North Hialeah Elementary School

2017-18 Schoolwide Improvement Plan

North Hialeah Elementary School

4251 E 5TH AVE, Hialeah, FL 33013

http://nhes.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	94%

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	2016-17	2015-16	2014-15	2013-14
Grade	C	B	B*	D

*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.

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 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 North Hialeah Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To maximize the potential of each child by fostering and creating life-long learners in a challenging and balanced 21st century environment.

b. Provide the school's vision statement.

The North Hialeah Elementary faculty and staff will motivate students to maximize their academic potential and foster their social and moral growth as they prepare to become literate, productive members of society.

2. School Environment

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

At North Hialeah Elementary we believe that learning about our student's culture and building positive teacher/student relationships is vital in creating a welcoming learning environment. The school uses appropriate school-wide data and survey results to better guide us in developing a plan of action that will help meet the needs of all students. Through various school-wide activities such as Hispanic Heritage parade and Black History Month morning announcements, we provide the opportunity for our students to become educated and express their diverse cultures. Teachers build positive relationships with all students by demonstrating respect for their students' individual differences, cultures, backgrounds , and learning styles. Great emphasis is placed on acceptance and respectfulness of each others cultures through our Values Matter Miami program which provides students with daily activities on core values, daily announcements, and classroom visits by the school counselor and administration.

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

Students are closely monitored before, during, and after school by all of our staff. Upon arrival students are directed into the cafeteria where they are supervised by teachers and cafeteria monitors until they are picked up by their homeroom teachers. At dismissal students are directed to three areas: parent pick-up, bus dismissal and YMCA where they are supervised by teachers. We also have a Safety Patrol program that is in place to involve our students in helping create a safe and respectful environment.

Students participate in the Values Matter Miami program and are introduced to monthly core values. Activities, daily morning announcements, and classroom visits are completed based on the monthly core value.

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.

Our school wide behavioral system is used before/after school, throughout the school day, and during extra-curricular activities. All staff members were trained and provided with school-wide behavioral

expectations, documentation, and all school wide incentive plans. Instructional staff reviewed the school wide behavioral plan as well as the Code of Student Conduct with students and parents during Open House night in order to set behavioral expectations for all of our students. Student of the month, Spot Success and Do the Right Thing rewards are in place to highlight students who exhibit and practice the core value of the month.

North Hialeah Elementary
SCHOOL RULES AND CONSEQUENCES

SCHOOL RULES

1. Be in your seat and ready to learn when the bell rings.
2. Remain in your assigned seat unless authorized to do otherwise.
3. Do not use profane, abusive, or derogatory language.
4. Follow directions the first time they are given.
5. Keep your body parts and belongings to yourself.
6. Show respect and common decency at all times.
7. Remain silent while any instructional activity is taking place.
8. Do not chew gum on school property.
9. Follow the school uniform policy and dress codes.
10. Follow the rules of a straight line:

Date of Incident Consequences

_____ 1. Warning

_____ 2. Notice of Misconduct

_____ 3. Phone Call

_____ 4. Conference

_____ 5. Referral to Counselor

_____ 6. Referral to Administrator/SCAM

Be aware that as rules are broken and consequences are given the conduct grade is lowered.

_____ _____
STUDENT SIGNATURE PARENT SIGNATURE

HOMEROOM TEACHER:_____

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 school counselor ensures that the social-emotional needs of all students are met through counseling and active monitoring of academic and behavioral progress. Our goal and focus at the school is on the whole child and the social-emotional needs of all students are always a priority. The staff at North Hialeah Elementary provides a nurturing and caring environment for students. The staff

is also trained in the process of referring students to student services or administration when they suspect that a student needs assistance. There is an open-door policy for the counselor and administrators where students are always welcomed in order to address any social-emotional needs which need to be met.

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.

The early warning indicators for North Hialeah Elementary identify students with attendance below 90%, one or more suspensions, course failure in ELA or Math, and students receiving a level 1 on a statewide assessment.

Students with attendance below 90% are monitored using the iAttend Attendance Plan which was developed by the district. Attendance is monitored on a monthly basis, and the students identified receive the appropriate intervention according to our school's attendance action plan.

Students identified with course failure in ELA or Math or receiving a Level 1 on a statewide assessment are targeted for interventions as well as before and/or after school and Saturday tutoring.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	3	5	3	5	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	4	14	24	23	34	0	0	0	0	0	0	0	99

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	4	9	11	24	30	0	0	0	0	0	0	0	78

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

Students are provided with 30 minutes daily Reading intervention through the use of McGraw-Hill's WonderWorks intervention program and Math intervention through the use of Ready books. Students in this category will also be receiving On Going Progress Monitoring (OPM) through i-Ready, and before school tutoring and Saturday tutoring.

