

Miami-Dade County Public Schools

# David Fairchild Elementary School



2017-18 Schoolwide Improvement Plan

## David Fairchild Elementary School

5757 SW 45TH ST, Miami, FL 33155

<http://davidfairchild.dadeschools.net/>

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2016-17 Title I School</b> | <b>2016-17 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>PK-5                               | No                            | 40%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 79%   |

### School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | A       | B       | A*      | A       |

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for David Fairchild Elementary School

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | - N/A                             |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The David Fairchild Elementary staff, parents and community will nurture each child's academic, social, physical and emotional growth in a safe environment that supports the development of lifelong learners and citizens who are prepared to be productive in a multicultural, technological enhanced world.

##### b. Provide the school's vision statement.

Every child will learn and become an active contributing member of the school and society.

#### 2. School Environment

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

The David Fairchild Elementary faculty and staff take an active role in meeting with parents at different events throughout the school year. The faculty and staff meet parents during our yearly Spaghetti Dinner and Open House, Halloween Family Fun Night, Honor Roll Ceremony, Volunteer/ Homeroom Parent Meetings, Sharing Under the Star, Pow Wow, Science Fair Parent Night, Field Day, Winter and Spring Music Shows, Family Fun Day as well as many other classroom activities through-out the school year. During these various meetings the faculty and staff members collaborate with parents on many activities that help build relationships between the parents, students and faculty.

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

The David Fairchild Elementary school creates an environment where students feel safe and respected before, during and after school by always having an open-door policy between the students, parents and the administration and faculty. Students are provided with before school care by teachers and registered parent volunteers. Students are provided with a safe environment during the school day by the faculty as well as the trained security staff. Students are also provided after school care by our on-site YMCA leaders. Every minute of the day students are taught to respect each other and themselves by the faculty and staff by being positive role models.

##### 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.

David Fairchild Elementary provides students in 2nd through 5th grade an orientation held in the cafeteria to review the Code of Student Conduct and the expected model behavior. The students are also presented with what type of behaviors are not acceptable (which includes a power point on bullying and what the correspondence are when displaying inappropriate behaviors). The school also promotes character education through student of the month which is aligned to the Values Matter initiative. Each month is designated to a value and teachers recommend a student who has demonstrated that value. The student is then presented with a certificate and recognized on the morning announcements.

The counselor provides classroom guidance, small group and/or individual counseling on various topics to the students. The counselor provides classroom guidance to kindergarten and 1st grade classes using the Safer, Smarter Kids curriculum.

If a student exhibits a Level 1 or 2 behavior in the Code of Student Conduct, their parents are called to inform them of the incident and a conference is set up with the teacher, counselor and administrator. The student will receive individual counseling sessions depending on the offense committed.

If disciplinary action is required, the student could serve detention with an administrator, be excluded from a school event, and/or eat lunch in the main office. In addition, if the misbehavior continues then the student will have to be placed on a Behavior Intervention Plan (BIP).

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

The David Fairchild Elementary school ensures that the social-emotional needs of all students are being met by having weekly counseling group classes. New students, shy or special needs students are paired with classroom student leaders (mentors) or a one to one paraprofessional.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our total attendance below 90 percent is 0 students.  
Students with one or more suspension is 0 students.  
ELA or Math course failure is 8 students.  
Level 1 on a state assessment is 36 students.  
Two or more indicators is 26 students.

**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     | 0  |
| One or more suspensions         | 0           | 0 | 0 | 0  | 0 | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 0  |
| Course failure in ELA or Math   | 0           | 3 | 2 | 1  | 1 | 1  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 8  |
| Level 1 on statewide assessment | 0           | 2 | 7 | 10 | 6 | 11 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 36 |

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

| Indicator                                  | Grade Level |   |   |   |   |   |   |   |   |   |    |    | Total |    |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Students exhibiting two or more indicators | 0           | 3 | 4 | 4 | 6 | 9 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 26 |

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

RTI, RFA, Counseling, Reading Lab, Computer Lab, After School Tutoring and manipulatives.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

David Fairchild Elementary has numerous events during the day and in the evenings throughout the school year to have the staff collaborate with parents in building positive relationships between the families and staff. Parents are informed through Connect-ed, emails, text, newsletters and school website about upcoming school events.

