

Miami-Dade County Public Schools

Dr. Gilbert L. Porter Elementary School



2017-18 Schoolwide Improvement Plan

Dr. Gilbert L. Porter Elementary School

15851 SW 112TH ST, Miami, FL 33196

<http://glpsod.dade.k12.fl.us/>

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 | No | 77% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 94% |

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [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 Dr. Gilbert L. Porter 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.

Dr. Gilbert L. Porter Elementary School envisions every child to be a lifelong learner who is a responsible, productive, and caring citizen. It is our mission to create an environment that focuses on the child's strengths, to motivate parents, teachers, administrators, and non-instructional personnel to believe that in "The School of Discovery" all children are allowed to explore the depths of their potential; and to create an environment for learning where every child succeeds.

b. Provide the school's vision statement.

Dr. Gilbert L. Porter Elementary School's Principal as well as Assistant Principal provide a common vision for the school. This vision includes the implementation of a systematic plan of action that consists of input from all stakeholders. Learning objectives, measurable goals, quantitative benchmarks, best practices, and other strategies that support the overall foundational use of data-based decision-making are included in the plan. In addition, a school-based team implements the RtI objectives with fidelity. Intervention support and documentation ensures appropriate professional development to assist with remediation strategies.

2. School Environment

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

All students are placed with a homeroom teacher in Pre-K through 5th grade. This teacher builds a relationship with these students as they teach them daily. The homeroom teacher is responsible for attendance records and monitors the students' success academically as well as behaviorally. Data is a substantial part of identifying student's needs individually. Teachers assist with the articulation process as well to ensure that as a child progresses to the next grade level seamlessly. The guidance counselor works closely with all teachers to assist with identifying those students who need Response to Intervention (RtI).

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

The 2017-18 Newly Updated Miami-Dade County Public School Parent Handbook has been uploaded to the school's website. This manual includes the Miami-Dade County Public School Code of Student Conduct. The Values Matter campaign is being implemented throughout the school. The monthly value is read aloud to all students daily on the morning announcements. Various activities are taking place school wide to reinforce the values being taught.

An Arrival and Dismissal plan ensures that all areas of the building are secured. Morning and afternoon posts are assigned and both school site administrators as well as various teachers, and support staff are strategically assigned throughout the main building and Primary Learning Center. There is only one entry point at both campuses and students are closely supervised at all times. Adults throughout the building greet students and encourage them to eat a healthy, free breakfast. Throughout the school day, students are encouraged "To Do The Right Thing" and are rewarded when recognized as doing so. Classroom behavior plans are reviewed and followed to encourage students to respect the teacher, their classmates as well as themselves. Rules are enforced and school wide rewards are given when students exemplify positive values. A Bully Box is placed outside

of the main office doors and children are encouraged to place concerns in the box where they will be addressed by the Guidance Counselor.

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.

Establishing effective discipline practices is critical to ensuring that academic success and a safe learning environment is maintained. When negative behavior is minimized, there is potential for the maximum amount of instructional time. When a child is sent out of the classroom with an office referral, a minimum of 20 minutes of instructional time is lost. At Dr. Gilbert L. Porter Elementary, behavior that stands in the way of allowing a teacher to instruct is dealt with immediately. The Guidance Counselor is heavily involved in the behavior plan and parents are included in disciplinary action.

The emphasis is placed however on recognizing positive behavior regularly. There are numerous Positive Opportunities for students to be recognized by PTA, Teachers and Administration for "Doing the Right Thing." The following programs focus on highlighting positive behavior: Principal's Recognition Luncheons, "Do the Right Thing", Spot Success, PTA Star Student of the Month, Accelerated Reader Parties, Attendance Movies/Popcorn Parties, i-Ready recognition dances, and Morning Announcement Shout Outs.

During lunch waves, the administration are regularly present to build relationships with students in a non-threatening environment.

Administrative walk-throughs focusing on the "5 Dimensions of Teaching and Learning" take place regularly to ensure students are actively engaged, which promotes positive behavior.

At both arrival and dismissal, administration, teachers and support staff are strategically placed throughout both campuses to ensure students are closely monitored to avoid negative behavior.

