West Hialeah Gardens Elementary School

2017-18 Schoolwide Improvement Plan

West Hialeah Gardens Elementary School

11990 NW 92ND AVE, Hialeah Gardens, FL 33018

http://whg.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	91%

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	B	C*	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 West Hialeah Gardens 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.

West Hialeah Gardens Elementary will strive to create a supportive environment where school, home and community form a partnership dedicated to maximize each student's learning potential. By providing the highest standard of educational excellence we seek to create bilingual and biliterate citizens who will flourish in a global society.

b. Provide the school's vision statement.

West Hialeah Gardens Elementary is committed to providing the highest standard of educational excellence while seeking to create bilingual and biliterate citizens who will flourish in a global society.

2. School Environment

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

West Hialeah Gardens Elementary learns about the cultures of the students through surveys, orientation meetings for students and parents before the beginning of each school year. The school also provides activities throughout the school year such as parent academies, student showcases, field trips and the like that allow students and parents to express themselves. Teachers build relationship with students by initiating conversations with students, asking open ended questions and seek their opinion. Teachers also keep the line of communications open with parents via parent conferences, email, text messaging, phone conferences, communication logs, school activities and parent workshops. Students in grades 3 - 5 keep communication open with teachers via established social media such as Edmodo.

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

West Hialeah Gardens Elementary creates an atmosphere that is safe, fair and respectful of students. The educational environment setting is attractive, comfortable and well kept so that the students feel that the classroom is a place worth being and they are worth the effort. The rooms are arranged so that the teacher can monitor all students at the same time. Before and after school programs are made available to parents in order to provide supervision for students from 6:30 a.m. to 6:00 p.m.

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.

West Hialeah Gardens Elementary creates an environment where the students feel safe by providing clear and consistent expectations for behavior, routines, rituals, and having a proactive intervention system in place if problems arise. The school provides before and after school supervision to all students. Before and after school duties and post locations are assigned to staff members and administrators to monitors students in the hallways, cafeteria, and on the physical education court. School Safety Patrols are also a component of the morning supervision escorting students to their destination. During school, classroom rules and school rules are established. Students have a clear understanding of what is expected from them in different situations. The school counselor provides

character education during the school year to reinforce a positive learning environment. A counselor is also on call to provide assistance if the positive learning environment is disrupted. After school, teachers are responsible for escorting students to their assigned dismissal location and are to stay with the students. Security, administration, and other staff members monitor the dismissal process. The school also provides after school care and extracurricular activities such as cheerleading, sports, dance, robotics and chess.

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.

Students at West Hialeah Gardens Elementary have various social-emotional needs and strengths. Teachers, counselor, psychologist, and administration members provide support for these needs by establishing a three-tiered approach. This approach includes promotion, prevention, and early intervention. The goals of this approach are:
• Educate students so that they acquire a knowledge base plus a set of basic skills, work habits, and values for a lifetime of meaningful work;
• Students can feel motivated to contribute responsibly and ethically to their peer group, family, school, and community;
• Develop a sense of self-worth and feel effective as they deal with daily responsibilities and challenges;
• Are socially skilled and have positive relationships with peers and adults;
• Engage in positive, safe, health-protective behavior practices.

To achieve these outcomes, school personnel collaborates with parents and community members to provide educational opportunities that enhance children's self-management, problem-solving, decision-making, and communication skills. Social development activities promote communication, participation in cooperative groups, emotional self-control and appropriate expression, and thoughtful and nonviolent problem resolution. More broadly, these skills, attitudes, and values encourage a reflective, ready-to-learn approach to all areas of life. In short, they promote knowledge, responsibility, and caring.

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.

West Hialeah Gardens Elementary Early Warning System comprises of the following:

Attendance below 90 percent, regardless of whether absence is excused, unexecused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide standardized assessments in English Language Arts or mathematics

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	12	12	8	21	27	0	0	0	0	0	0	0	80
Level 1 on statewide assessment	3	15	13	25	46	68	0	0	0	0	0	0	0	170

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	2	15	16	11	63	68	0	0	0	0	0	0	0	175

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

Attendance: Teachers identify students with excessive absences on Student Case Management referral forms. Administrators and counselors work together to conference with parents and provide counseling to students referred to address attendance problems and help students and families solve problems.

