Archcreek Elementary School

2017-18 Schoolwide Improvement Plan

Archcreek Elementary School

702 NE 137TH ST, North Miami, FL 33161

http://archcreek.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	B	C	C*	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Archcreek Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Arch Creek Elementary School is to foster a rich, positive, and educational setting where students can achieve their maximum potential by providing a challenging curriculum with respect to their cognitive, religious, social, and linguistic differences.

b. Provide the school's vision statement.

The Vision of Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self-esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world.

2. School Environment

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

Arch Creek Elementary School's administrators, teachers and staff strive to foster lifelong learners. The school services approximately 538 students. Our school is an ethnically and a socio-economically diverse student population. 89% of students are black, non-Hispanic, 10% Hispanic, 2% white, non-Hispanic, and 1% other, or multi-racial. Economically disadvantaged students account for 89% of the school's population. Additionally, 96% of the students participate in the standard curriculum, 3% of students are Students with Disabilities (SWD), 45% are classified as English Language Learners (ELL), and about 6% of students participate in the Gifted program. Arch Creek campus is quite unique in that it is home to two schools. Arch Creek Elementary shares the campus with North Miami Middle School. The two schools share the media center and the cafeteria. Each school has its own faculty, staff, and administrators and offers a rigorous curriculum that addresses the needs of all students.

Having identified our challenges, staff is working cooperatively to address them in a proactive manner. Arch Creek Elementary is in the second year implementing a Dual Language Program with selected 2nd, 3rd, and 4th grade students. The program's mission is to foster a rich and positive multicultural education by providing students the opportunity to learn a second language. Arch Creek Elementary has a Bilingual School Organization (BISO) program for students in Kg, 1st, and 2nd. The school also offers special area classes that include Music, Art, and Physical Education. In addition to the above-mentioned classes, the school offers before and after school tutoring for struggling students in an effort to ensure that all students are able to meet grade level expectations. This is Arch Creek's first year implementing the Voluntary Pre-Kindergarten for four year old students.

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

The installation of internal as well as external cameras ensures the detection of unscheduled visitors and/or would be intruders. The school also employs two full-time security personnel who monitor the grounds and boundaries surrounding the facility. The safety of this educational institution is paramount and is evidenced in practices, procedures and protocol implemented therein. All visitors are required to properly identify themselves prior to gaining access for their intended purposes. The expectations and rules for student behavior are outlined in the Student Code of Conduct Handbook

and they are reviewed by the teachers and administrators. The school firmly adheres the District's Code of Student Conduct, which conveys that the learning environment should be unobstructed by and free of violence. Hence, the school enforces a "zero tolerance policy" when it involves bullying, harassment or other forms of behavior considered to be threatening to others.

The school's pledge is the foundation for the school's rules and reminds the students to follow the school rules at the start of each day. The students of Arch Creek Elementary School learn and recite the school pledge each morning, and in French on Monday's during the morning announcements.

Arch Creek Pledge
I pledge today to do my best, on class work, homework and every test. I pledge to follow the rules in school. Respect for myself and others is cool. I pledge to keep Arch Creek clean and safe, to come every day and not be late. I am here to learn and I will say it out loud. I will always be Arch Creek proud!

School Rules
1. Wear uniform daily
2. Keep hands, feet, objects, and negative comments to yourself
3. Come to school with proper materials and ready to learn
4. Respect yourself, others, their property, and your school
5. Work quietly, stay In your seat, and raise your hand to speak
6. Follow cafeteria and hallway rules

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.

The educational well-being and betterment of the students assume critical importance and thus intrusions upon the instructional component of the curriculum are met with zero tolerance. Parent meetings and team planning are arranged as needed. Peer mediation counseling is a viable program that empowers students with the skills necessary to resolve disputes amicably, and is effectively implemented at this site. Beyond the aforementioned approach, FAB/BIP counseling is yet another potent process that actively involve students in applying acquired skills to settle conflicts peacefully. Arch Creek's school-wide discipline plan ensures that students are the beneficiaries of an environment that is free of bullying, harassment and other forms of conduct that could be potentially threatening or violent.

