

# Henry S. West Laboratory School



# 2017-18 Schoolwide Improvement Plan

## Henry S. West Laboratory School

5300 CARILLO ST, Coral Gables, FL 33146

<http://westlab.dadeschools.net/>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Combination School<br>KG-8                       | No                     | 28%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 72%   |

### 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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## 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 Henry S. West Laboratory School

| 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.

Henry S. West Laboratory School provides a learning environment in which all students are able to attain their maximum academic, social, and physical potential, thus enabling them to become interested learners and contributing members in a changing, multicultural society. Students are afforded the opportunity to capitalize on their inherent strengths through their participation in high level curricular and extracurricular activities. Individualized instruction and tutorial programs are provided as needed. Periodic evaluations, designed to diagnose and assess achievement, provide data for addressing needs and serve as a baseline for the School Improvement Plan. The Henry S. West Laboratory School and University of Miami partnership enhances the educational opportunities for students.

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

Henry S. West Laboratory School provides a high quality education for all students and will pioneer the possibilities of change in the teaching and learning process. As a professional development school in conjunction with the stakeholders and the University of Miami, our vision is to prepare students to become life-long learners and productive citizens. As a clinical setting for aspiring teachers, the school will train and retrain teachers to meet the challenges of preparing students for the future.

#### 2. School Environment

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

The staff at Henry S. West Laboratory School is committed to ensuring that every student receives a quality education, demonstrating academic growth and social development at the conclusion of each year. Our teachers share a common vision of what effective teaching looks like. Expectations are clearly defined and lessons are clear.

Every week, students at Henry S. West Laboratory School receive Character Education lessons that focus on the nine core values of the Values Matter campaign: respect, responsibility, citizenship, fairness, pursuit of excellence, kindness, cooperation, honesty, and integrity. Throughout the duration of the school year, one core value will be highlighted each month. This initiative provides our students with the opportunity to be exposed to values that will help them develop into successful students, citizens, and overall better human beings.

Students at Henry S. West Laboratory School are exposed to a variety of culturally based programs and activities that enhance learning experiences and overall development. Students are being exposed to and participate in a host of activities throughout the year such as: Walk Safe Program, Hispanic Heritage Month, Black History Month, Say No To Drugs, Performing Arts and Cultural Passport Field trips, Anti-bullying, Cyber bullying and Character Education Program. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and explore their interests. The staff, parents and community at Henry S. West Laboratory School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between teachers and students, which

cultivates a highly effective and well-functioning classroom environment.

Emphasis is made throughout the curriculum to integrate all subject areas with English, Language Arts, Social Sciences, Mathematics and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century.

To achieve these objectives, Henry S. West Laboratory School provides a rigorous curriculum based on the Florida State Standards that incorporate an evidence-based approach to solving complex multi-step problems. The teachers at Henry S. West Laboratory School are consistently participating in professional development activities which help them to be more effective in the implementation of the most current research-based and data-driven educational strategies.

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

Henry S. West Laboratory School is a School of Choice that services general education students and students with varying exceptionalities. Students come from diverse backgrounds and possess a wide range of academic and social skills. It is our goal to meet each child's needs in order for him/her to flourish and experience success. It is the staff's belief and expectation that every child can learn, despite his/her background and ability level. The staff believes that through a sound work ethic and collaborative efforts by the teacher, student and parent, students will become proficient and maximize their potential.

Henry S. West Laboratory School implements a variety of social skill - based programs and activities that enhance students' social problem solving skills and contribute to the students' overall development. Our school counselor implements The Character Education Curriculum, and the Say No To Drugs Program. Our school social worker implements student and parent Anti-bullying, Peer Mediators, Cyber bullying and Safer Stronger Kids Programs throughout the year. The teachers and administration implement the Code of Student Conduct progressive discipline plan. Students are provided opportunities to discuss and problem solve positive alternative choices. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and develop problem-solving and conflict resolution skills.

The staff, parents and community at Henry S. West Laboratory School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between students and teachers, which cultivates a highly effective and well-functioning classroom environment.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

All of the teachers at Henry S. West Laboratory School follow the code of student conduct as a school-wide discipline plan. Teachers have clearly defined classroom rules and consequences. Administration implements a progressive discipline plan. Students and staff foster mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner.

Teachers have been trained on the Code of Student Conduct, and review the Code of Student Conduct with the students as part of the Opening of School Procedures. Parents are provided with a copy of the Code of Student Conduct. The school follows the policies and procedures of the Code of Student Conduct to ensure that progressive discipline is applied with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with the students.

The mission of Henry S. West Laboratory School is to prepare students for the future by preparing students to become life-long learners and productive citizens. It is the role of the staff to guide students to be in control of their own learning and to enhance their ability to positively alter outcomes by making appropriate choices.