Response to Intervention is implemented for students who are performing below grade level standards. Students are monitored through the MTSS process and provided with the appropriate interventions.

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

Parents and families will be engaged through services available through the school, the district, and community. Through electronic communication, flyers, agendas, meetings, the school's Community Involvement Specialist (CIS) and parents will be involved in the academic process and school operations.

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.

West Hialeah Gardens Elementary builds and sustains partnerships with the local community through representation of community leaders on our SAC and involvement of parent and community volunteers to provide tutorial and non academic support services through the Listeners program. Our Community Outreach Program ensures parents are involved in the day-to-day operations and activities of the school.

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
Gonzalez, Sharon	Principal
Pineiro, Mary	Assistant Principal
Rodriguez, Hipolito	Assistant Principal
Nodarse, Lourdes	Teacher, K-12
Gnefkow, Blanca	Instructional Coach
Ferrera, Kristina	Teacher, K-12
Catoni, Leslie	Instructional Coach
Hernandez, Alicia	Teacher, K-12
Adames, Roland	Teacher, K-12
Leon, Aaron	Teacher, K-12
Gonzalez, Laurie	Teacher, K-12
Sanchez, Barbara	Teacher, ESE
Lindo, Myriam	Teacher, K-12
Fernandez, Susan	School Counselor
Lorenzo, Massiel	Instructional Coach
Iglesias, Yoandra	Teacher, K-12
Sigler, Alexis	Teacher, K-12
Paradelo, Sonia	Teacher, K-12

b. Duties

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

Administration: The School Principal is the Instructional Leader of the school. She conducts daily walk-throughs and attends weekly planning sessions. She evaluates the instructional staff and provides support as needed. Together with her Assistant Principals Mary Pineiro and Hipolito Rodriguez, she allocates resources as needed. Student Services Personnel: Susan Fernandez, Counselor will work to build staff support and sustainability over time and technical assistance to teachers regarding data-based instructional planning and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. They provide support to students and parents as needed.
Academic Coaches: Massiel Lorenzo, Leslie Catoni and Blanca Sanjudo, Teachers will participate in collection, interpretation, and analysis of data; will facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical

assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

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.

1. The MTSS Leadership Team will meet regularly to gather and analyze data pertaining to academic and behavioral expectations. Professional development needs will also be determined based on the data. Data used will be G2D reports for Reading, Math and Science; i-Ready for progress monitoring in reading of grades K-5; ACCESS for ELL students.
2. The MTSS Leadership Team will also assist with the monitoring of interventions and re-evaluate the success of programs in relationship to the needs of all AMO subgroups.
3. The following persons provide support to our school:
School Psychologist: Mairene Garcia will participate in collection, interpretation, and analysis of data; will facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities,
Speech Language Pathologist: Arlene Bookman will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

Title I, Part A
West Hialeah Gardens Elementary School ensures that services are provided to students requiring additional remediation and are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum, assessment, and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I Chess; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
West Hialeah Gardens Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. At this time, West Hialeah Gardens Elementary has no migrant students.

Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners and immigrant students by providing funds to implement and/or provide the following:

• Before and after-school tutorial programs;
• Parent outreach activities.

Title X- Homeless
• The students of West Hialeah Gardens Elementary are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists West Hialeah Gardens Elementary with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students. The school counselor ensures homeless children and youth are not stigmatized or separated, segregated, or isolated based on their status as homeless-and are provided with all entitlements as stipulated by the McKinney Vento Homeless Assistance Act.
• Project Upstart provides a homeless sensitivity, awareness campaign to our school. We are provided with a video and curriculum manual, and are encouraged to participate in a contest sponsored by the homeless trust-a community organization, in order to promote inclusion of all students..
• Our school counselor continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• She has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs
West Hialeah Gardens Elementary School offers a non-violence and anti-drug program to students that incorporates field trips, community service and counseling provided through a partnership with Citrus Health System and the Healthy Me Program.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Sharon Gonzalez	Principal
Daimy Gutierrez	Teacher
Alicia Hernandez	Teacher
Myriam Lindo	Teacher
Rick Daney	Education Support Employee
Caron Rose	Teacher
Remington Rosenblatt	Teacher
Odalys Morell	Education Support Employee
Yoandra Iglesias	Teacher
Massiel Lorenzo	Teacher
Reyna Isabel Castillo	Business/Community
David Lema	Business/Community
Eddie Mendez	Business/Community
Stacey Hernandez	Parent
Ana Acosta	Parent
Sarahis Vega	Parent
Betsy Escobar	Parent
Tracey Gonzalez	Parent
Angelynn Companioni	Student
Maximillian Gonzalez	Student
Surisday Fernandez	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC at West Hialeah Gardens Elementary met at the beginning of the 2017-2018 school year to evaluate the goals of the SIP based on Grade 3-5 FSA scores, Grade 5 FCAT Science scores, and i-Ready scores for grades 3-5 in reading and math.