Additionally, teachers are encouraged to display the school, cafeteria, and classroom rules in the classroom, discuss these with the students, and utilize them in lessons. The teachers explain and implement the school wide classroom rules and positive behavior incentives in collaboration with their team or grade level. Also, there are school wide incentives for positive behavior. The rewards are listed below.

Rewards for Positive Behavior:
Recognition via announcements

Award and small prize items students can redeem with their paper money earned for good behavior throughout the month. All teachers are involved in this initiative.
• Reward positive behaviors regularly by the classroom teacher
• Reiterate the behavior plan
• Review class, school, and cafeteria rules frequently
• Model and teach proper behaviors

• Selected students are rewarded for their good citizenship

Quarterly Incentives
1. Individual student awards such as: Attendance, Academic, and Conduct Honor Roll

The teachers of Arch Creek Elementary are provided professional development workshops on corrective strategies for disruptive behaviors, reducing and eliminating undesirable behaviors, and rewarding desirable or effective behaviors. The Positive Behavior System and Progressive Discipline Plan implemented at Arch Creek Elementary School were devised by our Discipline Committee composed of teachers and administrators. All aspects of both plans have been explained to the faculty through professional development activities. The most recent version of the Code of Student Conduct Handbook provided by Miami-Dade County Public Schools has been discussed during Opening of School, meetings after school, and uploaded to our school's collaboration site. Parents have received the Acknowledgement of Receipt Letter. Furthermore, The Road to Progressive Discipline professional development courses are being provided to all faculty and staff which focuses on classroom management strategies. As a result, our faculty and staff model positive behavior while following the Progressive Discipline Plan for reducing undesired, disruptive, or improper behaviors.

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.

Student-centered alternatives to suspension strategies are after school detentions, temporary placement from one class to another, and removal of privileges or participation in extracurricular school activities. October is Bullying Prevention month. The students learn to identify how to defuse a situation and educate others on bullying and harassment through videos and lessons taught in the social studies classes. The information is also reiterated throughout the year. As previously mentioned, individual and group counseling sessions are provided by the guidance counselor. Classroom guidance and communication with parents to discuss student behaviors is provided by the guidance counselor as well. A behavior plan is instituted that correlates with positive and proactive approaches to behavior.

The faculty and staff of Arch Creek Elementary School maintain frequent parent contact regarding all aspects of their students' education. Moreover, conferences with the parents occur at the onset of undesired or disruptive behaviors. The guidance counselor provides assistance to parents and referral resources to outside agencies for parenting, counseling services, and mental health. The parents are advised of the Code of Student Conduct and School-wide Alternative to Suspension Plan. As a result, parents and faculty work hand in hand to devise a cooperative plan of action to cease undesired behaviors at school and home.

Arch Creek Elementary School works cooperatively with outside providers in the community such as the Institute for Child and Family Health, Chrysalis Health and Psych Solutions. These agencies provide counseling and mental health services beyond the scope of the school on an individual basis and depending on necessity. Faculty and staff may refer parents to these agencies through a counselor based on school board policies 1213.01 and 3213.01, request for outside providers. The partnership with these community based programs support our school in maintaining positive student behavior. In addition, Arch Creek Elementary School partners with Publix Supermarket and Nick's Photo Studio and expects to connect with more businesses in the community. These businesses will provide assistance with incentives for our Positive Behavior System, and assist in educating the students of Arch Creek Elementary School.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

As an academic institution, Arch Creek Elementary School is committed to fostering an environment that nurtures the whole child. This is particularly significant for those who have been identified as being at-risk or targeted for drop out prevention. In reviewing the data, our school is working to closely monitor those with excessive absences, documented failure in one or more core subject area, and those who have been previously retained.

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	7	10	11	8	7	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	8	16	37	31	20	0	0	0	0	0	0	0	112

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	7	17	9	34	21	0	0	0	0	0	0	0	88

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

Arch Creek Elementary uses a host of intervention strategies in order to affect change, as it pertains to students identified in the early warning system. The leadership team, in connection with the School and Counselor and Community Involvement Specialist, establish communication with parents early in the school year through resources from the i-Attend platform, Connect-Ed, parent workshops and an in-school incentive program for students with perfect attendance each month. The leadership team closely monitors the daily attendance bulletin and works closely with the aforementioned parties to promote regular attendance across the grade levels. Reports are pulled and critiqued on a weekly as well as quarterly basis.

