2
The following selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, or intervention:
Assistant Principal, Dr. Josee Gregoire
Instructional Coaches, Carol Santana and April Vizcaino

School Psychologist, Rose Gourdet
Guidance Counselor, Ellen Marcus
Social Worker, Rodney Desrameaux
In addition to those selected other teachers will be involved when needed to provide information or revise efforts such as part-time small group paraprofessionals, classroom teachers, and special area teachers. Stakeholders involved will present information on student progress and deficiencies.

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 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 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 i-Ready growth monitoring data for all interventions and analyze that data using the Tier 2 problem solving process.

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 support to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

1. Review growth monitoring i-Ready 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
4. School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.
5. Social Worker provides social history and family background information on students with academic/behavioral needs.

Tier 3
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Assistant Principal, Dr. Josee Gregoire
Instructional Coaches, Carol Santana and April Vizcaino
School Psychologist, Rose Gourdet
Guidance Counselor, Ellen Marcus
Social Worker, Rodney Desrameaux

The third level of support consists of prescriptive activities in areas of student deficiency. The RtI Team will meet to review data trends and make recommendations for possible evaluation.

1. Review additional data collected during Tier 3 intervention to determine student growth or regression.
2. RtI Team will make recommendations for possible evaluation.

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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS 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 growth monitoring measures (once a 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 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 leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to future grades performance and student engagement.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, 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, encourage 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 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. 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 Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
The school 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.

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:
• after school 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)
• cultural 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)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) School counselor will provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention

services for students through curriculum implemented by classroom teachers, elementary counselors.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors are components of this program.

Nutrition Programs
• The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute, is taught through physical education.
• 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 Food and Nutrition Policy.

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.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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.

Additional school wide programs:

• Youth Crime Watch-partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence. Students are rewarded through the Do The Right Thing recognition program.

District Policy Against Bullying and Harassment

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.
• An anonymous Bully Box is provided for students, as well as individual and group counseling. In addition, Core Values are included in the daily morning announcements.

Safer, Smarter Kids
• Safer, Smarter Kids is a school-based sexual abuse prevention curriculum for Kindergartners that introduces key concepts of prevention and safety through lessons that incorporate information and skills-based learning, parental involvement and home-based lesson reinforcement. The curriculum is taught via webcast by trained teachers, school social workers and school counselors.

Moving On:
Transition Strategies for 5th Grade Students is a transition manual including four (4) lesson plans and Student Personal Reflection Guide. Lessons include: Requirements for Middle School; Organizational Skills; Confronting/Resolving Fears and Insecurities; and Interpersonal and Communication Skills for dealing with new people and new experiences. All lessons incorporate literacy skills, home learning/ parent components and accommodations for diverse learners and are aligned with the Standard-Based Student Development Program. The curriculum will be implemented by the guidance counselor.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Frank MacBride	Principal
Vernescia Smith	Education Support Employee
Lynda Bandy	Teacher
Marie Fiefie	Teacher
Mayeva Smith	Teacher
Carol Cavero-Santana	Teacher
Carol Williams	Education Support Employee
Kaleena Tramell	Parent
Bernie Richmond	Parent
Chante Ferguson	Parent
Khalid Salahiddin	Business/Community
Jasmine Naylor	Parent
Christopher Criscuolo	Education Support Employee
Ralph Higgins	Parent
Dr. Josee Gregoire	Principal
Carrie Leonard	Parent
Debra McEathron	Teacher
Senica Moss	Teacher
Janet Berger	Teacher
Antoinette Malcolmn	Parent
Devonne Malcomn	Student
Joanna St. Fleur	Student
Mirela Karlovecec	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC committee evaluated last year's school improvement plan and reviewed successes and areas of improvement. Actual and target performance goals were compared to determine how closely they matched each other. SAC reviewed goals and strategies to determine the effectiveness on student performance.

b. Development of this school improvement plan

SAC members will review school improvement plan and all stakeholders will provide feedback for adjustments to be made based on data analysis and students' needs. All SIP reviews and decisions will be documented in SAC minutes. SAC members also provide final approval of SIP.

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

The SAC committee reviews the school's annual budget and provides input on the allocation of funds. SAC members also take into consideration data results, student performance, personnel needs and academic resources to estimate the most effective use of the budget.