b. Development of this school improvement plan

The SAC at West Hialeah Gardens Elementary is the sole body responsible for final decision making at the school relating to the implementation of the SIP. The committee assists and evaluates the SIP, assists the principal in the development of the budget, and determines the allocations of the SAC's budget. The function of the SAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

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

The SAC at West Hialeah Gardens Elementary meets to go over the 2017-2018 budget. The principal reviews each line item and the members of the SAC give input and come to a consensus over the spending of discretionary funds.

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

SAC funds were allocated to support the goals of the SIP. The funds were used as follows: $5,975.00 for STEAM (Science, Technology, Engineering, Arts and Mathematics) initiatives such as the purchase of robotics kits, consumable science materials and field trips to STEAM related locations throughout the community.

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
Gonzalez, Sharon	Principal
Pineiro, Mary	Assistant Principal
Rodriguez, Hipolito	Assistant Principal
Catoni, Leslie	Instructional Coach
Adames, Roland	Teacher, K-12
Fernandez, Susan	School Counselor
Nodarse, Lourdes	Teacher, K-12
Gonzalez, Laurie	Teacher, K-12
Lindo, Myriam	Teacher, K-12
Gnefkow, Blanca	Instructional Coach
Leon, Aaron	Teacher, K-12
Ferrera, Kristina	Teacher, K-12
Lorenzo, Massiel	Instructional Coach
Hernandez, Alicia	Teacher, K-12
Sigler, Alexis	Teacher, K-12
Iglesias, Yoandra	Teacher, K-12
Paradelo, Sonia	Teacher, K-12
Menendez-Butler, Rosa	Teacher, K-12

b. Duties

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

The major initiatives of the school-based LLT this year will be aligned to the District K-12 CRRP 2017-2018 and will include:
• Increasing school-wide literacy across all content areas.
• Implementing on-going professional development targeted and specific to the needs of individual grade levels and instructional staff based on data results.

• Monitoring, collecting, and utilizing assessment data, including i-Ready Assessments, observational data, and in-program assessment data.
• Participating in data analysis teams.
• Reading Leadership Teams encourage and support the development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text-dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum.

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.

PLC teams will be formed according to shared instructional goals. Data sources such as the School Improvement Plan, FSA 2017 student data, and Staff IPEGS Evaluation results will be used to determine the professional development needs and Professional Learning Communities at our school. The PLST members will facilitate the implementation of PLCs by training staff on the structure of PLCs and provide ongoing support for active PLCs and staff in order to support collaborative planning and instruction.

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

The recruitment of high-quality, highly-qualified teachers to work in high-need academic areas of the school begins during the pre-service of intern teachers. The school brings in pre-service teachers from local colleges and universities each semester and places them with high-performing teachers to serve as role models. As openings occur, former interns are interviewed and hired to become faculty members. In order to retain high-quality, highly-qualified teachers, the school provides many intangible rewards such as encouraging professional learning communities, specific and deliberate professional development, acknowledging outstanding teaching practices, and providing an environment where academic freedom is respected and honored. The principal will be responsible for recruiting and retaining highly qualified, certified-in-field, and effective teachers.

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

West Hialeah Gardens Elementary provides a mentoring program for beginning teachers. Additional mentoring support is also provided to veteran teachers who are in need of improvement based on data, classroom management, and observations, both formal and informal. Mentor teachers meet with their mentees on a weekly basis and assist them with data analysis, lesson planning, classroom management techniques, intervention techniques, the referral process, parent involvement, and other issues that may arise. Mentors also spend time observing the beginning teachers as well as doing demonstration lessons in the mentee's classroom.