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

Our school works at building positive relationships by first conducting our Title 1 Parent Orientation Meeting which was held on September 27, 2017 to inform parents of the school's participation in the Title 1 program. The school will build capacity for parent involvement by offering a flexibility of meetings and workshops. Parent activities are advertised via flyers and Connect-Ed messages. The school will involve parents in the planning, review and implementation of the Parent and Family Engagement Policy (PFEP).

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.

Arch Creek Elementary School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by involving all stakeholders in the educational process. Community partners serve on the EESAC (Educational Excellence School Advisory Council), where they share in the decision-making process as well as explore the problem solving strategies for the school. Our school will continue to grow and expand partnerships with the City of North Miami and other community agencies to provide resources to our students as we strive to improve academic achievement.

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
Bazile, Marie	Principal
Burch, Potria	Assistant Principal
Bryant, Angelica	Instructional Coach
Reigosa, Lissette	Instructional Coach

b. Duties

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

As educators, it is imperative that we acknowledge that as individuals, each of us make sense of the world through our varied cultural lenses. Culture impacts many aspects of who we are; it influences how we communicate, how we interact with others (both socially and professionally), how we learn, et cetera. Each of us brings a set of cultural understandings, perspectives, and expectations to school with us.

Our school makes a concerted effort to maintain a culture that empowers the relationship between the school and the home. This is accomplished by structuring an environment in which the school incorporates various aspects of the students' home and community life in the learning process. The administration, faculty and staff work with key stakeholders to provide opportunities to interact regularly with the parents and community wherein use of the students' native languages are spoken (i.e. workshops, special presentations) to allow all parties to develop an understanding for the cultural norms that guide student thinking and learning.

Administration conducts daily walk-throughs and monitors classroom visitations to evaluate both daily

instruction and specific interventions. Administration also maintains communication with staff for input and feedback, as well as update on procedures and progress.

Based on the above information the team identifies professional development and resources. The team also collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills.

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.

Title I, Part A
Arch Creek provides services to ensure students requiring additional remediation are assisted through tutorial programs. The District coordinates with Title II and Title III to ensure and provide staff development and instructional intervention as needed. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessments and intervention approaches. The coaches identify systematic patterns of students' needs while working with District personnel to establish appropriate, evidence-based intervention strategies; assists with all the school screening programs that provide early intervention services for children considered "at risk"; supports in the design and implementation for progress monitoring, data collection, and data analysis; and participates in the design and delivery of professional development and provide support for assessment and implementation monitoring. A Title 1 funded Community Involvement Specialist services as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS coordinates monthly meetings and activities, encourages parents to support their child's education, and encourages parental participation in the decision making processes at the school site by inviting parents to attend our monthly EESAC meetings.

Additional activities include: * Holding regular team meetings where we discuss student progress based on student classwork and
assessments. Possible referral and/or retention is discussed at this time.

* 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 and/or behavioral success.

* Ensuring that students in need of intervention are receiving appropriate supplemental Tier 2 intervention.

* Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2
problem solving process after each OPM.

* Reviewing OPM data for intervention groups to evaluate group and individual student response.

* Selecting students for SST Tier 3 intervention, as per SST stipulations.

* Consistent monitoring of these processes will be used to drive resource allocation of the school's community.

The School Psychologist assists in providing assessments and consultation services for Tier 1, Tier 2,

and Tier 3 students who are experiencing extreme instructional and/or behavior difficulties.

Title II
Funds are used to train qualified Mentors for the New Teacher (MINT) Program, for add-on endorsement certification. Training and substitute release time for the Professional Development Liaisons (PDL) focuses on Professional Learning Community (PLC) development and facilitation as well as the Lesson Study Group implementation and protocols.