When it comes to informing parents of their child's progress, parents are provided information on how to monitor their child grades and attendance through the Miami-Dade County Public School Portal. They also receive Interim Progress Reports, Report Cards, Failure Notices and letters requesting parent conferences to discuss the child's academic progress if he/she is at risk of failing.

**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.**

David Fairchild Elementary builds and sustains partnerships with the local community (for example Power Pizza provides rewards for Honor Roll students). First National Bank of South Miami trains our fifth grade students that work as tellers in the Twiglet Bank. The school also extends invitations to stakeholders to join our school's PTA as well as our EESAC committee. We also ask for volunteers to support our many school wide projects. We recruit partners right out of our own parents and community businesses.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

| Name            | Title               |
|-----------------|---------------------|
| Amengual, Lucy  | Principal           |
| Curbelo, Nancy  | Teacher, K-12       |
| Recio, Veronica | 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 Leadership Team is composed of the Principal, Ms. Lucy Amengual and Assistant Principal, Ms. Recio that share roles and responsibilities of serving as the LEA and monitoring ongoing data. Ms. Nancy Pena is a classroom teacher who also serves as the Reading Liaison. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.

**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 Principal provides common vision and mission for the use of data-based decision making and ensures the school-based team is implementing MTSS/Rtl standardized processes.

The Assistant Principal coordinates implementation of the team's decisions and monitors fidelity of programs and curriculum. The AP monitors and aligns the MTSS/Rtl processes with the day-to-day school site operations. The Reading Liaison, Science Liaison and Mathematics Liaison will meet with each grade level to share the information from iCads. As well as provide monthly professional development during faculty meetings.

The Counselor provides quality services and expertise on issues ranging from behavior modification, coping skills, and peer mediation, to referrals for parents needing social services agencies.

The Grade Level Chairpersons assure the quality of curriculum offered, mentor and coach teachers at Grade Level using best practices, and assist in adjusting and aligning curriculum for remediation/enrichment based on MTSS/Rtl decisions. They set the agendas and facilitate the grade level weekly meetings.

The School Psychologist participates in collection, interpretation, and analysis of data, evaluates students as needed, provides professional development and technical assistance for problem-solving activities.

The Assistant Principal designs, develops, and implements the assessment schedule; delivers professional development and instructional modeling as needed.

The team implements ongoing evaluation for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by iReady and progress monitoring data. Tier 2 students are placed in Wonderworks for 30 minutes per day and i-Ready with ongoing computer assessment. Tier 3 students are placed in an additional 60 minutes of Core Curriculum Differentiated Instruction, Wonderworks Intervention, and i-Ready. During this process the MTSS/Rtl Team selects the individual responsible for communicating decisions to other school teams and/or stakeholders.

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

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 and elementary counselors.

- Training and technical assistance for elementary, middle, and senior high school teachers, administrators and counselors is also a component of this 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 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District's 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.

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.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name              | Stakeholder Group          |
|-------------------|----------------------------|
| Nancy Peña        | Teacher                    |
| Lucy Amengual     | Principal                  |
| Christine Samuels | Teacher                    |
| Sharylynn Shaw    | Education Support Employee |
| Lavonne Wilson    | Business/Community         |
| Jennifer Cohen    | Teacher                    |
| Aixa Garces       | Education Support Employee |
| Tayde Perez       | Teacher                    |
| Rene Teboe        | Teacher                    |
| Nancy Jimenez     | Teacher                    |
| Julie Casanova    | Teacher                    |
| Annette Alonso    | Parent                     |
| Jenise Burris     | Parent                     |
| Mara Herrera      | Parent                     |
| Colleen Hoey      | Parent                     |
| Brett Halsey      | Parent                     |
| Camile Gerrish    | Parent                     |
| Armando Sotolongo | Business/Community         |
| Remy Dou          | Parent                     |
| Maria Cruz        | Parent                     |
| Janice de Armas   | Business/Community         |
| Cristina Chao     | Parent                     |

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

The EESAC members convene at the beginning of the school year and discuss the School Improvement Plan (SIP). They also discuss the EESAC's budget for the year and how the money will be utilized through out the year. The principal, Ms. Amengual, explains every section of the SIP and answers any questions the EESAC members may have. The SIP is put to the vote and if a unanimous vote is reached, the SIP is approved for the school year.