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.

West Hialeah Gardens Elementary teachers follow the Florida Standards for grades K-5 along with the District-developed pacing guides.

b. Instructional Strategies

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

West Hialeah Gardens Elementary uses data to differentiate instruction and meet the diverse needs of students. Monthly data chats provide teachers the opportunity to review student data with the Leadership Team. Additionally, formative data is used as an ongoing process to modify instructional practices and provide intensive intervention for students and differentiated instruction (DI).

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

Strategy: After School Program

Minutes added to school year: 2,160

Title III Academic tutoring will be offered after-school to students in the ELL subgroup. Instruction will target the specific benchmarks determined by student performance on FSA 2017 administration.

Strategy Rationale

The ELL subgroup is large subgroup within West Hialeah Gardens Elementary School's student population and a large percentage have not met proficiency on the 2017 WIDA ACCESS for ELLs 2.0 administration.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gonzalez, Sharon, pr2371@dadeschools.net

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

Data will be collected using i-Ready. Student performance and learning gains will be analyzed to determine effectiveness of strategies.

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.

Title I Administration assists West Hialeah Gardens Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to

provide extended support through a full-time, highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Additionally, the school staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for kindergarten. All incoming kindergarten students are screened upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition, and letter sound identification. Based on the parental responses on the Home Language Survey upon registration, students are also screened on their English language skills utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress using FLKRS and i-Ready Assessments. Based on the results of these assessments, instructional strategies are modified to meet the individual needs of the students. Also, beginning during Spring registration, the school begins offering campus tours for incoming Kindergarten students and their parents. Transition packets are distributed at the conclusion of the tour. Orientation sessions are also held the week before school begins in order to prepare students and their parents and share expectations for the upcoming school year.

5th Grade students visit the Feeder School to tour the campus and meet with the counselors regarding programs and courses. Additionally, there are joint activities related to STEAM in which the students participate.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step 🔍 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

🔑 G096756

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	54.0
Math Gains	64.0
Math Lowest 25% Gains	51.0
FCAT 2.0 Science Proficiency	52.0

Targeted Barriers to Achieving the Goal `3`

- Lack of collaborative learning communities with a focus on planning to impact student achievement

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

- Common planning time, Reading Liaison, Math Liaison, Science Liaison, Master teachers who could model lessons, Professional Development Liaison, i-Ready, Reflex Math, other research-based programs such as McGraw-Hill Reading (Wonders/WonderWorks), GoMath, myON Reader, Accelerated Reader, Gizmos, Discovery Learning and Imagine Learning for ELL Level 1 students.

Plan to Monitor Progress Toward G1. `8`

Progress is monitored by disaggregating formative assessment data such as i-Ready reports and summative assessment data such as FSA Spring 2018 assessments.

Person Responsible

Sharon Gonzalez

Schedule

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

Evidence of Completion

Walkthrough logs, Differentiated Instruction folders, lesson plans, rotation schedules, student reflection

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

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

🔑 G096756

G1.B1 Lack of collaborative learning communities with a focus on planning to impact student achievement 2

🔑 B260259

G1.B1.S1 Plan for and deliver instruction based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

🔑 S275693

Strategy Rationale

Data from dissagregated assessment results indicated a need for effective planning with a focus on increasing rigorous instruction will help achieve goal.

Action Step 1 5

(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block so as to enable teacher leaders to model an effective planning session.

Person Responsible

Sharon Gonzalez

Schedule

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

Evidence of Completion

Sign-in, Agenda, PD deliverables

Action Step 2 5

Provide professional development for all teachers to share effective planning framework and priority components of an instructional block.

Person Responsible

Sharon Gonzalez

Schedule

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

Evidence of Completion

Planning schedules, lesson plans, Instructional Planning Framework, Sign-in, Agenda, PD deliverables

Action Step 3 5

Implement weekly collaborative sessions to effectively plan for instruction.