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

School improvement funds were utilized to purchase motivational rewards and incentives for improving achievement awards ($750.00). SAC members will review request for funds and then schedule a meeting to discuss and vote for approval of expenditures.

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
Mesa, Melissa	Principal
Gregoire, Josee	Assistant Principal
Cavero-Santana, Carol	Instructional Coach
Bandy, Lynda	Teacher, K-12
Kopelakis, Tom	Instructional Media
Charles, Anastasia	Teacher, K-12
Marcus, Ellen	School Counselor
Smith, Vernescia	Teacher, K-12

b. Duties

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

Students are assessed using the end of year state assessmment and i-Ready Assessment Window 1 in order to identify intervention groups. Students are then monitored through school assessments and i-Ready growth monitoring. Using the i-Ready data, the LLT will identify the benchmarks in need of improvement according to the disaggregated data and develop intervention/strategies to address the deficiencies identified. The LLT will also assist in developing cross-curricular activities that promote literacy (i.e. Literacy in Science), promote the use of computer based literacy software, as well as monitor the intervention process. The LLT will provide professional development to staff on monitoring and implementing differentiated reading strategies as well as conduct daily curriculum walkthroughs.

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.

Each grade level has common planning built into their schedule so that they can collaborate in the planning and instruction of the curriculum. Instructional coaches provide support, professional development and modeling to facilitate the implementation of the curriculum appropriately and that it is aligned with district and state standards.

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

National Board Certified teachers will provide National Board Certification support to interested faculty. Professional Development will also be provided by District Personnel and Instructional Coaches for Reading and Math Florida Standards. In addition, Grade Level Chairpersons and Leadership Team will conduct collaborative planning and lesson studies to be utilized among teachers in order to implement best practices. Furthermore, Instructional Coaches and Administration will implement classroom walk-throughs to assist with rigor in the classroom and provide feedback. Finally, Administration will attend Career Fair and post positions on employee portal.

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

Mrs. Shekeita Williams is MINT trained; is an experienced teacher who readily provides coaching and mentoring opportunities to the beginning teacher.

The beginning teacher will also be monitored by the instructional coaches. Collaborative meetings with mentor and leadership team will be held, as well as professional development with the instructional coaches.

Teachers with previous teaching experience and teachers in year two and three are eligible to receive a buddy teacher (i.e. grade-level chair, reading coach, mathematics coach or National Board Certified Teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its core instructional program and materials are aligned to Florida Standards by utilizing district provided research based text. Teachers are trained on the proper use and availability of resources across all content areas. Instructional coaches provide ongoing support to ensure the core instructional program is implemented with fidelity. Walk-throughs are utilized to provide corrective feedback and to monitor alignment with the district pacing guides.

b. Instructional Strategies

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

Topic assessments, state assessments, i-Ready, weekly/unit assessments, and growth monitoring data reports are used throughout the year to guide instruction. Individual student performance is used to formulate differentiated instructional groups. Differentiated groups will consist of activities for

students at the approaching, on level , and beyond. Students in the lowest 25% will receive small group intervention as well as go through the RtI process to monitor progress. Moreover, the high achieving students will receive enrichment. The Leadership Team will monitor the implementation of differentiated instruction.

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: Before School Program

Minutes added to school year: 2,400

The before school fifth grade tutoring program offers assistance in reading and mathematics for students who are not making adequate progress on a variety of assessment measures, including the previous year's state assessments, topic assessments, and e-assessments.

The computer lab is available for students to access educational websites and tutorial software in core subject areas.

Strategy Rationale

Providing additional instruction in core academic subjects will reinforce and enrich skills taught throughout the school day.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mesa, Melissa, pr3661@dadeschools.net

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

Students involved in extended learning programs will be monitored by classroom teachers and the Leadership Team through weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

i-Ready data will also be utilized to progress monitor students attending before school tutorial sessions. Data will also be gathered from i-Ready growth monitoring reports by the instructional coaches and classroom teachers to indicate growth in Reading and Math by all grade levels throughout the school year.

Strategy: Weekend Program

Minutes added to school year: 1,800

The school offers a Saturday Academy for the lowest 25% students in third and fourth grade to prepare for the Reading and Math FSA test components.
A Science Academy is also provided for the top 45% of the fifth grade students based on the Baseline Assessment.