**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.**

At Henry S. West Laboratory School students exhibiting severe emotional behavioral issues are identified via the Student Case Management Forms and referred to the School Support Team. A School Support Team Meeting is scheduled and the following participants are invited to the meeting: parents, teachers, school social worker, counselor, school psychologist and administration.

During the meeting, an individualized Functional Analysis of Behavior (FAB) Plan is created for the student. Parents are provided with additional community resources. The plan identifies specific target behaviors, and provides instructional staff and parents with strategies to implement in order to improve the targeted behavior. The student's behavior is monitored, and counseling, mentoring and other student services are provided as deemed necessary.

After a period of implementation the FAB plan and data collection instruments, such as teacher observations, school psychologist observations, rating scales and anecdotal reports are reviewed. A Behavior Intervention Plan (BIP) is then developed with the information compiled from the FAB, and the BIP is then implemented for a period of time. For severe cases additional testing and additional student services are requested on a case-by-case situation.

### 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.**

Henry S. West Laboratory School reviews a variety of Early Warning indicators. The following list includes the indicators reviewed:

- 1) Excessive Absences (More than 5 Excused & Unexcused)
- 2) Excessive Tardies (More than 5 Excused & 7 Unexcused)
- 3) FSA Levels 1 or 2 (Reading or Mathematics)
- 4) Stanford Achievement Test SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Mathematics
- 5) D or F in a Core Subject.
- 6) Three (3) or more Disciplinary Referrals
- 7) Promotion to Grade 4 based on Good Cause
- 8) Retention
- 9) ELL three semesters or more

**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           | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     |
| Level 1 on statewide assessment | 0           | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0  | 0  | 0  | 4     |
| Retention of students           | 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 | 0           | 1 | 0 | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 0  | 0  | 0  | 5     |

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

Henry S. West Laboratory School uses the data from a variety of early warning indicators to identify students at risk of not succeeding such as attendance, behavior and academic performance. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing to ensure that all students have academic, social, and behavioral success.

Students scoring below proficiency levels on standardized assessments are monitored and provided additional assistance in core subjects. Students identified as at risk in Reading receive an additional 30 minutes of Reading Intervention. Differentiated Instruction is provided at all grade levels for both Reading and Mathematics.

Truancy Intervention is addressed by the school counselor through the Attendance Review Committee to address students with five or more unexcused absences. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention. Students who have 3 or more disciplinary referrals are referred to the School Support Team for a Functional Analysis of Behavior meeting. Students who have been retained receive counseling through student services.

**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**

Based on past log in hours of school-related events, there is a high level of parental involvement in social programs. [However, there needs to be more emphasis placed on involving parents in the school's academic programs (i.e.: Reading, Mathematics or Science) in an effort to increase student achievement.] For instance, this includes but is not limited to: Chess Club, Robotics, and Coding Club.

## **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.**

A Parent Resource Fair is scheduled during Open House to showcase programs and resources available at the school. Additionally, parents are recruited to enlist their assistance in various activities sponsored through the Media-Library Services, Visions-Gifted program, SPED department and other academic departments.

Through this partnership, students experience success, families are strengthened, and a partnership with community is simultaneously developed and ultimately sustained.

Additionally, we follow the FCIM review log in hours of volunteer and make necessary adjustments to strategy.

## **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.:

| <b>Name</b>             | <b>Title</b>        |
|-------------------------|---------------------|
| Sanchez-Perez, Michelle | Principal           |
|                         | Assistant Principal |
| Roque, Jennifer         | Teacher, K-12       |
| Rubio, Claudia          | Teacher, K-12       |
| Johnson, Andrea         | Teacher, K-12       |
| Sharpe, Bryan           | 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.***

The MTSS Leadership Team is comprised of the: Principal, Barbara Soto Pujadas, Assistant Principal, Michelle Sanchez-Perez, School Social Worker, Georgette Collings, School Psychologist, Milena Diaz-Granados, Counselor, Laurenne Moreland, SPED Teacher, Lizhel Demuth and General Education Teachers as applicable to the student.

The school-based MTSS/Rtl Leadership Team roles/functions at Henry S. West Laboratory School are as follows:

The Principal oversees the MTSS/Rtl process and monitors the fidelity of its implementation. The Assistant Principal coordinates and facilitates the SST process and MTSS/Rtl Intervention Plan. The MTSS/Rtl Leadership team reviews individual student areas of weakness. During data chats, all members review formative and summative data (i.e.: G2D, i-Ready) highlighting both the positive and

negative issues impacting the student's functioning at school and determine whether any risk factors are present. Based on the outcome of the data analysis and the Guidelines for Determining the Presence of Significant Risk Factors, individualized interventions are then developed, according to the level of MTSS/Rtl.