Person Responsible

Sharon Gonzalez

Schedule

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

Evidence of Completion

Planning schedules, lesson plans, Instructional Planning Framework

Action Step 4 5

Professional development on the implementation of technology programs to support at-risk students or to provide acceleration to on grade-level students utilizing programs such as i-Ready, Reflex Math, Accelerated Reader, Imagine Learning for ELL Level 1 students, Gizmos and myON Reader.

Person Responsible

Sharon Gonzalez

Schedule

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

Evidence of Completion

Walk-through logs, coaching logs, coaching schedules, debriefing conferences, lesson plans

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

To monitor fidelity of implementation, walk-throughs and planning meetings will be conducted. Lesson plans will be collaboratively developed.

Person Responsible

Sharon Gonzalez

Schedule

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

Evidence of Completion

Walk-through logs, coaching logs, coaching schedules, debriefing conferences, lesson plans

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

To monitor the effectiveness of the implementation student work, i-Ready reports, district-developed topic assessments and teacher-developed assessments will be analyzed.

Person Responsible

Sharon Gonzalez

Schedule

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

Evidence of Completion

Data Chat schedules and annotations, sign-in sheets, walk-through logs, student work folders and program reports.

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 🔑 M398804	Progress is monitored by disaggregating formative assessment data such as i-Ready reports and...	Gonzalez, Sharon	8/21/2017	Walkthrough logs, Differentiated Instruction folders, lesson plans, rotation schedules, student reflection	6/7/2018 quarterly
G1.B1.S1.MA1 🔑 M398802	To monitor the effectiveness of the implementation student work, i-Ready reports,...	Gonzalez, Sharon	8/21/2017	Data Chat schedules and annotations, sign-in sheets, walk-through logs, student work folders and program reports.	6/7/2018 biweekly
G1.B1.S1.MA1 🔑 M398803	To monitor fidelity of implementation, walk-throughs and planning meetings will be conducted....	Gonzalez, Sharon	8/21/2017	Walk-through logs, coaching logs, coaching schedules, debriefing conferences, lesson plans	6/7/2018 weekly
G1.B1.S1.A1 🔑 A370428	(1) Provide professional development for specified teacher leaders to share effective planning...	Gonzalez, Sharon	8/21/2017	Sign-in, Agenda, PD deliverables	6/7/2018 biweekly
G1.B1.S1.A2 🔑 A370429	Provide professional development for all teachers to share effective planning framework and...	Gonzalez, Sharon	8/21/2017	Planning schedules, lesson plans, Instructional Planning Framework, Sign-in, Agenda, PD deliverables	6/7/2018 weekly
G1.B1.S1.A3 🔑 A370430	Implement weekly collaborative sessions to effectively plan for instruction.	Gonzalez, Sharon	8/21/2017	Planning schedules, lesson plans, Instructional Planning Framework	6/7/2018 weekly
G1.B1.S1.A4 🔑 A370431	Professional development on the implementation of technology programs to support at-risk students...	Gonzalez, Sharon	8/21/2017	Walk-through logs, coaching logs, coaching schedules, debriefing conferences, lesson plans	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 is increased in all content areas then student achievement will improve.

G1.B1 Lack of collaborative learning communities with a focus on planning to impact student achievement

G1.B1.S1 Plan for and deliver instruction based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block so as to enable teacher leaders to model an effective planning session.

Facilitator

Leslie Catoni, Myriam Lindo, Blanca Sanjudo, Massiel Lorenzo

Participants

Grades K-5 Teachers

Schedule

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

PD Opportunity 2

Implement weekly collaborative sessions to effectively plan for instruction.

Facilitator

Leslie Catoni, Myriam Lindo, Blanca Sanjudo, Massiel Lorenzo

Participants

Teachers in grades K-5

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block so as to enable teacher leaders to model an effective planning session.	$0.00
2	G1.B1.S1.A2	Provide professional development for all teachers to share effective planning framework and priority components of an instructional block.	$0.00
3	G1.B1.S1.A3	Implement weekly collaborative sessions to effectively plan for instruction.	$0.00
4	G1.B1.S1.A4	Professional development on the implementation of technology programs to support at-risk students or to provide acceleration to on grade-level students utilizing programs such as i-Ready, Reflex Math, Accelerated Reader, Imagine Learning for ELL Level 1 students, Gizmos and myON Reader.	$0.00
		Total:	**$0.00**