Title III
Services are provided through the district for education materials and ELL district support services to improve the education of Immigrants and English Language Learners. Funds at Arch Creek are used to purchase:
* Imagine Learning licenses
* Provide professional development for Imagine Learning
* Provide after-school tutoring for ELL students in grades 3, 4 and 5
*Supplementary instructional materials
*Parent Outreach activities

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists Arch Creek Elementary with the identification, enrollment, attendance, and transportation of homeless students.
• The District's Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides tutoring and counseling to homeless shelters in the community.

• The school has identified our Guidance Counselor as our school-based homeless coordinator who has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs
The school offers a non-violence, anti-bullying and anti-drug program to students, that incorporates field trips, community service, and counseling.

Nutrition Programs
Arch Creek Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through Physical Education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. The school maintains a student vegetable garden for exploration and experiments.

Health Connect In Out Schools
•Health Connect in Our Schools (HCiOS) offers at Arch Creek Elementary a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds through the University of Miami.
•Arch Creek has been provided with a School Social Worker (shared between schools) and a School Nurse.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Nick Decius	Business/Community
Dr. Marie Bazile	Principal
Margaret Crawford	Teacher
Kendra DuPree	Education Support Employee
Nadege D. Jean	Parent
Teresa Singh	Education Support Employee
Carline St. Facile	Teacher
Dr. Jacques Pierre	Teacher
Paul Fabre	Teacher
Manuel Jean	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
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 School Advisory Council reviews school data (i.e., standardized assessments, behavioral) on a monthly basis. At the beginning of each school year, the SAC re-evaluates the previous year's School Improvement Plan (SIP). The SAC was very involved in the School Improvement Plan in providing input and recommendations. The leadership team monitors the implementation of goals, action plans, and works diligently to address barriers to meeting the school's goals.

b. Development of this school improvement plan

The SAC has been instrumental in providing input in the development of this School Improvement Plan. A draft was submitted for their review and recommendations. The leadership team, with input from the SAC monitored/adjusted the school's academic goals through the gathering and analysis of all data. The leadership team continuously reviewed all aspect of instruction, as well as provided academic support and interventions to specific students, based on the data and teacher input. The school's progress, regarding specific goals and student performance was shared with the SAC on a monthly basis.

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

The SAC holds monthly meetings to provide feedback for the school's budget and School Improvement Plan.

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

The funds allocated for last year was $2,999. A class set of 25 violins, bows, and stands were purchased for the musical program.

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
Bazile, Marie	Principal
Bryant, Angelica	Instructional Coach
Burch, Potria	Assistant Principal
Reigosa, Lissette	Instructional Coach

b. Duties

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

Our leadership fosters a culture consistent with the school's purpose and direction. We encourage, support and expect all students to be held to high standards in all courses of study. The culture of the school is characterized by collaboration and a sense of community. Administration complies with all policies and procedures to promote student achievement. Our team is extremely mindful of student safety, therefore, the staff implements a comprehensive plan of action that ensures every student's welfare is recognized and met. There is consistent communication between all stakeholders through Connect-Ed, Professional Learning Community, monthly parent meetings, EESAC, and daily interaction between administration.

The goal of the team (which is comprised of the administrative team, and grade level representatives from all subject areas) is to provide instructional staff with the tools to guide implementation of literacy at the school site. In order to facilitate this process, teachers will receive professional development and support in the areas of:

*Creating and developing a school based literacy plan of action.
*Using research based curriculum and assessments.
*Intergrating daily read-alouds in all content area classes.
*Analyzing data to revise instruction based on student weaknesses.

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.

The principal participates in common planning with all grade levels. Teachers are given time to debrief during common planning and grade level meetings as a follow up to professional development to plan how to implement skills learned. Weekly lesson plans and activities are discussed among grade level colleagues to ensure appropriate instructions to students.

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

* Holding meetings for new teachers with administration by grade level.
* Partnering new teachers with experienced instructional staff.
* Soliciting referrals from current employees.
* Providing experience and exposure to leadership responsibilities.
* Advertising vacancies and allowing the leadership team to participate in the interview process.