**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 process through which the school leadership identifies and aligns resources is through the school-based MTSS/Rtl Leadership Team. The MTSS/Rtl Leadership team monitors and adjusts the school's academic and EWS goals through data following the Continuous Improvement Plan Model (CIMS) process. The MTSS/Rtl Leadership Team monitors the fidelity of the delivery of instruction and intervention. The MTSS/Rtl Leadership Team provides levels of support and coordinates interventions for students based on data outcomes.

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

### **a. Membership**

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

| Name                  | Stakeholder Group          |
|-----------------------|----------------------------|
| Barbara Soto Pujadas  | Principal                  |
| Ophelia Bromell       | Teacher                    |
| Jennifer Sadoian      | Teacher                    |
| Claudia Rubio         | Teacher                    |
| Gema Duran            | Teacher                    |
| Tania-Arias Castellon | Teacher                    |
| Laurenne Moreland     | Teacher                    |
| Margaret Johnson      | Education Support Employee |
| Tonya Pacanins        | Parent                     |
| Robert Alsopp         | Parent                     |
| Lucy Paine            | Parent                     |
| Jeimi Vines           | Parent                     |
| Ana Garcia            | Parent                     |
| Jackie Nunez-Reyes    | Parent                     |
| Caridad Bechtiger     | Parent                     |
| Mahi Lavain           | Parent                     |
| Allison Thomas        | Parent                     |
| Willard Barnhart      | Student                    |
| Vicent Granados       | Student                    |
| Luis Savigne          | Parent                     |
| Maria Correa          | Teacher                    |
| Sharon Sookdeo        | Education Support Employee |
| John Ortega           | Business/Community         |

## 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*

On September 26, 2017 the Educational Excellence School Advisory Council (EESAC) members met to review the updates made to the SIP. Opportunities were provided for the EESAC members and staff to present the recommendations for the 2017-2018 School Improvement Plan. EESAC members assisted in the development of the School Improvement Plan by providing feedback during the EESAC meeting.

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

The Educational Excellence School Advisory Council (EESAC) members participate in a meeting to review the 2017-2018 School Improvement Plan. Opportunities are provided for EESAC members and staff to present recommendations for the 2017-2018 School Improvement Plan. EESAC members assist in the development of the School Improvement Plan by providing feedback during this EESAC meeting.

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

The Educational Excellence School Advisory Council (EESAC) members participate in a meeting to discuss the school's annual budget allocated. Recommendations are made for the spending of the allocated budget for activities or supplies directly tied to the goals the 2017-2018 School Improvement Plan.

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

For the 2016-2017 school year, a total of \$2,200 was used to purchase technology equipment (television turner adapter box) to enhance the closed circuit television dissemination.

**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               |
|-------------------------|---------------------|
| Sanchez-Perez, Michelle | Principal           |
|                         | Assistant Principal |
| Demuth, Lizhel          | Teacher, ESE        |
| Moreland, Laureenne     | School Counselor    |
| Roque, Jennifer         | Teacher, K-12       |

**b. Duties**

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

The Literacy Leadership Team will continue to implement the Florida Continuous Improvement Plan Model through Professional Learning Communities and provide continuous and consistent exposure to the Florida State Standards. Teachers will expose students to a rigorous curriculum through the use of higher level questioning techniques. Additionally, students will be provided differentiated instruction and interventions as necessary through the Multi-Tiered Support System MTSS/RtI.

**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.**

Teachers are provided common planning time across grade levels and departments to encourage collaborative planning and instruction. Professional Learning Community meetings are scheduled monthly. During these monthly meetings the Reading, Mathematics and Science liaisons are provided an opportunity to update the instructional staff with the most current information presented at their respective district iCAD meetings.

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

1. Advertise the position within one week of position being available.
2. Schedule appointments to interview candidates within one week of advertising position.
3. Assign new hires to teacher mentoring program within one week of being hired.
4. Provide Professional Growth Team within one week of being hired.

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

New teachers to Henry S. West Laboratory School are assigned an experienced mentoring teacher through the NTC i3 Mentoring Program.

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, identified mentors will collaborate with a Lead Mentor from the NTC i3 Mentoring Program.

Who receives a mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a site-based mentor.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

The teachers at Henry S. West Laboratory School plans lessons with the end in mind. The teachers' focus is the Florida State Standards and the Item Specifications provided by the Florida Department of Education. From this end, they select activities and assessments that are aligned to the Florida State Standards. Additionally, teachers utilize the pacing guide provided by the Miami-Dade County Public School's District.