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.

All students are placed with a homeroom teacher. The teacher/student interaction takes place daily. Therefore, this teacher is the constant adult figure that maintains an open line of communication with the student and their parents. Students are allowed to request a visit to the Guidance Counselor whenever needed. The cafeteria is a place where students are allowed to quietly talk with the peers at their lunch table. There are several cafeteria monitors as well as the administration in the cafeteria at all times. These adults circulate throughout the cafeteria and interact with students daily. The media clerk is another positive resource for the students at Dr. Gilbert L. Porter Elementary. Students visit the media center regularly and feel comfortable in this hub. The opportunities for parents to be a viable part of their child's education are many. Parents feel welcomed at our school and many parents volunteer in the cafeteria, media center, classrooms and at events. Our PTA offers parents many opportunities to be directly involved in making our school a success.

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 iAttend Initiative is being implemented at Dr. Gilbert L. Porter Elementary School. Students are motivated to attend school regularly as school wide attendance competitions are held to inspire good attendance. Rewards are offered to those homerooms who are able to increase their attendance rate. The Social Worker meets with those students who are showing signs of truancy. A Truancy Intervention Packet is utilized when a child has 10 or more unexcused absences. The Parent/School

connection is meant to positively encourage parents to assist the school in making sure students are present during teaching and learning sessions.

Administrative detentions are issued when a child breaks the Code of Student Conduct and the behavior warrants administrative attention. The Guidance Counselor is a significant factor in assisting with behavior management. Students meet with counselor and parents are contacted and notified of concerns. Student Services forms are completed to ensure proper follow through.

Students in accountability grades who scored a Level 1 in the area of English Language Arts or Mathematics on state assessments have been targeted to receive Pull-out or Push-in intervention daily.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 1 | 5 | 4 | 1 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Level 1 on statewide assessment | 2 | 4 | 5 | 11 | 10 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 5 | 7 | 0 | 10 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |

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

The guidance counselor is instrumental in the implementation of the iAttend initiative. Students are rewarded for attending school regularly. For those who show signs of truancy, the ARC is in place. Parent conferences are held and a plan is devised on how to improve daily attendance rate. School wide attendance competitions promote positive attendance results as students work together as a team to increase their homeroom attendance rate.

Positive Student Behavior is rewarded in a variety of ways. Numerous initiatives reward positive behavior such as: Do the Right Thing, Star Student of the Month, Principal Luncheons, Honor Roll Assemblies, Assemblies, i-Ready participation dances, Field Trips and PTA sponsored activities. Many things are in place throughout the building targeting students who fall in the aforementioned indicators.

Students who need additional support in the area of Academics receive Pull-out/Push-In interventions. Homework help is offered through our After-School Care program to assist those students who need additional support. Before and/or after school tutoring for ELL students is available through the ELL program. Rtl will take place with homeroom teacher when a student displays a deficiency in ELA or Mathematics.

All teachers are actively following the District Pacing Guides and all grade levels plan collaboratively including the grade level SPED teachers.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

No

1. PFEP Link

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

2. Description

Our goal for the 2017-18 school year is to increase the percentage of parents participating in school related activities by 2%. Our goal is to better equip parents with available resources and other referral services and to provide parents opportunities to become a part of the school community through workshop offerings, such as: Science, Technology, Engineering, Art, Mathematics (STEAM) activities, as well as various student performances and family nights. The ConnectEd communication system will be used throughout the year detailing events that are available for parents, students and community members. Our marquee will be used as a communication tool as well. Our school web page will also be continuously updated with events and activities promoting parent involvement. Our plan will be monitored by our School Administration, Guidance Counselor, Leadership Team and PTA President. To determine effectiveness of implemented strategies, sign-in sheets will be reviewed to determine the number of parents attending school or community events. The evaluation tool will be the sign-in sheets.

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.