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

Arch Creek Elementary participates in the District MINT program. Teachers are paired with experienced teachers who are teaching the same core curriculum subject area. The school provides common planning to maintain daily conversation regarding lesson planning and instructional delivery. Onsite professional development to include: iReady, G2D, e-Assessments, GIZMOS, modeling of instruction, sharing best practices, and observing other teachers. Instructional coaches will provide support with unwrapping the standards and give feedback for remediation.

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.

Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self-esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world. This multi-ethnic, bilingual/bi-literate school presently offers rigorous academic programs through the use of technology, appropriate strategies, and parental/community involvement. Opportunities are provided for students to think creatively, learn to make responsible decisions, and achieve academic success.

Arch Creek Elementary is continuously striving to increase reading achievement. To that end, effective strategies such as: differentiated instruction, data-driven instruction, enrichment instructional opportunities, gradual release model, higher-order thinking and necessary interventions have been put in place to address the students' academic needs.

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.

Arch Creek Elementary is continuously striving to increase student achievement. To that end, effective strategies such as: differentiated instruction, data-driven instruction, enrichment instructional opportunities, gradual release model, higher-order thinking and necessary interventions have been put in place to address all students' academic needs. Teachers have been provided professional development on the new Florida Standards to dissect the Item Specifications and align them to guide instruction. Instructional Coaches and the Principal plan weekly with all grades to effectively conduct the coaching cycle as needed in classrooms. Data is reviewed to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning and I-Ready. iReady and Topic Assessment data is also used to guide whole group and small group instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 36,000

In an effort to enhance the learning process, Arch Creek Elementary School will provide before and after-school tutoring for ELL readers in 3rd, 4th, and 5th grades using Title III funds. Teachers
provide additional support in the area of Reading, Mathematics, and Science using district-based curriculum provided by the Bilingual Department.

Strategy Rationale

The ELL students at ESOL levels 1-4 is the focus of the tutorial program. Based on the prior year's iReady scores, students who are in the lowest 25th percentile are also invited to attend the tutoring sessions.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bryant, Angelica, abryant@dadeschools.net

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

Based on the results of Pre and post test assessments and data chats, data will be disaggregated by standard and necessary adjustments will be made.

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.

The Florida Kindergarten Readiness Screener (FKLRS) is administered at the beginning of Kindergarten to evaluate the transition process. The low performing students are targeted after the first marking period for further assessment. This program follows the district's curriculum preparing children for a smooth transition to Kindergarten. In addition, in the Spring of each school year, a "Transition to Kindergarten Workshop" is offered whereby parents receive information and handouts on ways to ensure a smooth transition from preschool to kindergarten. In addition, fifth grade students are presented with various options for middle school enrollment. For example, students are provided with information on magnet school programs, charter schools, and feeder pattern middle schools. The students are guided through subject selection and application processes using academic counseling strategies. This articulation is coordinated between the School Counselor and the middle School Counselor to ensure a smooth transition for our fifth graders to North Miami Middle school.

b. College and Career Readiness

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

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.

N/A

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction in science is improved, then student achievement will increase.

G2.   If technological resources are effectively utilized, then student achievement will improve.

G3.   If all stakeholders play a role in the success of the school, then the school's environment will be safe and conducive to a positive culture.

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 in science is improved, then student achievement will increase. `1a`

🔑 G096746

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	5.0

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of teachers effectively utilizing instructional resources.

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

- Science Curriculum Support Specialist, i-CAD Presentations, Pacing guides, FCAT Item Specifications, Gizmos, Discovery Education Videos, Essential Labs.

Plan to Monitor Progress Toward G1. `8`

The leadership Team meet with grade teams to monitor the pacing guide implementation, review student journals, student work folders and student data: topic assessments/ quarterly assessments.

Person Responsible
Marie Bazile

Schedule
Biweekly, from 8/28/2017 to 6/7/2018

Evidence of Completion
Lesson plans, classroom walk-throughs, Common planning sign-in sheets, student work samples, and student achievement data.

G2. If technological resources are effectively utilized, then student achievement will improve. `1a`

🔑 G096747

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	20.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have limited knowledge of the use of technology; specifically McGraw Hill e-Assessments and Gizmos.

