

Miami-Dade County Public Schools

# Ruth K. Broad Bay Harbor K 8 Center



2017-18 Schoolwide Improvement Plan

## Ruth K. Broad Bay Harbor K 8 Center

1155 93RD ST, Bay Harbor Islands, FL 33154

<http://rkbbhk8.dadeschools.net/index.htm>

### 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)
Combination School PK-8	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

### School Grades History

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

*\*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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	27
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>28</b>

## 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 Ruth K. Broad Bay Harbor K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

It is our mission to provide a secure, innovative, and challenging environment that affords academic achievement and a technologically-rich program for our students to develop a strong, firm foundation from which to succeed and meet the challenges of the 21st century.

##### b. Provide the school's vision statement.

We are committed to being a community of life-long learners and caring individuals. Ruth K. Broad Bay Harbor K-8 Center emphasizes the importance of community! The primary focus is on building a community of learners, where the students, teachers, staff members, parents, and the entire community take the responsibility for the students' education. Every adult who works with the students at Ruth K. Broad Bay Harbor K-8 Center has the highest expectations for the students and the belief that each and every child can and will realize his or her potential. Staff members endeavor to make each child feel safe, secure, and special by providing a nurturing environment.

#### 2. School Environment

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

Our school infuses the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Additionally, our school:

- Identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Counselors implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps
- Selects a variety of methods that faculty members use in the first days of school to set a positive tone and clarify the values that guide interpersonal interaction between students and between the teacher and students
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Assures all teachers participate in the process of discussing climate guidelines along with their behavioral expectations
- Attends District provided Professional Development on multicultural offerings
- Schedules and plans school wide multicultural projects
- Embeds cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts)
- Provides professional development to staff on increasing positive interactions with students

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

At Ruth K. Broad Bay Harbor K-8 Center:

- We provide professional development on social-emotional learning (i.e. learning strategies, social skills, Conscious Discipline, Mindfulness, Emotional Intelligence, and self-management skills) and its relationship to creating a positive, caring and supportive school community.
- Develops and implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) to school-based and community resources;
- Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involves non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provides professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Creates methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

**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.**

- Ensure teachers are trained in Classroom management strategies
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Teacher/Student class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system such as Bobcat Pride, Super Bobcat, Turn-Around Student of the Month, and Do the Right Thing are in place.

**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.**

- Meet with Leadership to discuss students with barriers to academic and social success;
- Provide instruction and various campus activities, such as "Start with Hello," that address social/emotional needs of students;
- Engage with identified staff (i.e. school counselor) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
- Utilize data-based decision making to close academic, social-emotional and high school-career equity gaps by connecting all students with the services they need.
- Mentor identified students and match with volunteers and/or school staff to promote unity and foster positive relationships.
- Offer over 15 after school clubs encouraging student empowerment and friendship building.

### 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 school's early warning system consists of the following:

- Utilization of data systems to identify students who have attendance, behavioral or academic concerns
- Adhere to i-Attend MDCPS initiatives.
- Utilize Success Centers when needed.

**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	4	1	2	7	3	4	1	10	0	0	0	0	32
Level 1 on statewide assessment	1	6	5	8	20	20	21	7	23	0	0	0	0	111

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	6	3	2	24	17	22	13	23	0	0	0	0	110

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

- Effective multi-disciplinary teams in place to problem solve and create individual Tier 2/ Tier 3 plans
- i-Ready, Reflex Mathematics, Ten Marks, MyOn Reader, Gizmos, Achieve 3000, Starfall, etc.
- Planned Discussions, Goal Setting for all students
- Notification procedures for parents, agency and community outreach
- A comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources.
- Evidence-based interventions to close student academic gaps related to early warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/ education.
- Intensive Reading groups, Rtl groups, Intensive Mathematics classes/groups, DI groups based on academic skill and tutorial groups.

**B. Family and Community Engagement**

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

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

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

No

**1. PFEP Link**



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

## **2. Description**

The main target in the parental involvement area of our SIP is to increase parental involvement and communication with all parents at the school. We will continue to provide a multitude of parent information sessions and grade level/department meetings and training where parents will learn specific item specifications, Florida and MDCPS expectations, and proficiency levels. It is our hope that with these additional informational sessions, all parents will become active partners supporting their child's academic success.