Effective school-family-community partnerships are an integral part of Dr. Gilbert L. Porter Elementary School. The PTA has joined with the administrative team to network with surrounding community members in an effort to build partnerships that foster our school's mission which envisions every child to be a lifelong learner who is a responsible, productive, and caring citizen. One of the key components of our school's vision is for the school community to give back as well. Some of the organizations that Dr. Gilbert L. Porter Elementary has supported are: Dan Marino Foundation Walk-About for Autism, Cancer Relay for Life, Live Like Bella Foundation for Childhood Cancer, United Way, and Miami Children's Hospital Toy Drive. We stress that it is good to receive but equally important to give back to others. The West Kendall Baptist Hospital has become a strong partner in our educational initiatives. They have planted a garden with our students for four consecutive years and allowed our students to learn about the importance of nutrition and cleanliness. They have also supported us with a "Hand Washing Campaign," and the "Walking School Bus."

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 |
|--------------------|---------------------|
| Gutierrez, Raul | Principal |
| Parker, Heather | Assistant Principal |
| Suarez, Ivette | SAC Member |
| Pardo, Jesse | Teacher, K-12 |
| Cid, Maria | Teacher, K-12 |
| Vega, Marilyn | School Counselor |
| Tarno, Nyurka | Teacher, K-12 |
| Williams, Jennifer | Teacher, K-12 |
| Nevins, Laurie | Teacher, K-12 |
| Martinez, Flor | Teacher, K-12 |
| Lima, Angie | Teacher, K-12 |
| Curry, Sheri | Teacher, K-12 |
| Nora, Kathyria | Teacher, ESE |

b. Duties

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

- Mr. R. Gutierrez, Principal and Mrs. H. Parker, Assistant Principal: provide a common vision for the team. This vision includes the implementation of a systematic plan of action that consists of input from all stakeholders. The plan will include learning objectives, measurable goals, quantitative/ qualitative benchmarks, best practices, and other strategies that support the overall foundational use of data-based decision-making. In addition, the plan ensures that the school-based team is implementing Rtl objectives with fidelity. Lastly, the plan facilitates implementation of intervention support and documentation ensures appropriate professional development to support Rtl implementation, and communicates with parents effectively regarding school-based Rtl plans and activities.
- Dr. Suarez, UTD Steward: Provides support to administration and staff to ensure compliance of the UTD contract, school procedures and district guidelines.
- Dr. Suarez, EESAC Chairperson: (Elected Annually) Provides support to EESAC Committee members to ensure compliance to EESAC guidelines pertaining to School Improvement Plan. Assist in the facilitation of best practices that create opportunities for committee members to actively participate in the preparation and execution of the School Improvement Plan.
- J. Pardo (K), S. Curry (1), N. Tarno (2), A. Lima (3), F. Martinez (4), J. Williams, (5), K. Nora (SPED), Level/Department Chairpersons: provides support to individual grade levels and departments in implementing Rtl objectives. Members provide grade level/departments with curriculum updates, and assist in monitoring intervention plans and student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- M. Cid, Professional Development Liaison: Provides support to school-based team in the area of professional development. Communicates professional development opportunities to staff which support Rtl objectives, monitors and reports professional development activities to administration.
- M. Cid, ELL Chair: Assists in the development of strategies that ensure that ELL instructional staff has an accurate knowledge and understanding of Rtl objectives. Assists in the design and implementation of progress monitoring, data collection, and data analysis, provides feedback to ELL instructional staff pertaining to student data, assists ELL instructional staff with development of student goal setting benchmarks.

- K. Nora, SPED Chair: Assists in the development of strategies that ensure that ESE teachers have accurate knowledge of understanding of RtI objectives. Assists in the design and implementation for progress monitoring, data collection, and data analysis, model lessons for SPED instructional staff, provide feedback to SPED instructional staff pertaining to student data, assists SPED instructional staff in developing student goal setting benchmarks. Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
- Dr. Sanchez, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
- S. Phillips, Technology Specialist: Provides school-based support by providing technical support to teachers and staff in the area of hardware/software and networking issues.
- G. Cardona, Speech Language Pathologist: Provides support to school-based team in understanding the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.
- M. Vega, Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 SST team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The delivery of instruction will be monitored to ensure fidelity. Support and interventions will be provided to students based on data.

