

Miami-Dade County Public Schools

Miami Springs Elementary School



2017-18 Schoolwide Improvement Plan

Miami Springs Elementary School

51 PARK ST, Miami Springs, FL 33166

<http://mse.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	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Miami Springs 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.

The staff and community at Miami Springs Elementary value each and every one of our students. Our mission is to academically, emotionally and physically nurture the whole child in a positive, safe learning environment.

We will empower lifelong learners by providing rigorous instruction in all disciplines on a daily basis and by providing the emotional support that will enable each child to achieve at his highest potential.

The principal will provide strong instructional leadership to ensure that the vision becomes a reality by fostering a challenging and culturally relevant learning environment.

b. Provide the school's vision statement.

The vision of Miami Springs Elementary School is to inspire all students to pursue excellence and empower them to become lifelong learners.

2. School Environment

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

Everyone at Miami Springs Elementary School is expected to foster a positive environment where students, teachers and all staff members are respectful of each others differences and cultural backgrounds. All stakeholders work together to help every person in the school reach their fullest potential. Any behavior or action, which helps us grow and mature as learners will be encouraged. Any behavior or action that interferes with our growth as learners will be discouraged. Structured classroom activities highlighting diversity are one of the ways that foster teacher /student relationships. The promotion and study of Hispanic Heritage lessons and activities, Holocaust lessons, Native American studies and African American History help to build cultural awareness and sensitivity among the students and teachers.

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

Miami Springs Elementary creates an environment where students feel safe and respected before, during and after school by implementing a school-wide discipline plan. Teachers, security personnel, staff and safety patrols assist in monitoring students throughout the day. Visitors to the school campus are not permitted in classrooms or throughout the school unless they have been properly vetted and previously authorized. Security is stationed at key entrance and exit points. The Code of Conduct is implemented and followed to ensure a disciplined learning environment. Positive reinforcement and recognition of good behavior is very important. When students are trying their best, school personnel acknowledge their effort through school-wide vehicles of recognition like Do the Right Thing and individually in their classrooms. Rule infractions result in consequences. All school personnel are at the center of an effective school-wide discipline plan in order to ensure a safe learning environment.

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.

A cohesive, school-wide discipline plan with a focus on positive reinforcement was developed in collaboration with grade level and department chairpersons. The students follow the district's Code of Conduct and school-wide rules in order to minimize disciplinary incidents. Positive behavior is recognized and rule infractions result in consequences. The teacher/school personnel are at the center of an effective school-wide discipline plan. Staff continually emphasize to students the importance of doing their best and helping others do their best. Proactive behavioral intervention, clearly established expectations and the fostering of a positive school culture promote discipline, however, when there is a behavioral problem (Other than a Group III-V Violation (Appendix A) as per the Code of Student Conduct), teachers attempt to teach the student how to behave appropriately by referring to the school-wide rules. Parent contact is made to advise parents of continuous disruptive behaviors. If behavioral concerns persist, appropriate referrals are made to the School Support Team (SST) and students are placed on a Behavior Intervention Plan (BIP), as needed. The school counselor provides individual and small group counseling sessions. The school counselor conducts Values Matter lessons and Anti-Bullying instructional lessons in every classroom. An Anti-Bullying presentation is conducted for students in grades 3-5. The students in after-care also follow the school-wide discipline plan. Staff is provided with on-going training to ensure implementation of the school-wide discipline plan, as well as obtain behavioral strategies that ensure student engagement during instructional time.

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 ensures that the social-emotional needs of all students are met by providing counseling, mentoring and other student services. Professional development is offered on a regular basis to all teachers and staff in order to establish a healthy social-emotional atmosphere. Through the Values Matter Miami curriculum, the school adheres to the nine core values; citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect and responsibility. The implementation of this curriculum fosters ethical, responsible and caring young people by modeling and teaching good character through emphasis on values that are universal and we all share. Values Matter Miami focuses on the core civic virtues and moral values that are widely held in our society; laying a foundation for all learning which takes place in school, family and community. By infusing this curriculum into all subject areas, academic achievement, behavior, school culture, peer interaction and parental involvement has improved. Through the implementation of the Values Matter Miami curriculum and supporting additional resources; faculty, staff and the administration are able to focus on students needing additional services to promote a healthy well-rounded child. The counselor and psychologist are always available to assist and determine if community agencies are needed to provide students and parents further assistance.