#### b. Development of this school improvement plan

Feedback was obtained from all EESAC members for SIP input. Brain storming and SWOT Analysis was conducted with all members.

The Florida Continuous Improvement Model was used to problem solve and to manage processes. The EESAC is given a draft of the SIP and all members give feedback for errors, changes, and revisions.

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

The annual budget is discussed with the EESAC members and many suggestions on how to utilize the money are offered. This school year supplementary materials for the classrooms will be purchased.

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

The school received approximately \$2910.92 for school improvement. The school improvement funds will be utilized to purchase supplementary materials for classrooms.

**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               |
|-----------------|---------------------|
| Amengual, Lucy  | Principal           |
| Curbelo, Nancy  | Teacher, K-12       |
| Recio, Veronica | Assistant Principal |

**b. Duties**

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

The major initiatives for the Literacy Leadership Team will be to use instructional data to drive the work of the teachers ensuring individual student needs are being met. The Team will support instructional staff in gaining expertise with the Core Curriculum. The LLT will utilize the Florida Continuous Improvement Model (FCIM) for process improvement and all decisions will be data driven. Appropriate research-based Core Curriculum instructional materials and strategies are used to address differentiated instruction, ongoing progress monitoring, and analysis of student data. Additionally, the LLT will implement with fidelity, maintain, and monitor for fidelity the school's comprehensive Core Curriculum reading programs, intervention reading programs, and scientifically-based reading research in reading instruction in alignment with the District pacing guides.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

David Fairchild Elementary's strategies to encourage positive working relationships between teachers is to create daily common planning times for teachers to collaborate together. As well as to have a variety of committees that teachers voluntarily sign up to help organize events held school-wide throughout the school year.

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

Use of an Interview Committee/Team.

Professional Recommendations.

Open door, transparent management model.

Networking with local businesses, the community, parents, and social media.

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

The Beginning Teachers will be mentored by our Reading Liaison. The teacher has strong interpersonal skills; has outstanding knowledge of content, materials, and methods. Mentor will meet with mentee once a week and observe mentee classroom instruction once per quarter. Mentee will be given feedback on current performance. Mentor is always available to mentee by phone and text message to supply excellent internal customer service.

## **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.**

David Fairchild Elementary ensures that its core instructional programs and materials are aligned to Florida Standards by hiring highly qualified teachers. The school encourages teachers to go above and beyond their grade level expertise by taking professional development courses in a different grade level than their own to enhance instruction, in technology based instruction as well as creative and critical thinking activities through-out the curriculum.

#### **b. Instructional Strategies**

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

The school uses data to provide and differentiate instruction to meet diverse needs by using the i-Ready data to create Differentiated Instruction (DI) groups. Teachers have been trained to use the i-Ready data to group students with weaknesses in Fluency, Reading Comprehension, Word Analysis, Phonemic Awareness, Phonics and Vocabulary. Students with high scores in the i-Ready are also grouped in DI groups but for enrichment purposes not remediation. The school also uses the STAR in the same process. The school also has a Reading Lab led by trained paraprofessionals that use Wonder Works Intervention strategies for remediation in grades K-5th.

##### **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: 2,880**

ELL students Level 1-4 will attend after school tutoring in the subject areas of Mathematics, ELA and/or Science. Tutoring will take place twice a week for one hour after school.