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

- Thinkgate (G2D), McGraw Hill e-Assessments

Plan to Monitor Progress Toward G2. `8`

Monitor and review student and teacher related data, as it becomes available.

Person Responsible

Marie Bazile

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Individual student data, class data, grade level data, school-wide data

G3. If all stakeholders play a role in the success of the school, then the school's environment will be safe and conducive to a positive culture. 1a

🔍 G096748

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	5.0

Targeted Barriers to Achieving the Goal 3

- To provide opportunities to participate in leadership roles/experiences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-CADS, MINT Program, PLST Team, and Leadership Team

Plan to Monitor Progress Toward G3. 8

The leadership team will monitor staff led presentations for teacher participation and feedback.

Person Responsible
Potria Burch

Schedule
Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion
Sign-in sheets, exit slips and teacher reflections

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 in science is improved, then student achievement will increase. `1`

🔑 G096746

G1.B1 Limited evidence of teachers effectively utilizing instructional resources. `2`

🔑 B260238

G1.B1.S1 If core instruction in Science improves, then student achievement will improve. `4`

🔑 S275676

Strategy Rationale

Teacher planning and lesson delivery are critical components in providing instruction that will augment student achievement and performance.

Action Step 1 `5`

Schedule collaborate planning with the Science Curriculum Support Specialist

Person Responsible

Potria Burch

Schedule

Biweekly, from 9/26/2017 to 6/7/2018

Evidence of Completion

Sign-in rosters, collaborative planning, follow-up activities, student folders, and journals

Action Step 2 `5`

Provide professional development through i-CADS and district Professional Development

Person Responsible

Potria Burch

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

My learning plan registration, teacher reflections and follow up activities

Action Step 3 `5`

Conduct classroom walk-throughs to ensure effective lesson delivery of Scientific Instruction.

Person Responsible

Potria Burch

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Lesson plans, student artifacts and classroom observations.

Action Step 4 `5`

Provide opportunities for hands-on experiences utilizing Essential Labs.

Person Responsible

Angelica Bryant

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Lesson plans, student journals, and classroom observations/walk-throughs.

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

Administrator and teacher conferences

Person Responsible

Marie Bazile

Schedule

Weekly, from 8/29/2016 to 6/7/2018

Evidence of Completion

Classroom observations, walkthroughs, teacher reflections activity, student folders and journals

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

Closely monitor student assessment data as it becomes available.

Person Responsible

Marie Bazile

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

School-based and district based assessment data.

G2. If technological resources are effectively utilized, then student achievement will improve. 1

🔑 G096747

G2.B1 Teachers have limited knowledge of the use of technology; specifically McGraw Hill e-Assessments and Gizmos. 2

🔑 B260241

G2.B1.S1 The school's culture is in transition as teachers are provided professional development to become more proficient in the use of technology as an effective tool for instruction. 4

🔑 S275677

Strategy Rationale

Professional development is the opportunity for teachers to learn in order to improve instructional practices.

Action Step 1 5

Utilize common planning time to train and instruct teachers in effective use of technological resources.

Person Responsible

Potria Burch

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets

Action Step 2 5

Monitor instructional practices via classroom walk-throughs.

Person Responsible

Potria Burch

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Walk-through logs, pacing guides, lesson plans, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Th leadership team will monitor effective use of technological resources.

Person Responsible

Potria Burch

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Classroom walk-throughs, teacher observations, and student data as it become available.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The leadership team will monitor instructional practices during instruction.

Person Responsible

Potria Burch

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Gizmos usage reports, i-Ready reports, and assessment reports as they become available.

G3. If all stakeholders play a role in the success of the school, then the school's environment will be safe and conducive to a positive culture. 1

🔍 G096748

G3.B1 To provide opportunities to participate in leadership roles/experiences. 2

🔍 B260242

G3.B1.S1 During collaborate planning and planning days, provide opportunities for teachers to present best practices and strategies gained at various District trainings and/or i-CADS. 4

🔍 S275678

Strategy Rationale

Collaborative planning allows teachers to communicate effectively about curriculum and instruction.