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 System indicators include:

- Students whom are absent or tardy more than 10 days
- Students scoring Level 1 or 2 on the FSA
- Students who have been previously retained
- Students in Kindergarten and 1st grade not making adequate progress in intervention programs

- Analysis of VPK assessment reports and FLKRS data
- Disciplinary or behavioral referrals
- Students who have shown academic regressions or failing grades

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	4	7	4	0	5	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	4	10	9	5	13	15	0	0	0	0	0	0	0	56
Retention	6	10	2	2	0	0	0	0	0	0	0	0	0	20

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	4	11	5	2	17	13	0	0	0	0	0	0	0	52

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

The school employs a number of strategies to improve the academic performance of students who demonstrate early warning indicators.

Attendance: Students with chronic attendance issues or tardies are monitored by the attendance committee, and School Support Team (SST). When students are absent from school, the classroom teacher contacts parents and Connect-Ed messages are used to advise parents of the child's absence. Students who exceed five days of absences are monitored by the attendance committee which includes the school counselor. The School Support Team (SST) reviews attendance and its effect on student achievement.

Academic Performance: Students achieving below the 45th percentile on the SAT or Level 1 or 2 on the FSA are identified and monitored on an ongoing basis. These students are provided reading interventions by the classroom teacher or interventionist. Students receiving these Tier 2 interventions are monitored and referred to the School Support Team (SST) when sufficient gains are not made in order to develop more individualized, comprehensive Tier III interventions and/or referrals for more appropriate educational placements. Students who have been previously retained are also provided with interventions and closely monitored for expeditious referrals to the School Support Team (SST).

Behavior: The tiered response to intervention system is utilized for students exhibiting behavioral deficiencies. Initially these students are managed through generalized classroom management systems, parent conferences and/or referral to the school counselor. Persistent behavioral concerns are provided more individualized strategies for success with student contracts, counseling, and disciplinary consequences. If students require additional assistance and interventions, a referral is made to the School Support Team (SST) for the development of an individualized behavioral management system.

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

The school implements a number of activities and programs to develop positive relationships with parents. The Community Involvement Specialist (CIS) contacts and meets with parents routinely to assist and promote positive parental involvement. Parents are encouraged to visit the Parent Resource Center which is open daily. The Parent Teacher Association (PTA) recruits parent volunteers and offers a variety of opportunities for parents to become active and engaged in their child's education. The school's administration and teachers maintain an open door policy and quickly responds to parental concerns and questions. Additionally, parent workshops are offered in native languages so that parents can help their children at home.

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.

Miami Springs Elementary recognizes the importance of building and sustaining local community partnerships to support achievement. Agencies such as the Heiken Children's Vision Program provides free complete optometric exams conducted at the school sites via vision vans providing corrective lenses to all failed vision screenings if the parent/guardian cannot afford the exams or the lenses. Additionally, partnerships with Upstart and Christ Fellowship to ensure needy students receive necessary school supplies and uniforms, as well as weekend meals. The school also enlists the local community support for student achievement by partnering with Milam's Market to provide a fun, family "Math Night." Students participate in a hands-on scavenger hunt involving mathematical problems throughout the market. The school enlists the support of the Carolina House to award Principal's Honor Roll (all A's) students with a free lunch. The school also receives community support for family nights at Carolina House where a portion of the funds raised go back to the school to purchase student incentives.

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
Savigne, Jennifer	Principal
Durr, Cristina	Teacher, K-12
Pacheco, Janice	Teacher, K-12
Sanchez-Alcaine, Patricia	School Counselor
Soper, Barbara	Teacher, K-12
Suarez, Lucia	Teacher, K-12
Simon, Naomi	Assistant Principal

b. Duties

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

The Leadership Team consists of the school administrators, Sally Hutchings, Principal, and Naomi Simon, Assistant Principal, who schedule and facilitate regular meetings, ensure attendance of team members, ensure follow up of action steps and allocate resources. In addition, the school's Leadership Team includes Barbara Soper and Lucia Suarez, Reading Liaisons, Cristina Durr, Math Liaison, Janice Pacheco, Professional Development Liaison and Patricia Sanchez-Alcaine, Counselor.

The Leadership Team meets on a bi-weekly basis to analyze student performance data and monitor response to interventions, as well as instructional practices and their impact on student achievement. Team members provide recommendations for professional development in order to increase teacher effectiveness and staff readiness. Through consistent analysis of data on formative and diagnostic assessments, as well as attendance, grades, and other factors, students who are making limited or inadequate progress are identified and suggestions for improved student performance through increased interventions and/or referrals are made to the School Support Team (SST). Both teams work in collaboration to problem solve and modify interventions, as needed.