Members of the SST team:

- Review academic and behavioral data and coordinate and make appropriate instructional decisions including progress monitoring at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or at moderate or high risk for not meeting benchmarks.
- Identify professional development and resources to meet needs according to data.
- Collaborate regularly, problem solve and share effective practices within and across grade/department levels.
- Evaluate instructional implementation, make decisions, and integrate processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about instructional implementation.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------------|--------------------|
| Raul J. Gutierrez | Principal |
| Ivette Diaz-Suarez | Teacher |
| Jesse Pardo-Delgado | Teacher |
| Sherri DeSalle-Curry | Teacher |
| Nyurka Tarno | Teacher |
| Jennifer Williams | Teacher |
| Maria Elena Xuarez-Covarub | Parent |
| Laura Amaristha | Parent |
| Mireya Bichili | Parent |
| Christine Vives | Parent |
| Paola Sibon | Parent |
| Eduardo Torres | Business/Community |
| Kim Bloomfield | Parent |
| Lily Rivera | Parent |
| Kerry Balwant | Parent |
| Julian Nunez | 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

All faculty members are given the opportunity to provide personal feedback on what they feel is working effectively and what needs to be tweaked as a school site in the instructional process. The School Improvement Plan (SIP) was written by a team of school site employees. Representation of all grade levels and departments were present. Faculty input was a critical component in the writing process. After the SIP was completed, Educational Excellence School Advisory Committee (EESAC) approval was secured. The SIP was submitted to the District for revisions. After all revisions were made and approved, the SIP was presented to the faculty as a whole. The SIP was posted on the school web site : <http://drglpelementary.org>

b. Development of this school improvement plan

The School Improvement Plan (SIP) is written by a team of school site employees. Representation of all grade levels and departments are present. Faculty input is a critical component in the writing process. Once the plan is written, Educational Excellence School Advisory Committee (EESAC) approval is obtained. The faculty receives a copy of the document to assist with instructional implementation.

The purpose of the (EESAC) is to foster an environment of professional collaboration among all education stakeholders to help create a learning environment that will empower students, following graduation, to pursue postsecondary education and/or enter the workforce directly with the knowledge, skills, abilities, desire and confidence to become productive citizens and employees. The Council will strive to accomplish this purpose by working together with the principal to develop diverse input and on the preparation and evaluation of the School Improvement Plan (SIP) as well as supporting the MDCPS Strategic Plan.

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

The annual school budget is presented to the EESAC and open for discussion and clarification if needed.

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

In 2016-17, \$3,714 were used to update technology school wide.

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 |
|--------------------|---------------------|
| Gutierrez, Raul | Principal |
| Parker, Heather | Assistant Principal |
| Cid, Maria | Teacher, K-12 |
| Curry, Sheri | Teacher, K-12 |
| Lima, Angie | Teacher, K-12 |
| Martinez, Flor | Teacher, K-12 |
| Nevins, Laurie | Teacher, K-12 |
| Pardo, Jesse | Teacher, K-12 |
| Suarez, Ivette | Teacher, K-12 |
| Tarno, Nyurka | Teacher, K-12 |
| Vega, Marilyn | School Counselor |
| Williams, Jennifer | Teacher, K-12 |
| Nora, Kathyria | Teacher, ESE |

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

The Literacy Leadership Team will create a reading goal, specific objectives and strategies in the School Improvement Plan (SIP) that will increase reading achievement. The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the curriculum. The LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader, MyOn, reading contests, and summer reading activities. The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

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.

Students in grades Pre-K through three are in self-contained classrooms with a homeroom teacher that is responsible for instructing the students in all core content. In grades Four and Five, teachers are departmentalized and students are instructed by two teachers with the exception of the Gifted students which are self-contained. Special area teachers service grades Two through Five in the areas of Art, Music and Physical Education. Spanish is offered to ELL students in grades Kindergarten and First Grade Students. Spanish Speakers and non-Spanish speakers are taught Spanish in grades Two through Five. Early Release Day takes place every Wednesday. This day is designated for grade level/ department planning. Teachers meet collaboratively and plan using the District Pacing Guides, Item Specs, State Benchmarks and current data reports. There are subject area representatives which attend district training sessions and then report back to grade levels so all staff are empowered with current directives.