### **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

The process by which the school builds and sustains partnerships with the local community includes soliciting feedback from the local communities and parents regarding school curricular needs as well as resources (academic, programmatic, technological, etc.). During Open House, Resource Fairs, PTA, EESAC, community events, etc. we invite all stakeholders to come together for the well-being of all the children in our community. We also communicate classroom and school news to the local community and parents and by offering professional development related to academics, grade level expectations, committees for health/wellness, safety, PTA, etc. We will continue inviting parent participation in the cultural education process; and positive notes, letters, newsletters, community bulletins, thru Connect Ed and PTA news blasts.

## **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
Montano, Mary	Teacher, K-12
	Assistant Principal
Sosa, Israel	Assistant Principal
Garcia, Mercedes	SAC Member
Bergman, Christine	Teacher, K-12
MacDowell, Mercy	Teacher, ESE
Torguet, Olga	Teacher, ESE
Boundy, Susan	Teacher, K-12
Mora, Frances	Teacher, K-12
Georgiades Callado, Joan	Teacher, K-12
Perez, Lauren	Teacher, K-12
Prada, Kerlyn	Teacher, K-12
Moss, Michael	Teacher, K-12
Arteaga, Barbara	Teacher, K-12
Castillo, Yesenia	Teacher, K-12
Steszweski, Jessica	Teacher, K-12
Deleon, Susan	School Counselor
Cuenca, Celida	School Counselor
Saperstein, Scott	Principal
Calabresi, Alina	Teacher, K-12
Costa, Maylee	Teacher, K-12
Blumstein, Jacqueline	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.***

Principal, Scott H. Saperstein's primary role is to promote the learning and success of all learners through a shared mission and vision. The principal serves as an instructional leader through the provision of a common vision for the use of data-based decision-making while implementing systems that are designed to support instructional goals and offer opportunities to collaboratively improve teaching and learning. The principal forms collaborative structures and establishes processes for faculty to work together to improve instruction and instructional outcomes. Working with the School's Leadership Team, the principal will review and utilize quantitative and qualitative data to inform decisions including those related to professional development and to create Professional Learning Communities. The principal ensures that professional development is ongoing, meaningful and focused towards the goals of RKBBH K-8 Center. The principal ensures that support is available and provided to students and staff and ensure curriculum is aligned with instruction and assessment.

- Assistant Principals, E. Profeta and I. Sosa, will provide guidance on K-12 comprehensive reading, writing, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

- The Media Specialist, will implement technology necessary to manage and display data; and technical support to teachers and staff regarding data management and reports.
- Teachers will provide information about core instruction, participate in 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.
- The Exceptional Education teachers, will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co teaching.
- The School Psychologist, will participate in the collection, interpretation, and analysis of data; 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.
- The Speech Language Pathologist, will educate the team of teachers 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.
- The School Counselors, will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
- The School Social Worker, will provide interventions; continue to link child-serving and community agencies to the schools.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The school's Leadership Literacy Team meets monthly to review and analyze SIP goals and student achievement data, and revise curricular instruction to meet the needs of all students at the school, with a special focus on subpopulations such as ELL and SWD. The team identifies the strengths and weaknesses of the student data presented from District Baseline tests, Topic Assessments, e-assessments, Florida Standards Assessments, ACCESS 2.0, i-Ready, VPK 1 and Houghton Mifflin PK Assessments, and technological programs. Based on this information, the team discusses through data chats and MTSS/RtI meetings, as well as grade level meetings what strategies are implemented in teaching the curriculum and its effectiveness. Through EESAC meetings, available funding is allocated and resources and/or additional teacher support systems are addressed as needed. These strategies are then monitored through informal walkthroughs and formal observations. During these observations, whole, small and individual instruction and strategies are monitored. This process is ongoing and includes reflection and sharing of pertinent ideas to meet the needs of the children.

Dr. Taitt, School Psychologist, as part of the SIP and MTSS/RtI process, will facilitate the development of intervention plans and participate in the collection, interpretation, and analysis of student data. She will also provide support for intervention, reliability, and documentation.

Nina Jackson, Speech Pathologist, as part of the SIP and MTSS/RtI process, will educate the team in the role language plays in curriculum, assessment, and instruction, a basis for appropriate program design; assist in the selection of screening measures, and help identify systemic patterns of student needs with respect to language skills.