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 school Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavioral data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (formative, topic assessments)
- How will we respond when individual students or have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

Additionally, the team gathers and analyzes data at all Tiers to develop professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessments. The team holds bi-weekly team meetings and applies 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. The team gathers all ongoing progress

monitoring data such as iReady reports, topic assessments, student grades and intervention unit assessments. The team evaluates the effectiveness of instructional practices and interventions and provides additional recommendations for instructional realignment in order to improve student achievement and meet organizational goals. The team reviews the school budget and available resources and offers recommendations for necessary adjustments to personnel, technology, and intervention personnel. The principal and assistant principal develop schedules for interventions and tutoring programs.

Title I, Part A

Miami Springs Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as 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. Parents participate in the design of their school's Title I Parent and Family Engagement Policy (PFEP – which is provided in two languages), the school improvement process and the life of the school and the Title I Annual Parent Orientation at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

Title I, Part C- Migrant

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12) after school
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers

- reading and supplementary instructional materials(K-12)

Title X- Homeless

- o Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- o The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- o Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- o The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors 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.
- o Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- o Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- o The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- o Miami Springs Elementary will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

Miami Springs Elementary will implement the district's anti-bullying and harassment policy by providing awareness to students, teachers and parents through classroom lessons, parent workshops, and staff meetings. Also, the school will implement the Safe and Drug-Free Schools Program to addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the school counselor.

Nutrition Programs

Miami Springs 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, 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
Sally Hutchings	Principal
Meisha Phillips	Teacher
Janice Pacheco	Teacher
Mercedes Pacheco	Teacher
Bianca Pereyra	Teacher
Michelle Hunter	Teacher
Barbra Marr	Parent
Barbara Soper	Teacher
Mariana Bryson	Teacher
Maria Rodriguez	Education Support Employee
Lerssiae Morales	Parent
Vicky Perez	Business/Community
Jasira Gonzalez	Parent
Jose Perez	Parent
Amanda Tapanes	Parent
Sashy Lams	Parent
Andrea Wilder	Parent
Veronica Salas	Parent
Isis Aguilar	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

At our school's first EESAC meeting for 2017-2018, last year's school improvement plan was reviewed and evaluated. The objectives and strategies were analyzed in relation to the student achievement results. Student achievement goals and targeted areas for improvement were identified. The Title I budget and purpose was reviewed and discussed. The EESAC budget was reviewed and earmarked toward instructional resources, technology, and incentives.

b. Development of this school improvement plan

The EESAC met during the 2016-2017 school year to provide input on the strategies utilized toward school improvement goals. Recommendations were made at the end of year workshop for the development of the 2017-2018 School Improvement Plan. The EESAC met in September to review the SIP and make additional recommendations.

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

EESAC funds will be used to purchase student agendas, teacher/student resources, supplies and materials totaling \$1,860.83

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

The EESAC utilized available funds to purchase the annual subscription for BrainBOP, approximately \$800.00, and approximately \$1,000.00 for agendas.

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
Savigne, Jennifer	Principal
Soper, Barbara	Instructional Coach
Magarino, Ramon	Teacher, K-12
Pacheco, Janice	Teacher, K-12
Pacheco, Mercedes	Teacher, K-12
Phillips, Meisha	Teacher, K-12
Sanchez-Alcaine, Patricia	School Counselor
Suarez, Lucia	Teacher, K-12
Simon, Naomi	Assistant Principal

b. Duties

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

The Literacy Leadership Team (LLT) promotes school literacy by fostering a school culture of leaders who utilize effective instructional strategies learned through professional development and established best practices to improve student achievement. Meeting monthly, the LLT, reviews the implementation of the McGraw-Hill Wonders reading series, WonderWorks intervention program, iReady diagnostic assessments and lessons, the Accelerated Reader program and weekly assessments. The LLT assists teachers with data-driven instructional planning aligned to the District's pacing guides and Florida Standards in order to provide differentiated instruction to maximize student learning outcomes. The team creates and oversees the implementation of school-wide systems of recognition for student utilization of the iReady program and Accelerated Reader

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 school schedules collaborative planning sessions and weekly common planning times in each grade level. Teachers are encouraged to plan with grade level/department team members to plan high quality lessons with emphasis on priority components. Teachers are also encouraged to share best practices and model lessons. Professional learning opportunities are offered at various times during the school

year and opportunities for spiral planning are offered. Curriculum Team meetings (math/science and reading/language arts/social studies) will be held twice a month and will include all teachers. Professional learning communities are also encouraged.