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

North Hialeah Elementary will engage parents and families through school wide activities and parent meetings. Well will offer activities and parent meetings at different times in order to accommodate all parents.

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 connects with the members of the community by inviting them to school activities such as resource fairs, PTA meetings, EESAC meetings, attendance meetings and parent informational nights. The school also solicits the assistance of the community to assist and donate resources for students. In addition, the school promotes district provided family engagement practices to sustain partnerships with the community such as, Dad Take Your Child to School Day, Parent Portal, Family Engagement Month, etc.

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
Salcedo, Carlos	Principal
Cardeso, Monica	Assistant Principal
Carballeira, Ivette	Instructional Coach
Hernandez, Jessica	Instructional Coach
Bacelo, Maria	Teacher, K-12
Earl, Nadia	Teacher, K-12
Exposito, Irene	Teacher, K-12
Huguet, Carlos	Teacher, K-12
Jimenez, Ileana	Teacher, ESE
Morales, Karla	Teacher, K-12
Palacios, Yaimet	Teacher, K-12
Parrondo, Zunilda	Teacher, K-12
Rodriguez, Maytee	Teacher, K-12
Soles, Yolanda	School Counselor

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)
The Principal is the Instructional Leader of the School. Together with the Assistant Principal, they:
Provide a common vision for the use of data-based decision making, ensuring that the school-based team
is implementing MTSS/RtI plan; conducting assessment of the MTSS/RtI skills of school staff,. They ensure
implementation of intervention support and documentation, ensures adequate professional development is
conducted to support MTSS/RtI implementation and communicates with parents regarding school-base MTSS/RtI plans and activities. The Principal and Assistant Principal continues to monitor the instructional program and ensure that teachers are provided the necessary support to improve their craft - thus enabling student achievement.

Instructional Coaches:
Reading Coach
Math Coach
• Provides support to instructional staff through coaching-cycles and facilitate collaborative planning for all
teachers.

General Education Teachers:
• Provides information about core instruction;
• Participates in student data collection;
• Delivers Tier 1 instruction/intervention;
• Collaborates with other staff to implement Tier 2 interventions;
• Integrates Tier 1 materials/instruction with Tier 2/3 activities.

Counselor- Yolanda Soles
• Participates in the collection, development, and interpretation of student data in the Student Services;
•Plan for the Tier 1, 2, and 3 students;
•Participates in collection, interpretation, and analysis of data;
•Facilitates development of intervention plans;
•Provides support for intervention fidelity and documentation; program evaluation and facilitates data-based decision making activities.

ELL Chairperson
•Serves as an advisor in the academic progress of ELL students;
•Assesses language acquisition through ESOL Placement Test;
•Monitors the ELL requirements involving LEP Plan.

Exceptional Student Education Chairperson
•Participates in student data collection;
•Integrates core instructional activities/materials to meet students' needs;
• Collaborates with general education teachers through such activities as co-teaching.

The Leadership Team members will meet once a month to review consensus, infrastructure, and implementation of building level MTSS.

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 Team at North Hialeah Elementary uses 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;
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 ongoing progress monitoring (OPM) for all interventions and analyze that data using
the Tier 2 problem solving process after each OPM.

Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

Tier 3 SST
The Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. Members of the team will conduct regular meetings to evaluate data for students by subject, grade and intervention.The Team:

1. Reviews OPM data for interventions to evaluate individual student response;
2. Supports student with additional resources when student is not responding positively to interventions being provided.

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, or Saturday Academy). School based, Title I funded Community Involvement Specialists (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages 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 and Family Engagement Policy (PFEP – which is provided in three languages at all schools), the school improvement process and the 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.

Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by
providing funds to implement and/or provide:
• Tutorial programs (K-5);
• Reading and supplementary instructional materials (K-5);

Tutorial services will be provided after school for selected ESOL 1-4 students in reading targeting the Florida Standards.

Title X- Homeless

At North Hialeah Elementary, the school counselor together with the support of Project Upstart work collaboratively to provide students in need with school uniforms, book bags, school materials and additional services. At this time, North Hialeah Elementary does not have homeless students or students in transition.

Migrant Students

At North Hialeah Elementary the Title I Migrant Education Program provides educational and support services for "migratory" students to ensure they have the same opportunities to meet the same academic standards as other children.