**Strategy Rationale**

Students participating in this program will close their achievement gaps.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Recio, Veronica, reciobuonocore@dadeschools.net

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

i-Ready Reading and Mathematics scores.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The school has two preschool programs (VPK and PreK LEAP Program). The school has kindergarten registration during the spring and summer for all students living in the school's boundaries. The school sends flyers to all the near by preschools in the community informing when the VPK registration begins, and the lottery will be held. Once the students are selected through the lottery system, a list is created from the rest of the Pre-K students not selected in the lottery. The Pre-K LEAP program are screened to be role models in the program. If a student qualifies the parent will be informed and provided a slot in the program.

**b. College and Career Readiness**

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

N/A

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

N/A

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

N/A

**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.**

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** 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**

G096703

**Targets Supported 1b**

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 70.0          |
| FSA ELA Achievement          | 80.0          |
| FSA Mathematics Achievement  | 82.0          |

**Targeted Barriers to Achieving the Goal 3**

- Data chats will be consistently conducted between the administration and teachers to discuss the progress of the students and target differentiated instruction.

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

- ELA: iReady, STAR, Accelerated Reader, Task cards, Wonderworks Intervention
- Math : iReady, Think Central, Reflex Math, Gizmos, Task cards, Manipulatives
- Science: Discovery Learning, NBC Learn, Gizmos, Lab Kits
- Social Science: FSS Weekly, National Geographic
- Technology: Mobile Laptop carts, computer lab, classroom desktops, Promethean Boards

**Plan to Monitor Progress Toward G1. 8**

iReady Diagnostics, Mid-Year Assessments

**Person Responsible**

Veronica Recio

**Schedule**

Triannually, from 9/30/2017 to 5/26/2018

**Evidence of Completion**

Data chats and data disaggregation

## 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

G096703

**G1.B1** Data chats will be consistently conducted between the administration and teachers to discuss the progress of the students and target differentiated instruction. 2

B260107

**G1.B1.S1** Provide teachers with professional development on best practices in providing data-targeted differentiated instruction with fidelity on a regular basis. 4

S275558

### Strategy Rationale

Teachers will create their small groups based on Data Chat information. They will use their student data to monitor their student progress in order to make instructional decisions regarding small groups and differentiated instruction. Teachers will implement inclusionary practices to reach the needs of all students. This will help create a positive and inclusive school culture and help increase student achievement and learning gains.

### Action Step 1 5

Use academic leaders (Reading, Math, Science, SS) to provide job-embedded professional development through common planning time and teacher modeling.

#### Person Responsible

Veronica Recio

#### Schedule

Monthly, from 9/21/2017 to 5/4/2018

#### Evidence of Completion

Professional Development agendas. Use of strategies in the classroom. i-Ready Data.

### Action Step 2 5

A common planning time will be created to conduct collaborative planning meetings which will be attended by a leadership team member.

#### Person Responsible

Lucy Amengual

#### Schedule

Weekly, from 9/21/2017 to 5/4/2018

#### Evidence of Completion

Grade Level Meetings Minutes, Evidence of common planning

### Action Step 3 5

Professional development targeting best practices in differentiated instruction will be provided for ELA and Math teachers.

#### **Person Responsible**

Veronica Recio

#### **Schedule**

On 10/27/2017

#### **Evidence of Completion**

Professional Development agendas. Use of strategies in the classroom. i-Ready Data.

### Action Step 4 5

Administration will conduct classroom walk throughs during the time that differentiated instruction is scheduled to take place in order to provide feedback and have constructive conversations.

#### **Person Responsible**

Lucy Amengual

#### **Schedule**

Daily, from 9/21/2017 to 5/25/2018

#### **Evidence of Completion**

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

As professional development is provided on the use of data to plan for differentiated instruction, teachers will begin planning for and implementing specific and targeted differentiated instruction in their classrooms; classroom walkthroughs, data chats and lesson plans will help monitor the fidelity of instruction.

#### **Person Responsible**

Veronica Recio

#### **Schedule**

Monthly, from 9/21/2017 to 5/4/2018

#### **Evidence of Completion**

Professional Development Agendas, Use of strategies in classrooms, i-Ready data, Classroom visitation logs

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

As professional development is provided on the use of data to plan for differentiated instruction, teachers will begin planning for and implementing specific and targeted differentiated instruction in their classrooms; classroom walkthroughs, data chats and lesson plans will help monitor the fidelity of instruction.