Strategy Rationale

Instruction in core academic subjects and enrichment activities contribute to student high proficiency performance.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mesa, Melissa, pr3661@dadeschools.net

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

Students involved in Saturday Academy will be monitored by classroom teachers and the Leadership Team through weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

Strategy: After School Program

Minutes added to school year: 2,760

The after school tutoring program offers assistance in reading and mathematics for students who are not making adequate progress on a variety of assessment measures, including the state test. ELL students are also provided with additional basic language skills.

Strategy Rationale

Providing additional instruction in core academic subjects will reinforce and enrich skills taught throughout the school day. ELL students will also have the opportunity to improve speaking, listening, and writing skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gregoire, Josee, jgregoire@dadeschools.net

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

Students involved in extended learning programs will be monitored by classroom teachers and the Leadership Team through weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

i-Ready data will also be utilized to progress monitor students attending tutorial sessions. Data will be gathered from i-Ready growth monitoring reports by the Reading Coach and classroom teachers to indicate growth in reading by all grade levels throughout the year.

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.

Strategies used for assisting students with the transition from preschool into kindergarten include the administration of the statewide kindergarten screening tool (FLKRS) to determine the readiness of each child coming into kindergarten. In addition, parental involvement is encouraged through participation in EESAC meetings (last Tuesday of every month), PTA meetings (3rd Thursday of each monthly), Parent Academy (last Wednesday of every month) and night school wide events such as report card night (held after first nine week grading period) and Science With A Twist (February 2017). Kindergarten registration began February 1, 2016 and Open House was held on September 14, 2016. Students and parents are invited to an orientation in May given by the teachers in the Early Childhood Department. Parents are notified through announcements in flyers, the Connect Ed Program as well as announcements on our school's marquee. The Leadership Team will be contacting the local preschools in the community in order to invite them to view the curriculum as well as all the Educational Services being provided.

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas then student achievement will improve. `1a`

🔑 G088241

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - ED	

Targeted Barriers to Achieving the Goal `3`

- Disaggregating data effectively to drive instruction.

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

- Qualified Teachers, District Pacing Guides, Math/Science Coach, Promethean Boards, Technology Programs, Computer Lab, Hands On Manipulatives, Go Math! Series, Discovery Education, Learnzillion, Reading Curriculum Support Specialist, Grade Level Chairs, McGraw-Hill Wonders Text, WonderWorks Intervention Kits/Materials, Reading Coach, McGraw-Hill Online Resources Writer's Workspace, Science Kits, National Board Certified Teachers, Thinking Map Trainers, Response to Literature Trainers, Before/After School Tutoring, Core Academic Materials, Collaborative Planning Time, Scholastic News, Grade Level Chairs, Hands On Science Materials, Gizmos, i-Ready, LAFS, Accelerated Reader, FSA Task Cards, MAFS, Scott Foresman Text, MDCPS Website resources,Think Central, Reflex Math, MyOn, Just Read, laptop carts.

Plan to Monitor Progress Toward G1. `8`

The Leadership Team will analyze data from i-Ready assessments to monitor for effectiveness and student progress.

Person Responsible
Carol Cavero-Santana

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

Evidence of Completion
Data reports from i-Ready will be used to monitor student progress.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. 1

🔍 G088241

G1.B1 Disaggregating data effectively to drive instruction. 2

🔍 B234632

G1.B1.S1 Provide professional development on how to retrieve various data reports such as i-Ready growth monitoring and diagnostic, McGraw-Hill e-assessment, G2D, and additional digital resource reports and incorporate rigorous planning in response to data. 4

🔍 S247354

Strategy Rationale

If all stakeholders respond to data effectively, then rigorous instructional learning and student achievement will increase.

Action Step 1 5

Provide professional development on how to retrieve data.

Person Responsible

Carol Cavero-Santana

Schedule

Triannually, from 8/19/2016 to 5/26/2017

Evidence of Completion

Differentiated Instruction, intervention, and i-Ready growth monitoring groups.

Action Step 2 5

Effective use of data reports to group students for differentiated instruction, intervention, and growth monitoring.

Person Responsible

Carol Cavero-Santana

Schedule

Weekly, from 8/19/2016 to 5/26/2017

Evidence of Completion

i-Ready growth monitoring reports and DI groups

Action Step 3 `5`

Teachers will incorporate rigorous planning in response to data.