Violence Prevention Programs

North Hialeah Elementary addresses violence and drug prevention and intervention services for students through a student pledge, morning announcements, Do the Right Thing and Red Ribbon Week. These activities are implemented by classroom teachers and the school counselor.

Nutrition Programs
1) North Hialeah Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Carlos Salcedo	Principal
Deborah Stokes	Teacher
Nadia Earl	Teacher
David Perez	Parent
Denise Algaze	Teacher
Cinthia Sanchez	Teacher
Lucy Valido	Parent
Yuniesky Ruiz	Business/Community
Alex Gurdian	Business/Community
Zunilda Parrondo	Teacher
Jessica Hernandez	Teacher
Michael Mut	Parent
Chastity Acosta	Parent
Sebastian Herrera	Student
Wendy Rosales	Parent
Ivette Carballeira	Teacher
Briggitte Herrera	Education Support Employee
Aurora Pelaez	Parent
Jose Carballeira	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Using faculty feedback, the SAC met at the end of 2016-2017 school year to discuss data and strategies in place. Strategies were reviewed and were modified, removed or kept based on faculty feedback. The SAC's members reviewed with the school leadership team data collected from all on-

going District assessments, school generated assessments and district and school reports and made recommendations for modifications to the current strategies utilized to read the goals established in the SIP.

b. Development of this school improvement plan

The SAC is actively involved in the evaluation of school performance data and preparation of the school's improvement plan as well as our annual budget. The leadership team met and discussed the overall goal for the school and the barriers for each content areas. This was presented to the entire faculty and discussed. Strategies were selected to assist in the development and implementation of the SIP.

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

The school's annual budget was developed based on the needs of the school and generated FTE. The principal prepared the budget based on the needs of the school with monies being allocated towards interventions in order to increase student achievement.

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

The SAC used $1,000 from their fund to provide attendance and i-Ready achievement incentives and $1600 towards technology hardware.

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
Salcedo, Carlos	Principal
Carballeira, Ivette	Instructional Coach
Hernandez, Jessica	Instructional Coach
Cardeso, Monica	Assistant Principal
Parrondo, Zunilda	Teacher, K-12
Bacelo, Maria	Teacher, K-12
Earl, Nadia	Teacher, K-12
Exposito, Irene	Teacher, K-12
Huguet, Carlos	Teacher, K-12
Jimenez, Ileana	Teacher, ESE
Morales, Karla	Teacher, K-12
Palacios, Yaimet	Teacher, K-12
Rodriguez, Maytee	Teacher, K-12
Soles, Yolanda	School Counselor

b. Duties

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

The Literacy Leadership Team plans and implements Literacy Week. They also coordinate and implement Word of the Week and other activities such as Reading Under the Stars; LAFS Night and Dr. Seuss Day.

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.

Administration and instructional coaches are active members of weekly collaborative meetings with all grade levels. All staff actively participates in the planning session and shares best practices with other staff during the collaboration. This encourages buy-in and collaboration amongst all staff. Our school has a School Culture Committee group that is geared towards improving school culture amongst the staff; this committee focuses on motivating staff and improving staff relationships.

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

1. Create an effective environment for professional cooperation and collaboration;
2. Empowering teachers to participate in school decision making processes;
3. Providing opportunities for ongoing professional development and reflection based on needs assessment. – PD Liaison and Instructional Coaches;
4. Teachers participate in Professional Learning Communities (PLCs). –PD Liaison and Administration;
5. Continue to develop relationships with universities to recruit teachers (Florida International University, Miami-Dade College).

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

Beginning teachers with 1-3 years of experience will be paired up with one of the trained mentors of the MINT program or assign a Buddy. Mentors and mentees will meet at the beginning of the school year to develop a strategic plan needed to help the beginning teacher succeed. They will also meet on a weekly basis to discuss concerns the new teacher is having. In addition, the mentor will schedule classroom observations for and of the mentee and model lessons as necessary.

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 administration ensures that all state adopted materials are being utilized and implemented and are aligned to the Florida Standards. This is monitored through collaborative planning meetings and formal and informal observations. During collaborative planning meetings only state and district approved materials are utilized in the lesson planning. This ensures that research based materials are utilized in the delivery of the instruction.

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.

I-Ready data for students in grades K-5 is used to identify students' needs and weaknesses in order to provide remediation and properly group students depending on their needs. During collaborative planning, the teachers analyze the content and the delivery in order to fit the needs of the group of students that they serve. Varied instructional strategies are planned in order to assist students from varied levels and abilities to understand concepts deeply. Growth Monitoring data will also be used for school wide monitoring of students. Data chats are held numerous times throughout the year in order to monitor and analyze student data and provide students with the instruction/interventions needed in order to meet their needs.