Action Step 1 5

Schedule collaborative discussions within grade groups and content areas to ensure the school goal is evident.

Person Responsible

Angelica Bryant

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets

Action Step 2 5

Provide opportunities for immediate feedback following classroom walk-throughs.

Person Responsible

Marie Bazile

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets, teacher reflections

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Provide Exit Slips/ teacher reflections so that teachers have an opportunity to share feedback for reaching goals.

Person Responsible

Marie Bazile

Schedule

Annually, from 8/28/2017 to 6/7/2018

Evidence of Completion

School Climate Survey

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Active participation during collaborative planning across grade levels and curriculum groups

Person Responsible

Potria Burch

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Teacher reflections, classroom walk-throughs, and sign-in sheets

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 🔍 M398767	The leadership Team meet with grade teams to monitor the pacing guide implementation, review...	Bazile, Marie	8/28/2017	Lesson plans, classroom walk-throughs, Common planning sign-in sheets, student work samples, and student achievement data.	6/7/2018 biweekly
G2.MA1 🔍 M398770	Monitor and review student and teacher related data, as it becomes available.	Bazile, Marie	8/28/2017	Individual student data, class data, grade level data, school-wide data	6/7/2018 monthly
G3.MA1 🔍 M398773	The leadership team will monitor staff led presentations for teacher participation and feedback.	Burch, Potria	8/28/2017	Sign-in sheets, exit slips and teacher reflections	6/7/2018 monthly
G1.B1.S1.MA1 🔍 M398765	Closely monitor student assessment data as it becomes available.	Bazile, Marie	8/28/2017	School-based and district based assessment data.	6/7/2018 monthly
G1.B1.S1.MA1 🔍 M398766	Administrator and teacher conferences	Bazile, Marie	8/29/2016	Classroom observations, walkthroughs, teacher reflections activity, student folders and journals	6/7/2018 weekly
G1.B1.S1.A1 🔍 A370376	Schedule collaborate planning with the Science Curriculum Support Specialist	Burch, Potria	9/26/2017	Sign-in rosters, collaborative planning, follow-up activities, student folders, and journals	6/7/2018 biweekly
G1.B1.S1.A2 🔍 A370377	Provide professional development through i-CADS and district Professional Development	Burch, Potria	10/2/2017	My learning plan registration, teacher reflections and follow up activities	6/7/2018 monthly
G1.B1.S1.A3 🔍 A370378	Conduct classroom walk-throughs to ensure effective lesson delivery of Scientific Instruction.	Burch, Potria	9/25/2017	Lesson plans, student artifacts and classroom observations.	6/7/2018 weekly
G1.B1.S1.A4 🔍 A370379	Provide opportunities for hands-on experiences utilizing Essential Labs.	Bryant, Angelica	8/28/2017	Lesson plans, student journals, and classroom observations/walk-throughs.	6/7/2018 biweekly
G2.B1.S1.MA1 🔍 M398768	The leadership team will monitor instructional practices during instruction.	Burch, Potria	8/28/2017	Gizmos usage reports, i-Ready reports, and assessment reports as they become available.	6/7/2018 monthly
G2.B1.S1.MA1 🔍 M398769	Th leadership team will monitor effective use of technological resources.	Burch, Potria	8/28/2017	Classroom walk-throughs, teacher observations, and student data as it become available.	6/7/2018 weekly
G2.B1.S1.A1 🔍 A370380	Utilize common planning time to train and instruct teachers in effective use of technological...	Burch, Potria	8/28/2017	Sign-in sheets	6/7/2018 weekly
G2.B1.S1.A2 🔍 A370381	Monitor instructional practices via classroom walk-throughs.	Burch, Potria	8/28/2017	Walk-through logs, pacing guides, lesson plans, sign-in sheets	6/7/2018 weekly
G3.B1.S1.MA1 🔍 M398771	Active participation during collaborative planning across grade levels and curriculum groups	Burch, Potria	8/28/2017	Teacher reflections, classroom walk-throughs, and sign-in sheets	6/7/2018 monthly
G3.B1.S1.MA1 🔍 M398772	Provide Exit Slips/ teacher reflections so that teachers have an opportunity to share feedback for...	Bazile, Marie	8/28/2017	School Climate Survey	6/7/2018 annually
G3.B1.S1.A1 🔍 A370382	Schedule collaborative discussions within grade groups and content areas to ensure the school goal...	Bryant, Angelica	8/28/2017	Sign-in sheets	6/7/2018 biweekly
G3.B1.S1.A2 🔍 A370383	Provide opportunities for immediate feedback following classroom walk-throughs.	Bazile, Marie	8/28/2017	Sign-in sheets, teacher reflections	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 core instruction in science is improved, then student achievement will increase.