Susan De Leon and Celida Cuenca, Counselors, as part of the SIP and MTSS/RtI process, will provide services ranging from individual to group counseling. In addition, they will provide interventions and link community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Close monitoring and supervision of IEPs, EPs, ELL records, VPK and Title III grant funding will be shown when ensuring compliance of all documents as required by the federal, state, and district mandates. Federally funded programs include: Special Education classes serviced within Inclusion models, Gifted services provided within self-contained Gifted classrooms, second-language acquisition provided to ELL students in self-contained classrooms as well as small-group pull-out classes (ELL resource teacher or language tutor for languages other than Spanish), and individual/small-group therapy (speech/language, occupational, and/or physical). Individual students that meet eligibility criteria also receive additional support in the form of paraprofessional and/or nursing services. The Title III Grant offered focuses on providing content-specific tutoring after-school to ELL students in the areas of Reading, Mathematics, Writing and Civics. Though Ruth K. Broad Bay Harbor K-8 Center presently does not have any students in transition or migrants we will follow the guidelines for the Homeless Assistance Program and Title I Migrant Education Program as outlined in the Miami-Dade County School website. The school counselors ensure the students' needs are identified and addressed with the appropriate services provided, including but not limited to, transportation, meals and free uniforms provided by the PTA.

Principal will ensure 100% compliance with all mandates and establish mini-audits to check proper procedures. A system of checks and balances will be institutionalized to properly establish systemic procedures.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Scott H. Saperstein	Principal
Mercedes Garcia	Teacher
Christie Cendoya	Teacher
Peggy Mandel	Teacher
Mitra Raheb	Parent
Donna Greco	Education Support Employee
Michael Moss	Teacher
Stephanie Bruder	Business/Community
Carolina Luczkow	Parent
Alexandra Escobar	Parent
Monica Campbell	Parent
Onil Rodriguez	Teacher
Zoe Goldemberg	Student
Claudia Lopez	Parent
Maggie Vidal-Santos	Teacher
Cynthia Fernandez	Parent
Julie Martinez	Parent
Sol Portillo	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 School Improvement Plan was evaluated, revisited, and discussed by the EESAC members in the September 26, 2017 EESAC meeting in order to review school goals and Action Plan for Improvement for the 2017-2018 year.

#### *b. Development of this school improvement plan*

The involvement of the SAC in our school includes the identification of curricular goals for student achievement and identification of the utilization of the SAC funds to enhance student achievement and the goals on the School Improvement Plan.

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

At the September 26, 2017 ESSAC meeting the committee discussed and voted on the utilization of EESAC funds for the year.

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

The SAC funds were used for technology hardware (i-Ready Reading Toolbox, \$4,000), enhancements to the science department (Science 4 Us, \$2,000), and the purchase of the Write Bright software program (\$1,000).

**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
Saperstein, Scott	Principal
Torguet, Olga	Teacher, ESE
Boundy, Susan	Teacher, K-12
Deleon, Susan	School Counselor
MacDowell, Mercy	Teacher, K-12
Sosa, Israel	Assistant Principal
	Assistant Principal
Moss, Michael	Teacher, K-12
Montano, Mary	Teacher, K-12
Mora, Frances	Teacher, K-12
Georgiades Callado, Joan	Teacher, K-12
Perez, Lauren	Teacher, K-12
Prada, Kerlyn	Teacher, K-12
Arteaga, Barbara	Teacher, K-12
Costa, Maylee	Teacher, K-12
Calabresi, Alina	Teacher, K-12
Blumstein, Jacqueline	Teacher, K-12

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

The major initiative for this school year is to completely incorporate Key Ideas and Detail writing across all content areas in all grades. This includes the identification of available resources and the best utilization of available funds.

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ELL, a representative from ESE, and administrators. The team uses data to establish the literacy goals for the school year.

Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

**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.**

One venue for encouraging positive working relationships with teachers is participation in PD's, grade level department meetings, data chats and faculty meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The administrative team identifies the need for new instructional staff members. They review resumes of possible instructional candidates and match the needs of the school with the certification of prospective teachers. Interviews are conducted, as needed and the best candidate for the position is hired. Appropriate mentoring, grade group planning, professional development, and certification guidelines are reviewed to ensure retention of staff and increase highly qualified status.

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

The MINT program is used when matching new or transferring teachers with veteran teachers at our school site. Mentors are selected from MINT trained teachers and where possible, from the same grade level or department. For teachers needing assistance, a partner teacher is identified from the same grade level or department to assist in best practices. Monthly activities/meetings are created to allow for constant collaboration between the 2 teachers. PD's are also established school-wide to allow time for the teachers to network and communicate.