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: 6,900

Through a Title III grant, before school tutoring will be held Monday-Friday for one hour.

Strategy Rationale

Our 2016-2017 FSA data indicates that our students need to increase student achievement in the ELA Florida Standards Assessment. Our target goal for the 2018 assessments is to ensure that a higher percentage of our ELL students achieve proficiency. Providing these tutoring interventions will allow us to give additional assistance and support to ensure that they increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Salcedo, Carlos, pr3901@dadeschools.net

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

Data is collected through ongoing assessments and analyzed through collaborative planning meetings and data chats to discuss effectiveness of tutoring as well as suggestions for improvement and instructional focus. The effectiveness of the strategies in place are also determined by the growth in the areas of weaknesses for each student.

Strategy: Weekend Program
Minutes added to school year: 900

Through a Title III grant, Saturday school tutoring will be held on five Saturdays for three hours each session.

Strategy Rationale

Our 2016-2017 FSA data indicates that our students need to increase student achievement in the ELA Florida Standards Assessment. Our target goal for the 2018 assessments is to ensure that a higher percentage of our ELL students achieve proficiency. Providing these tutoring interventions will allow us to give additional assistance and support to ensure that they increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Salcedo, Carlos, pr3901@dadeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through ongoing assessments and analyzed through collaborative planning meetings and data chats to discuss effectiveness of tutoring as well as suggestions for improvement and instructional focus. The effectiveness of the strategies in place are also determined by the growth in the areas of weaknesses for each student.

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, § 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.

North Hialeah Elementary has a VPK program that provides all incoming parents with a Parent Orientation where standards are outlined and parent activities are provided in a packet. North Hialeah Elementary has established a welcome to VPK program where parents are able to meet their child's teacher and tour the school.

At North Hialeah Elementary, all incoming Kindergarten students are assessed using FLKRS to determine Kindergarten readiness in Reading and Mathematics. Parents are given a Kindergarten Parent Orientation and standards are outlined as well as parent activities are provided in the packet. North Hialeah has established a welcome to Kindergarten program to build partnership with local early education programs, including the in-school pre kindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with the directors of neighborhood centers to improve articulation. Minimum standards for Reading will be discussed in order to better prepare students who enter Kindergarten.

At North Hialeah Elementary, outgoing fifth grade cohorts are provided with tours of middle schools within our feeder pattern as well as presentations from Choice Magnet Schools in order to support student transitions.

b. College and Career Readiness

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

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, § 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"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 targeted differentiate instruction is planned and delivered, then student achievement will be increased.

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 targeted differentiate instruction is planned and delivered, then student achievement will be increased. 1a

🔑 G096716

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FCAT 2.0 Science Proficiency	60.0
FSA Mathematics Achievement	62.0
ELA/Reading Gains	53.0
Math Gains	65.0
ELA/Reading Lowest 25% Gains	47.0
Math Lowest 25% Gains	48.0

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of planning for targeted differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw-Hill Wonders and Wonderworks, District Pacing Guides, Language Arts Florida Standards Item Specifications, FLDOE website, i-Ready, Ready book, myON, Imagine Learning, Writing Rubric, Standards Based District Planning Cards, Science Next Generation Sunshine State Standards (NGSSS), FCAT 2.0 Item Specificatiions, District Pacing Guides, Topic Assessments, Instructional Frameworks, GIZMOS, Discovery Education, Essential Labs, AIMS, 5th Grade J & J Educational Bootcamp Speedbag, Houghton Mifflin Harcourt Go-Math, Math Item Specifications, FLDOE website, Promethean boards, Gizmos, Model Eliciting Activities (MEA's), CPALMS, Think Central, Instructional Coaches, Curriculum Support Staff, and common planning

Plan to Monitor Progress Toward G1. 8

In order to monitor progress toward student progress, data reports are analyzed to assure student progress.

Person Responsible
Carlos Salcedo

Schedule
Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion
i-Ready Data Reports, Florida Standards Assessment, FCAT 2.0 for Science, topic assessments, formative assessments, schedule of data chats and annotations of data chats.

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 targeted differentiate instruction is planned and delivered, then student achievement will be increased. 1

🔍 G096716

G1.B1 There is limited evidence of planning for targeted differentiated instruction. 2

🔍 B260144

G1.B1.S1 Data from formal and informal observations and assessment results indicates a need for differentiated instruction. 4

🔍 S275590

Strategy Rationale

Teachers will have a deeper understanding of planning for and delivering differentiated instruction to meet individual student needs.