G1.B1 Limited evidence of teachers effectively utilizing instructional resources.

G1.B1.S1 If core instruction in Science improves, then student achievement will improve.

PD Opportunity 1

Provide professional development through i-CADS and district Professional Development

Facilitator

Instructional Coach

Participants

Fifth grade teachers

Schedule

Monthly, from 10/2/2017 to 6/7/2018

VI. Technical Assistance Items

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

G1. If core instruction in science is improved, then student achievement will increase.

G1.B1 Limited evidence of teachers effectively utilizing instructional resources.

G1.B1.S1 If core instruction in Science improves, then student achievement will improve.

TA Opportunity 1

Schedule collaborate planning with the Science Curriculum Support Specialist

Facilitator

Instructional Coach

Participants

Classroom teachers

Schedule

Biweekly, from 9/26/2017 to 6/7/2018

TA Opportunity 2

Conduct classroom walk-throughs to ensure effective lesson delivery of Scientific Instruction.

Facilitator

Leadership team

Participants

Teachers

Schedule

Weekly, from 9/25/2017 to 6/7/2018

TA Opportunity 3

Provide opportunities for hands-on experiences utilizing Essential Labs.

Facilitator

Instructional coach

Participants

Teachers

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

G2. If technological resources are effectively utilized, then student achievement will improve.

G2.B1 Teachers have limited knowledge of the use of technology; specifically McGraw Hill e-Assessments and Gizmos.

G2.B1.S1 The school's culture is in transition as teachers are provided professional development to become more proficient in the use of technology as an effective tool for instruction.

TA Opportunity 1

Utilize common planning time to train and instruct teachers in effective use of technological resources.

Facilitator

Instructional Coach

Participants

Classroom teachers

Schedule

Weekly, from 8/28/2017 to 6/7/2018

TA Opportunity 2

Monitor instructional practices via classroom walk-throughs.

Facilitator

Leadership team

Participants

Classroom teachers

Schedule

Weekly, from 8/28/2017 to 6/7/2018

G3. If all stakeholders play a role in the success of the school, then the school's environment will be safe and conducive to a positive culture.

G3.B1 To provide opportunities to participate in leadership roles/experiences.

G3.B1.S1 During collaborate planning and planning days, provide opportunities for teachers to present best practices and strategies gained at various District trainings and/or i-CADS.

TA Opportunity 1

Schedule collaborative discussions within grade groups and content areas to ensure the school goal is evident.

Facilitator

Leadership team

Participants

Teachers

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

		VII. Budget	
1	G1.B1.S1.A1	Schedule collaborate planning with the Science Curriculum Support Specialist	$0.00
2	G1.B1.S1.A2	Provide professional development through i-CADS and district Professional Development	$0.00
3	G1.B1.S1.A3	Conduct classroom walk-throughs to ensure effective lesson delivery of Scientific Instruction.	$0.00
4	G1.B1.S1.A4	Provide opportunities for hands-on experiences utilizing Essential Labs.	$0.00
5	G2.B1.S1.A1	Utilize common planning time to train and instruct teachers in effective use of technological resources.	$0.00
6	G2.B1.S1.A2	Monitor instructional practices via classroom walk-throughs.	$0.00

7	G3.B1.S1.A1	Schedule collaborative discussions within grade groups and content areas to ensure the school goal is evident.	$0.00
8	G3.B1.S1.A2	Provide opportunities for immediate feedback following classroom walk-throughs.	$0.00
		Total:	$0.00