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

The school will recruit high quality teachers through the district's interviewing and hiring process. New teachers will be partnered with mentor teachers, and meetings will be scheduled regularly with new teachers, mentor and veteran teachers and the administrative team to provide necessary support and guidance. Additionally, the school will partner with local universities to provide internships to student teachers.

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

The school's mentoring program is the i3 Mentoring Program. Pairings are selected based on pairing of the Mentor and Mentee.

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 utilizes the District's Pacing Guides to ensure its core instructional program is aligned to Florida Standards. Instructional leaders and teachers work collaboratively to align state-adopted textbooks to the new Florida Standards by using task cards and item specifications. Administrators perform routine walkthroughs and observations to ensure teachers deliver core instruction as delineated in the District's Pacing Guides. Recommended weekly, topic assessments are utilized to assist students in accessing and mastering core standards.

b. Instructional Strategies

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

Data analysis is performed on a bi-weekly basis. Utilizing formative assessment, as well as summative assessment data, students are identified and placed in school-wide intervention and enrichment programs. The Reading intervention program is delivered using the WonderWorks reading series and the mathematics intervention program uses teacher-delivered re-teaching components, iReady lessons and Think Central assignments. Instruction is differentiated based on identified student needs and students utilize the iReady program during the instructional block. Topic assessment data is reviewed and students not meeting proficiency on identified standards are offered additional remediation opportunities during non-core subjects.

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: 3,000

Provide reading and mathematics tutoring to students

Strategy Rationale

Instruction in core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Savigne, Jennifer, pr3381@dadeschools.net

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

Monthly assessments will be administered to students enrolled in the after-care program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

In order to assist our preschool students in the transition from the early childhood to the elementary school program, we collaborate with neighboring preschools. Parents and students are invited to visit our school and teachers to learn about our Kindergarten program. Both a Pre-Kindergarten and Kindergarten orientation are held to present expectations and program components to entering families.

Students housed within our school-site Pre-Kindergarten program are monitored by their teachers. Teachers complete checklists and observations to determine Kindergarten readiness for each student and provide parents with information regarding their child's development. The Florida Kindergarten Readiness Screening (FLKRS) will be given to each student upon entering Kindergarten to assess readiness and any need for remediation.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved in all content areas, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved in all content areas, then student achievement will increase. 1a

G096752

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	43.0
Math Gains	65.0
Math Lowest 25% Gains	70.0
FSA ELA Achievement	70.0
ELA/Reading Gains	75.0
Math Lowest 25% Gains	41.0
CELLA Listening/Speaking Proficiency	55.0
CELLA Reading Proficiency	35.0
FCAT 2.0 Science Proficiency	68.0
CELLA Writing Proficiency	39.0

Targeted Barriers to Achieving the Goal 3

- Classroom instruction is primarily provided in a whole-group model

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership Team members, built in common planning time, professional development calendar, Accelerated Reader, interactive boards for technology integration, effective instructional strategies, science kits, math manipulatives, BrainPOP, Reading Plus, MobyMax, Think Central, OnReader, iReady, interventions, library circulation, Math Liaison, Science Liaison, Reading Liaison and Social Studies Liaison.

Plan to Monitor Progress Toward G1. 8

Formative and summative assessment data will be analyzed to determine progress of improved core instruction.

Person Responsible

Jennifer Savigne

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Formative assessments (classroom assessments and topic assessments) and Summative assessments (Florida Standards Assessment)

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved in all content areas, then student achievement will increase. 1

G096752

G1.B1 Classroom instruction is primarily provided in a whole-group model 2

B260249

G1.B1.S1 Conduct collaborative planning sessions to identify standards requiring remediation and provide support for implementation of standards-based differentiated instruction. 4

S275685

Strategy Rationale

Improved planning practices will result in effectively identifying standards-based lessons in order to improve student achievement.

Action Step 1 5

Provide teachers and administration with professional development on effective planning protocols and the use of the pacing guide, core curriculum and Florida Standards item specifications.