## **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.**

Our school creates ongoing opportunities for teachers to analyze the Florida Standards, identify best strategies to improve rigor and inquiry based questioning, and plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. In addition, focused grade level department meetings, data chats, engaging and targeted Professional Development are incorporated to improve instruction.

#### **b. Instructional Strategies**

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



The administrative team conducts data chats with each grade level and each department to review and analyze data. This generates new instructional strategies to meet the diverse needs of our students. Students are recommended for before/after school support based on data and teacher recommendation. Struggling students receive Differentiated Instruction(DI) based on their academic needs while advanced level students receive after school enrichment programs. Numerous technology programs which provide research-based strategies are incorporated into the process in order to decrease their Reading, Math, Science and Math deficiencies.

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

**Strategy:** Before School Program

**Minutes added to school year:** 9,600

Selected teachers will provide before school support in Reading and Mathematics in grades 3 through 8. The curriculum will include technology based programs as well as research based materials that are distinct from the classroom instructional materials.

**Strategy Rationale**

Increasing the amount and quality of learning, before school tutoring will give struggling students additional instruction time as well as provide enrichment for advanced academic students, enabling them to meet their personal goals.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Saperstein, Scott, pr0241@dadeschools.net

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

Student performance on i-Ready Diagnostic Assessments and school site formative assessments will be collected to measure the effectiveness of the program.

**Strategy: After School Program**

**Minutes added to school year: 1,100**

Enrichment activities are conducted after school and include music, art and technology instruction as well as SECME, Life Science and Robotics Class and Mathematics Competitions. Other organizations such as Future Educators, Student Government Association, National Junior Honor Society and Builders Clubs broaden student horizons and provide opportunities to tutor and support students in the school and to give back to the community.

**Strategy Rationale**

The school encourages and provides opportunities for student growth in a myriad of interests in fine arts and technology beyond the school day by providing them with opportunities to develop their talents/skills to a higher level.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Saperstein, Scott, pr0241@dadeschools.net

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

Club/Association(s) rosters, lists of competitions in which groups participate, and feedback from parents, students and teachers are analyzed to determine if the student enrichment activities are effective.

## 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.**

We have 1 VPK class within our school. These families and all others that register for VPK lottery receive information and orientation 4 times throughout the year (January, March, May, and August). Fliers, ConnectEd, and community bulletin messages are disseminated throughout the community with information specific to PK and Kindergarten families. Group tours are scheduled 3 times per year and as needed for our international families. During the August Orientation meeting, the children are escorted to their prospective classrooms to meet their teachers and spend some time getting to know each other while the parents attend the parent orientation and are given pertinent information about the guidelines, rules, and curriculum of MDCPS.

The school hosts orientation days to help parents and children locate classrooms, meet the teacher and begin to become familiar with classroom expectations and routines. A series of camps in the areas of science, social studies, mathematics, and literacy emphasize project based learning opportunities for students to provide culminating experiences that review and help students synthesize critical content information before transitioning to the next instructional level.

Our Middle schoolers are not only transitioning from elementary school but we also transition our eighth graders into high schools. Our middle school conducts new student orientations. As with our

Elementary students, student agendas are utilized in all of our middle school for the purpose of informing parents, but also as a means of two-way communication.

To prepare our eighth graders for high school, students are exposed to our feeder pattern high school options by attending in school presentations and orientations so that they can make informed decisions that possibly could impact their future careers.

#### **b. College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## **II. Needs Assessment**

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

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

## C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = 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

G096775

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - Hispanic	88.0
FCAT 2.0 Science Proficiency	68.0
ELA/Reading Gains	82.0
ELA/Reading Lowest 25% Gains	80.0
Math Gains	83.0
Math Lowest 25% Gains	84.0
AMO Reading - ELL	
AMO Reading - SWD	
AMO Math - White	
SAT Mathematics	

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of incorporating key ideas and details in writing across all content areas

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

- McGraw-Hill Reading Wonders Series, Trade Books, WonderWorks Intervention, i-Ready, ELA Test Item Specifications, ELA District Website, District Pacing Guide, Write Bright, Tutoring, Scholastic News, Media Center

**Plan to Monitor Progress Toward G1.** 8

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

**Person Responsible**

Scott Saperstein

**Schedule**

Monthly, from 10/10/2016 to 5/31/2017

**Evidence of Completion**

Observation notes, Walkthrough logs, data on assessments and data from i-Ready reports, Power BI and formal/informal assessments.