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

When teaching positions become available, the District Teacher Match system is used to locate qualified, certified teachers. Candidates are interviewed by the principal to ensure that the best candidates are secured to meet the school needs. Based on a faculty Needs Assessment, Ms. M. Cid, Professional Development Liaison will schedule various Professional Development Training sessions on-site to ensure that teachers are adequately trained in current educational trends. During Faculty Professional Development sessions, teachers will share "Best Practices" as well as feedback from training received at alternate locations. Teachers will partake in various subject area Webinars. District Level Professional Development offerings will be attended by faculty members from various grade levels and share out sessions will be held during weekly grade level planning meetings as well as faculty meetings.

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

New Teachers are paired with a seasoned teacher to ensure that mentoring is taking place. The new teacher is given an orientation by the Administrative Team and regular follow up takes place. New teachers are encouraged to participate in regular professional development, both on-site as well as in alternate locations. Webinars are also available in the areas of English Language Arts, Mathematics and Science.

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.

Collaborative planning is taking place. Teachers meet within their grade level and plans are discussed along with current student data results. Grade level SPED teachers are included in planning sessions as well. Teachers are using District Mandated textbooks, Item Specs, State Benchmarks and are following the District Pacing Guides in all core subject areas. Grades K-3 are self-contained while grades Four and Five, are departmentalized. Six Self-Contained Units contain

students on the Autistic Spectrum (ASD). These students are taught according to their Individualized Educational Plan (IEP) which determines whether the student follows General or Modified Curriculum. Teachers are encouraged to plan with colleagues who are teaching the same grade level and subject area. Subject Area Leaders attend available District trainings and then return and share information to ensure all State and District initiatives are being implemented. Tutoring is taking place for all students who performed below mastery in the areas of Reading and/or Mathematics on state assessments. Intervention strategies are underway for all students who are displaying deficiency on i-Ready (AP) assessments.

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.

Topic Assessments are given to students in Grades Three through Five in the areas of Reading, Writing and Mathematics. Students in Grade Five are also tested in the area of Science. Kindergarten through Fourth grade students are given a pre and post Science Assessment. All students in grades Kindergarten through Five are given three i-Ready Diagnostic assessments in the areas of Reading and Mathematics. Teachers are able to pull multiple detailed reports on each assessment. Results from these assessments are used to determine individual student learning needs. Instruction is differentiated in all core subjects based on individual needs. Students who have an Individual Education Plan (IEP) receive instructional support from a Special Education Certified Teacher. On-line resources allow teachers to pull up individualized supplements so students can be retaught concepts that were not mastered. Technology resources allow teachers to assign individualized lessons on the computer which provide students with additional practice in areas of concern in order to promote fluency. Some of the technology resources used in Reading are: Accelerated Reader, McGraw Hill Wonders, Imagine Learning, i-Ready, MYOn, and TeachTown. In Mathematics, the following resources are used to enhance instruction: Go Math, ThinkCentral, I-Ready, Explore Learning Reflex, Gizmos as well as Imagine Learning for our ELL students.

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: 6,000

Students who are registered in our After School Care Program and who are in the lowest 45% in the area of Language Arts/English Mathematics are taught by a certified teacher. Assignments given by subject area teacher are reviewed to ensure student is able to complete home learning assignments with accuracy. Additional instruction is given as needed to ensure comprehension and fluency.

Strategy Rationale

Students are given reinforcement in areas of need by a certified teacher. The teacher assesses the students to determine where additional support is needed and then additional instruction is given as needed.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gutierrez, Raul, pr4511@dadeschools.net

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

Results from i-Ready Assessments will be used to monitor progress.

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.

Kindergarten Meet and Greet – August 17, 2017

Back to School Parent Welcome Breakfast- August 25, 2017

Schoolwide Open House- September 28, 2017

Fifth Grade Middle School Visits- During month of October and November

Pre- school teachers collaboratively plan with kindergarten teachers throughout the school year in order to develop a smoother transition.