Person Responsible

Josee Gregoire

Schedule

Weekly, from 8/19/2016 to 5/26/2017

Evidence of Completion

Lesson Plans and Observational Walk-through Logs

Action Step 4 `5`

Create skill specific activities according to data for DI groups.

Person Responsible

Carol Cavero-Santana

Schedule

Weekly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Classroom evidence of DI work

Action Step 5 `5`

Provide tutoring services to increase student achievement in all content areas.

Person Responsible

Melissa Mesa

Schedule

Weekly, from 11/7/2016 to 4/3/2017

Evidence of Completion

Student/teacher sign-in sheets

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

Participate in professional development with teachers and observe active participation of retrieving data and rigorous planning. Conduct classroom walk-throughs to monitor the consistent use of data driven instruction and appropriate DI activities.

Person Responsible

Melissa Mesa

Schedule

Weekly, from 8/30/2016 to 5/26/2017

Evidence of Completion

Data binders, lesson plans, DI groups and observational walk-through logs

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

Conduct debriefing sessions regarding observation of classrooms. Conduct instructional teacher/ coach conferences and provide feedback.

Person Responsible

Josee Gregoire

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Evidence of data driven DI groups and activities

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.A5 A322150	Provide tutoring services to increase student achievement in all content areas.	Mesa, Melissa	11/7/2016	Student/teacher sign-in sheets	4/3/2017 weekly
G1.B1.S1.MA1 M335236	Conduct debriefing sessions regarding observation of classrooms. Conduct instructional...	Gregoire, Josee	9/12/2016	Evidence of data driven DI groups and activities	5/26/2017 weekly
G1.B1.S1.MA1 M335237	Participate in professional development with teachers and observe active participation of...	Mesa, Melissa	8/30/2016	Data binders, lesson plans, DI groups and observational walk-through logs	5/26/2017 weekly
G1.B1.S1.A1 A322146	Provide professional development on how to retrieve data.	Cavero-Santana, Carol	8/19/2016	Differentiated Instruction, intervention, and i-Ready growth monitoring groups.	5/26/2017 triannually
G1.B1.S1.A2 A322147	Effective use of data reports to group students for differentiated instruction, intervention, and...	Cavero-Santana, Carol	8/19/2016	i-Ready growth monitoring reports and DI groups	5/26/2017 weekly
G1.B1.S1.A3 A322148	Teachers will incorporate rigorous planning in response to data.	Gregoire, Josee	8/19/2016	Lesson Plans and Observational Walk-through Logs	5/26/2017 weekly
G1.B1.S1.A4 A322149	Create skill specific activities according to data for DI groups.	Cavero-Santana, Carol	10/17/2016	Classroom evidence of DI work	5/26/2017 weekly
G1.MA1 M335238	The Leadership Team will analyze data from i-Ready assessments to monitor for effectiveness and...	Cavero-Santana, Carol	10/5/2016	Data reports from i-Ready will be used to monitor student progress.	5/30/2017 monthly

V. Professional Development Opportunities

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

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

> **G1.B1** Disaggregating data effectively to drive instruction.

>> **G1.B1.S1** Provide professional development on how to retrieve various data reports such as i-Ready growth monitoring and diagnostic, McGraw-Hill e-assessment, G2D, and additional digital resource reports and incorporate rigorous planning in response to data.

PD Opportunity 1

Provide professional development on how to retrieve data.

Facilitator

Curriculum Support Specialists and instructional coaches

Participants

K-5 Classroom Teachers

Schedule

Triannually, from 8/19/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	**Provide professional development on how to retrieve data.**					**$0.00**
2	G1.B1.S1.A2	**Effective use of data reports to group students for differentiated instruction, intervention, and growth monitoring.**					**$0.00**
3	G1.B1.S1.A3	**Teachers will incorporate rigorous planning in response to data.**					**$0.00**
4	G1.B1.S1.A4	**Create skill specific activities according to data for DI groups.**					**$0.00**
5	G1.B1.S1.A5	**Provide tutoring services to increase student achievement in all content areas.**					**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	5100	120-Classroom Teachers	3661 - Natural Bridge Elementary Schl	Title I, Part A	0.0	$15,000.00	
					Total:	**$15,000.00**	