## 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


 = Problem Solving Step     S123456 = Quick Key



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

 G096775

**G1.B1** Limited evidence of incorporating key ideas and details in writing across all content areas 2

 B260312

**G1.B1.S1** Engage students in academic writing across all content areas including science, technology, engineering, art, and math (STEAM) instruction. 4

 S275732

### Strategy Rationale

In order for our students to be high school and college ready, students must be offered opportunities for authentic writing in different genres and modalities. Through academic writing students will be able to produce coherent writing about key ideas and details.

### Action Step 1 5

Provide job embedded professional development on the different modalities and genres of academic writing and how it links to texts across all content areas including STEAM. The professional development will end with teachers finding opportunities to include key ideas and details based writing instruction within their instructional framework. Additionally, teachers will attend District professional development workshops for their specific grade level and subject areas.

#### Person Responsible

Scott Saperstein

#### Schedule

Quarterly, from 10/9/2017 to 4/30/2018

#### Evidence of Completion

Meeting Agenda, Sign-in Sheet, Reflections

### Action Step 2 5

Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principals will debrief to determine which teachers need additional support.

**Person Responsible**

Scott Saperstein

**Schedule**

Weekly, from 10/9/2017 to 5/7/2018

***Evidence of Completion***

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work

### Action Step 3 5

Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed plans.

**Person Responsible**

Scott Saperstein

**Schedule**

Monthly, from 10/9/2017 to 5/7/2018

***Evidence of Completion***

Lesson Plans, Student Work

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

Administration will conduct classroom walk throughs to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas. Principal and Assistant Principals will debrief to determine next steps.

**Person Responsible**

Scott Saperstein

**Schedule**

Weekly, from 10/9/2017 to 6/1/2018

***Evidence of Completion***

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work

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

Monitor the effectiveness of the developed lesson plans that infused writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing using key ideas and details.

**Person Responsible**

Scott Saperstein







**Schedule**

Weekly, from 10/9/2017 to 6/1/2018

***Evidence of Completion***

Writing Diagnostic Assessments and Florida Standard Assessment (FSA)

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M398899	Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted...	Saperstein, Scott	10/10/2016	Observation notes, Walkthrough logs, data on assessments and data from i-Ready reports, Power BI and formal/ informal assessments.	5/31/2017 monthly
G1.B1.S1.A1  A370525	Provide job embedded professional development on the different modalities and genres of academic...	Saperstein, Scott	10/9/2017	Meeting Agenda, Sign-in Sheet, Reflections	4/30/2018 quarterly
G1.B1.S1.A2  A370526	Administration will conduct classroom walkthroughs to monitor the implementation of developed...	Saperstein, Scott	10/9/2017	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work	5/7/2018 weekly
G1.B1.S1.A3  A370527	Teachers in need of additional support will be assigned mentors to assist in lesson plan...	Saperstein, Scott	10/9/2017	Lesson Plans, Student Work	5/7/2018 monthly
G1.B1.S1.MA1  M398897	Monitor the effectiveness of the developed lesson plans that infused writing instruction across all...	Saperstein, Scott	10/9/2017	Writing Diagnostic Assessments and Florida Standard Assessment (FSA)	6/1/2018 weekly
G1.B1.S1.MA1  M398898	Administration will conduct classroom walk throughs to monitor the implementation of developed...	Saperstein, Scott	10/9/2017	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work	6/1/2018 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** Limited evidence of incorporating key ideas and details in writing across all content areas

**G1.B1.S1** Engage students in academic writing across all content areas including science, technology, engineering, art, and math (STEAM) instruction.

### PD Opportunity 1

Provide job embedded professional development on the different modalities and genres of academic writing and how it links to texts across all content areas including STEAM. The professional development will end with teachers finding opportunities to include key ideas and details based writing instruction within their instructional framework. Additionally, teachers will attend District professional development workshops for their specific grade level and subject areas.

#### Facilitator

Prada

#### Participants

Teachers

#### Schedule

Quarterly, from 10/9/2017 to 4/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Provide job embedded professional development on the different modalities and genres of academic writing and how it links to texts across all content areas including STEAM. The professional development will end with teachers finding opportunities to include key ideas and details based writing instruction within their instructional framework. Additionally, teachers will attend District professional development workshops for their specific grade level and subject areas.	\$0.00
2	G1.B1.S1.A2	Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principals will debrief to determine which teachers need additional support.	\$0.00
3	G1.B1.S1.A3	Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed plans.	\$0.00
Total:			\$0.00