Teachers and parents participate in activities which engage all students such as: the Hispanic Heritage Celebration, Black History Awareness as well as a variety of Holiday activities.

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

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 during the 2017-18 school year.

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 during the 2017-18 school year. 1a

G096768

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| ELA Achievement District Assessment | 65.0 |
| ELA/Reading Gains District Assessment | 54.0 |
| Math Achievement District Assessment | 67.0 |
| Math Gains District Assessment | 45.0 |
| Statewide Science Assessment Achievement | 51.0 |

Targeted Barriers to Achieving the Goal 3

- Additional Professional Development is needed for teachers to use relevant/ current data with which to set goals, and create fluid student groups which will align learning activities to standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Onsite Professional Development offerings in the area of Assessment Data Reports
- District provided Core Curriculum Webcasts
- District Pacing Guides for Core Subjects
- School based subject area leaders (ELA, Math, Science and Social Studies) train staff based on District Monthly PD
- Current Digital resources i.e. (Wonderworks, GoMath, Gizmos, i-Ready and TG Data Reports)
- Collaborative Common Grade Level Planning
- Parent Nights
- Professional Development in the area of Science

Plan to Monitor Progress Toward G1. 8

Ensure that Professional Development Offerings are geared toward increasing teacher comprehension in the area of Data Driven Decision Making. All teachers will increase Differentiated instructional based on Data results.

Person Responsible

Raul Gutierrez

Schedule

Quarterly, from 9/5/2017 to 6/6/2018

Evidence of Completion

Meeting agendas will evidence teacher participation in Professional Development offerings. Teachers will keep data binders with current assessment data and create fluid student groups based on results of findings.

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 during the 2017-18 school year. **1**

 G096768

G1.B1 Additional Professional Development is needed for teachers to use relevant/ current data with which to set goals, and create fluid student groups which will align learning activities to standards. **2**

 B260291

G1.B1.S1 Teachers need Professional Development in the area of data driven decision making and desegregating data in order to make informed, instructional decisions. **4**

 S275722

Strategy Rationale

When teachers are adequately trained to assess, retrieve data reports and analyze assessment data, they will effectively plan differentiated learning activities based on student's individual learning needs that align to the standards.

Action Step 1 **5**

We will provide interactive opportunities for staff to grow in their knowledge and/or skills by providing relevant onsite, District and web based training in the area of data driven decision making.

Person Responsible

Heather Parker

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Agendas will evidence all professional development sessions. Faculty members will be given data samples and instruction as to how to desegregate student data results. Teachers will then devise plans as to how they will provide students with individualized or small group instruction based on results.

Action Step 2 5

The administrative team will use the Instructional Framework model to analyze instructional practice and constructive feedback will be provided.

Person Responsible

Raul Gutierrez

Schedule

Weekly, from 9/5/2017 to 6/6/2018

Evidence of Completion

Lesson plans, student work samples, data charts

Action Step 3 5

Grade level data chats will be held with administration at the conclusion of all i-Ready (AP) assessments to guide the instructional process.

Person Responsible

Raul Gutierrez

Schedule

Triannually, from 10/23/2017 to 5/25/2018

Evidence of Completion

Data charts, Meeting agendas, student intervention rosters

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

Meeting agendas and sign-in sheets will evidence Professional Development attendance. Teachers will provide differentiated instruction to all students through fluid small group instruction which will target specific learning needs. Documentation will be kept in data binders to track learning growth.

Person Responsible

Raul Gutierrez

Schedule

Monthly, from 9/5/2017 to 6/6/2018

Evidence of Completion

Meeting agendas and sign-in sheets will evidence Professional Development attendance. Regular Administrative Classroom walk-throughs will allow observation of differentiated instruction taking place.

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

Administrative walk-throughs will be conducted weekly followed by meaningful conversation, analysis and most importantly, reflection.