**Person Responsible**

Lucy Amengual

**Schedule**

Monthly, from 9/21/2017 to 5/4/2018

**Evidence of Completion**

Professional Development Agendas, Use of strategies in classrooms, i-Reay data, Classroom Visitation Logs

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity   | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date    |
|-------------------------|--|-----------------|-------------------------------|--|-----------------------|
| <b>2018</b>             |  |                 |                               |  |                       |
| G1.B1.S1.A3<br>A370089  | Professional development targeting best practices in differentiated instruction will be provided...    | Recio, Veronica | 10/27/2017                    | Professional Development agendas. Use of strategies in the classroom. i-Ready Data.                        | 10/27/2017 one-time   |
| G1.B1.S1.MA1<br>M398489 | As professional development is provided on the use of data to plan for differentiated instruction,...  | Amengual, Lucy  | 9/21/2017                     | Professional Development Agendas, Use of strategies in classrooms, i-Ready data, Classroom Visitation Logs | 5/4/2018 monthly      |
| G1.B1.S1.MA1<br>M398490 | As professional development is provided on the use of data to plan for differentiated instruction,...  | Recio, Veronica | 9/21/2017                     | Professional Development Agendas, Use of strategies in classrooms, i-Ready data, Classroom visitation logs | 5/4/2018 monthly      |
| G1.B1.S1.A1<br>A370087  | Use academic leaders (Reading, Math, Science, SS) to provide job-embedded professional development...  | Recio, Veronica | 9/21/2017                     | Professional Development agendas. Use of strategies in the classroom. i-Ready Data.                        | 5/4/2018 monthly      |
| G1.B1.S1.A2<br>A370088  | A common planning time will be created to conduct collaborative planning meetings which will be...     | Amengual, Lucy  | 9/21/2017                     | Grade Level Meetings Minutes, Evidence of common planning  | 5/4/2018 weekly       |
| G1.B1.S1.A4<br>A370090  | Administration will conduct classroom walk throughs during the time that differentiated instruction... | Amengual, Lucy  | 9/21/2017                     |  | 5/25/2018 daily       |
| G1.MA1<br>M398491       | iReady Diagnostics, Mid-Year Assessments   | Recio, Veronica | 9/30/2017                     | Data chats and data disaggregation   | 5/26/2018 triannually |

## 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** Data chats will be consistently conducted between the administration and teachers to discuss the progress of the students and target differentiated instruction.

**G1.B1.S1** Provide teachers with professional development on best practices in providing data-targeted differentiated instruction with fidelity on a regular basis.

### PD Opportunity 1

Use academic leaders (Reading, Math, Science, SS) to provide job-embedded professional development through common planning time and teacher modeling.

#### Facilitator

Haydee Siru, PD Liason

#### Participants

Instructional Staff

#### Schedule

Monthly, from 9/21/2017 to 5/4/2018

### PD Opportunity 2

Professional development targeting best practices in differentiated instruction will be provided for ELA and Math teachers.

#### Facilitator

Haydee Siru, PD Liaison

#### Participants

Instructional Staff

#### Schedule

On 10/27/2017

## 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 | Use academic leaders (Reading, Math, Science, SS) to provide job-embedded professional development through common planning time and teacher modeling.  | \$0.00        |
| 2             | G1.B1.S1.A2 | A common planning time will be created to conduct collaborative planning meetings which will be attended by a leadership team member.  | \$0.00        |
| 3             | G1.B1.S1.A3 | Professional development targeting best practices in differentiated instruction will be provided for ELA and Math teachers.  | \$0.00        |
| 4             | G1.B1.S1.A4 | Administration will conduct classroom walk throughs during the time that differentiated instruction is scheduled to take place in order to provide feedback and have constructive conversations. | \$0.00        |
| <b>Total:</b> |             |  | <b>\$0.00</b> |