Action Step 1 5

Work collaboratively during common planning time to plan for differentiated instruction that is targeted to meet individual student needs.

Person Responsible

Ivette Carballeira

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Coaches Log, Student DI folders, Sign-In Sheets, and Agenda.

Action Step 2 5

Provide professional development that focuses on analyzing student data to form differentiated instruction groups that are fluid.

Person Responsible

Jessica Hernandez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

PD Roster, Follow up assignment, Training Materials, Sign-In Sheets.

Action Step 3 [5]

Conduct coaching cycles and model how to effectively plan for DI rotations and implement DI activities.

Person Responsible

Ivette Carballeira

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Coaches calendar, Coaches log, walk-through data.

Action Step 4 [5]

Implement DI utilizing plans developed during common planning.

Person Responsible

Ivette Carballeira

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Classroom walk-through data and student work folders.

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

In order to monitor fidelity of implementation, instructional rounds will be conducted to ensure that student data and work in DI folders are aligned to student needs.

Person Responsible

Carlos Salcedo

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Notes and leadership team feedback from instructional rounds, student work folder, lesson plans.

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

In order to monitor the effectiveness of implementation student performance data will be analyzed.

Person Responsible

Carlos Salcedo

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

i-Ready Reports, Student journals, Teacher/Coaches observational data, Imagine Learning Reports for ELL Level 1 students, Growth Monitoring data, Student Assessment Profile, Data Chats Schedule and Annotations.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M398577	In order to monitor progress toward student progress, data reports are analyzed to assure student...	Salcedo, Carlos	8/21/2017	i-Ready Data Reports, Florida Standards Assessment, FCAT 2.0 for Science, topic assessments, formative assessments, schedule of data chats and annotations of data chats.	6/7/2018 quarterly
G1.B1.S1.MA1 M398571	In order to monitor the effectiveness of implementation student performance data will be analyzed.	Salcedo, Carlos	8/21/2017	i-Ready Reports, Student journals, Teacher/Coaches observational data, Imagine Learning Reports for ELL Level 1 students, Growth Monitoring data, Student Assessment Profile, Data Chats Schedule and Annotations.	6/7/2018 weekly
G1.B1.S1.MA1 M398572	In order to monitor fidelity of implementation, instructional rounds will be conducted to ensure...	Salcedo, Carlos	8/21/2017	Notes and leadership team feedback from instructional rounds, student work folder, lesson plans.	6/7/2018 biweekly
G1.B1.S1.A1 A370181	Work collaboratively during common planning time to plan for differentiated instruction that is...	Carballeira, Ivette	8/21/2017	Lesson Plans, Coaches Log, Student DI folders, Sign-In Sheets, and Agenda.	6/7/2018 weekly
G1.B1.S1.A2 A370182	Provide professional development that focuses on analyzing student data to form differentiated...	Hernandez, Jessica	8/21/2017	PD Roster, Follow up assignment, Training Materials, Sign-In Sheets.	6/7/2018 monthly
G1.B1.S1.A3 A370183	Conduct coaching cycles and model how to effectively plan for DI rotations and implement DI...	Carballeira, Ivette	8/21/2017	Coaches calendar, Coaches log, walk-through data.	6/7/2018 weekly
G1.B1.S1.A4 A370184	Implement DI utilizing plans developed during common planning.	Carballeira, Ivette	8/21/2017	Classroom walk-through data and student work folders.	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If targeted differentiate instruction is planned and delivered, then student achievement will be increased.

G1.B1 There is limited evidence of planning for targeted differentiated instruction.

G1.B1.S1 Data from formal and informal observations and assessment results indicates a need for differentiated instruction.

PD Opportunity 1

Provide professional development that focuses on analyzing student data to form differentiated instruction groups that are fluid.

Facilitator

Jessica Hernandez and Ivette Carballeira.

Participants

All instructional staff

Schedule

Monthly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Conduct coaching cycles and model how to effectively plan for DI rotations and implement DI activities.

Facilitator

Participants

Schedule

Weekly, from 8/21/2017 to 6/7/2018

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	Work collaboratively during common planning time to plan for differentiated instruction that is targeted to meet individual student needs.	$0.00
2	G1.B1.S1.A2	Provide professional development that focuses on analyzing student data to form differentiated instruction groups that are fluid.	$0.00
3	G1.B1.S1.A3	Conduct coaching cycles and model how to effectively plan for DI rotations and implement DI activities.	$0.00
4	G1.B1.S1.A4	Implement DI utilizing plans developed during common planning.	$0.00
		Total:	$0.00