Person Responsible

Raul Gutierrez

Schedule

Weekly, from 9/5/2017 to 6/6/2018

Evidence of Completion

Lesson Plans, student work samples, data chats, post observation dialogue

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.A1 A370490 | We will provide interactive opportunities for staff to grow in their knowledge and/ or skills by... | Parker, Heather | 10/2/2017 | Agendas will evidence all professional development sessions. Faculty members will be given data samples and instruction as to how to desegregate student data results. Teachers will then devise plans as to how they will provide students with individualized or small group instruction based on results. | 5/25/2018 monthly |
| G1.B1.S1.A3 A370492 | Grade level data chats will be held with administration at the conclusion of all i-Ready (AP)... | Gutierrez, Raul | 10/23/2017 | Data charts, Meeting agendas, student intervention rosters | 5/25/2018 triannually |
| G1.MA1 M398874 | Ensure that Professional Development Offerings are geared toward increasing teacher comprehension... | Gutierrez, Raul | 9/5/2017 | Meeting agendas will evidence teacher participation in Professional Development offerings. Teachers will keep data binders with current assessment data and create fluid student groups based on results of findings. | 6/6/2018 quarterly |
| G1.B1.S1.MA1 M398872 | Administrative walk-throughs will be conducted weekly followed by meaningful conversation, analysis... | Gutierrez, Raul | 9/5/2017 | Lesson Plans, student work samples, data chats, post observation dialogue | 6/6/2018 weekly |
| G1.B1.S1.MA1 M398873 | Meeting agendas and sign-in sheets will evidence Professional Development attendance. Teachers will... | Gutierrez, Raul | 9/5/2017 | Meeting agendas and sign-in sheets will evidence Professional Development attendance. Regular Administrative Classroom walk-throughs will allow observation of differentiated instruction taking place. | 6/6/2018 monthly |
| G1.B1.S1.A2 A370491 | The administrative team will use the Instructional Framework model to analyze instructional... | Gutierrez, Raul | 9/5/2017 | Lesson plans, student work samples, data charts | 6/6/2018 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 during the 2017-18 school year.

G1.B1 Additional Professional Development is needed for teachers to use relevant/ current data with which to set goals, and create fluid student groups which will align learning activities to standards.

G1.B1.S1 Teachers need Professional Development in the area of data driven decision making and desegregating data in order to make informed, instructional decisions.

PD Opportunity 1

We will provide interactive opportunities for staff to grow in their knowledge and/or skills by providing relevant onsite, District and web based training in the area of data driven decision making.

Facilitator

Maria Cid

Participants

Teachers

Schedule

Monthly, from 10/2/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas, then student achievement will improve during the 2017-18 school year.

G1.B1 Additional Professional Development is needed for teachers to use relevant/ current data with which to set goals, and create fluid student groups which will align learning activities to standards.

G1.B1.S1 Teachers need Professional Development in the area of data driven decision making and desegregating data in order to make informed, instructional decisions.

TA Opportunity 1

The administrative team will use the Instructional Framework model to analyze instructional practice and constructive feedback will be provided.

Facilitator

Mr. Raul Gutierrez

Participants

Teachers

Schedule

Weekly, from 9/5/2017 to 6/6/2018

TA Opportunity 2

Grade level data chats will be held with administration at the conclusion of all i-Ready (AP) assessments to guide the instructional process.

Facilitator

Ms. Heather Parker

Participants

Teachers

Schedule

Triannually, from 10/23/2017 to 5/25/2018

VII. Budget

| | | | |
|----------|--------------------|---|---------------|
| 1 | G1.B1.S1.A1 | We will provide interactive opportunities for staff to grow in their knowledge and/or skills by providing relevant onsite, District and web based training in the area of data driven decision making. | \$0.00 |
|----------|--------------------|---|---------------|

| | | | |
|---------------|-------------|--|---------------|
| 2 | G1.B1.S1.A2 | The administrative team will use the Instructional Framework model to analyze instructional practice and constructive feedback will be provided. | \$0.00 |
| 3 | G1.B1.S1.A3 | Grade level data chats will be held with administration at the conclusion of all i-Ready (AP) assessments to guide the instructional process. | \$0.00 |
| Total: | | | \$0.00 |