Person Responsible

Jennifer Savigne

Schedule

Monthly, from 8/18/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, agenda, PD deliverable

Action Step 2 5

Teachers will plan for and provide instruction utilizing the pacing guide and core curriculum with an emphasis on prioritizing instructional components.

Person Responsible

Jennifer Savigne

Schedule

Biweekly, from 10/18/2017 to 5/30/2018

Evidence of Completion

Sign in sheets, agenda, lesson plans, meeting notes

Action Step 3 5

Identify and utilize observational classrooms to demonstrate effective implementation of priority components.

Person Responsible

Jennifer Savigne

Schedule

Monthly, from 8/17/2017 to 5/30/2018

Evidence of Completion

Observation notes, debriefing notes

Action Step 4 5

Participate in lesson planning sessions listening for prioritized instructional components.

Person Responsible

Jennifer Savigne

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson plans, notes

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

The Leadership Team will monitor teacher planning sessions and instructional delivery for utilization of priority instructional block components.

Person Responsible

Jennifer Savigne

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Lesson plans, meeting notes, walkthrough observation notes

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

The Leadership Team will participate in debriefing sessions after analyzing lesson plans and instructional delivery.

Person Responsible

Jennifer Savigne








Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Debriefing notes, data chats

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.B1.S1.A2  A370410	Teachers will plan for and provide instruction utilizing the pacing guide and core curriculum with...	Savigne, Jennifer	10/18/2017	Sign in sheets, agenda, lesson plans, meeting notes	5/30/2018 biweekly
G1.B1.S1.A3  A370411	Identify and utilize observational classrooms to demonstrate effective implementation of priority...	Savigne, Jennifer	8/17/2017	Observation notes, debriefing notes	5/30/2018 monthly
G1.MA1  M398789	Formative and summative assessment data will be analyzed to determine progress of improved core...	Savigne, Jennifer	9/4/2017	Formative assessments (classroom assessments and topic assessments) and Summative assessments (Florida Standards Assessment)	5/31/2018 monthly
G1.B1.S1.MA1  M398787	The Leadership Team will participate in debriefing sessions after analyzing lesson plans and...	Savigne, Jennifer	9/4/2017	Debriefing notes, data chats	5/31/2018 monthly
G1.B1.S1.MA1  M398788	The Leadership Team will monitor teacher planning sessions and instructional delivery for...	Savigne, Jennifer	9/4/2017	Lesson plans, meeting notes, walkthrough observation notes	5/31/2018 weekly
G1.B1.S1.A1  A370409	Provide teachers and administration with professional development on effective planning protocols...	Savigne, Jennifer	8/18/2017	Sign in sheets, agenda, PD deliverable	5/31/2018 monthly
G1.B1.S1.A4  A370412	Participate in lesson planning sessions listening for prioritized instructional components.	Savigne, Jennifer	8/21/2017	Lesson plans, notes	5/31/2018 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 is improved in all content areas, then student achievement will increase.

G1.B1 Classroom instruction is primarily provided in a whole-group model

G1.B1.S1 Conduct collaborative planning sessions to identify standards requiring remediation and provide support for implementation of standards-based differentiated instruction.

PD Opportunity 1

Provide teachers and administration with professional development on effective planning protocols and the use of the pacing guide, core curriculum and Florida Standards item specifications.

Facilitator

Assistant Principal

Participants

K-5 Teachers

Schedule

Monthly, from 8/18/2017 to 5/31/2018

PD Opportunity 2

Identify and utilize observational classrooms to demonstrate effective implementation of priority components.

Facilitator

Assistant Principal

Participants

K-5 Teachers

Schedule

Monthly, from 8/17/2017 to 5/30/2018

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	Provide teachers and administration with professional development on effective planning protocols and the use of the pacing guide, core curriculum and Florida Standards item specifications.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3381 - Miami Springs Elementary Schl	General Fund		\$0.00
2	G1.B1.S1.A2	Teachers will plan for and provide instruction utilizing the pacing guide and core curriculum with an emphasis on prioritizing instructional components.				\$0.00
3	G1.B1.S1.A3	Identify and utilize observational classrooms to demonstrate effective implementation of priority components.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3381 - Miami Springs Elementary Schl	General Fund		\$0.00
<i>Notes: Substitute coverage for job embedded observations</i>						
4	G1.B1.S1.A4	Participate in lesson planning sessions listening for prioritized instructional components.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3381 - Miami Springs Elementary Schl	General Fund		\$0.00
					Total:	\$0.00