#### **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 Literacy Leadership Team (LLT) members meet once a month to focus on areas of literacy concerns across the school. They analyze the ongoing formative and summative data collected, identify trends of student needs, and reflect on school wide trends. The LLT team meets approximately five times per school year to focus on data; at the beginning of the year, following each of the three i-Ready assessments, and at the end of the year. Based on the District's MTSS/RtI model, the LLT team will meet as needed to identify and target interventions for students. The administrative team then individually conferences with all teachers during data chats to analyze their students' data. Thereafter, team members work with teachers to identify and target interventions for students. Additionally, the administrative team individually conferences with all teachers during data chats to analyze their students' data and determine areas of strengths and weakness. Through the use of ongoing progress monitoring, the LLT team members work with teachers to identify and provide targeted, customized professional development in alignment with the student data. The LLT

team makes recommendations for support, research-based instructional strategies, and customized professional development in alignment with student data. The members of the LLT consider student assessment data, classroom observational data, and professional development listed on the teachers' IPEGS goals setting form, DPGT form, and the School Improvement Plan, when planning professional development for the school. The administrative team monitors implementation of the Comprehensive Research-based Reading Plan (CRRP) and students' literacy progress through a variety of methods that include weekly classroom walk-throughs, monthly grade/department meetings and data chats.

**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:** Extended School Day

**Minutes added to school year:** 5,190

Provide at risk students in Grades 1-7, identified as scoring in the lowest quartile with additional practice to develop a better understanding of Florida State Standards in Reading and Mathematics during an after school tutorial program that provides individualized, one-on-one tutoring through our collaboration with the University of Miami (UM STARS).

**Strategy Rationale**

Additional remediation with UM STARS will provide students with the opportunity to remediate/reinforce skills that have not been mastered during their individualized tutoring sessions.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Sanchez-Perez, Michelle, pr5831@dadeschools.net

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

The Literacy Leadership Team will meet quarterly after each i-Ready assessment and will review the student growth data from i-Ready and correlate the data with the data in PowerBI to monitor student individual progress and make adjustments to instruction as deemed necessary.

**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.**

During the month of April, a Kindergarten Orientation meeting is held for parents of future Kindergarten students. During the orientation meeting the parents have an opportunity to listen to the Kindergarten teachers present the curriculum and give an overview of the Kindergarten program. A tour of the school and Kindergarten classroom is provided. One week prior to school beginning, the school's Parent Teacher Organization organizes a Kindergarten/New Family Picnic. Parents of registered Kindergarten students and new students are invited. Parents and students are provided with an opportunity to get to know each other in this meet and greet environment and the Parent

Teacher Organization representatives and administration are readily available to answer questions.

Furthermore, with the addition of Middle School at Henry S. West Laboratory School, a sixth grade Orientation meeting is held in May for parents of future sixth grade students. During the orientation meeting, parents will have an opportunity to listen to the sixth grade teachers, School Counselor, and the Administrative team present the curriculum and give an overview of the sixth grade program. Parents of registered sixth grade students will have an Orientation meeting in August. At that time, parents are made aware of the bell schedule, uniforms, electives, logistics, and the sixth grade curriculum.

We will also hold an Informative meeting welcoming new families to Henry S. West Laboratory School. At this time, parents and families will receive information regarding school rules, uniforms, expectations, STAR, AR, i-Ready, Global Studies program, and German IS.

## **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.**

Not Applicable - N/A

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

Not Applicable - 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.**

Not Applicable - 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.**

Not Applicable - N/A

## **II. Needs Assessment**

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

### **A. Problem Identification**

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

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

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

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

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

N/A

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

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" 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.

N/A

### **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 the quality of instruction is effective across all content areas, then student achievement will increase.

## Strategic Goals Detail

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

**G1.** If the quality of instruction is effective across all content areas, then student achievement will increase.

1a

G096779

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students   |               |
| AMO Math - All Students      |               |
| FCAT 2.0 Science Proficiency |               |
| FAA Writing Proficiency      |               |

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of student accountable talk.

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

- Teacher openness to learning and applying new practices
- Content knowledgeable teachers
- Core textbooks
- Promethean boards in all classrooms
- Interactive links from Miami-Dade County Public Schools pacing guide
- Time allocated for teacher collaboration activities (i.e.: Faculty Meetings, Common Planning, Professional Learning Communities)
- Resources aligned to increasing accountable talk (i.e.: anchor charts, higher-order text, modeling, technology integration)

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

The administrative team will review student work, lesson plans, observe classroom discourse, and conduct classroom walk-throughs on a daily basis.

**Person Responsible**

Michelle Sanchez-Perez

**Schedule**

Daily, from 9/11/2017 to 6/7/2018

**Evidence of Completion**

Classroom Walk-Throughs, Student Accountable Talk, and Lesson Plans

## 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 the quality of instruction is effective across all content areas, then student achievement will increase. 1

G096779

**G1.B3** Limited evidence of student accountable talk. 2

B260327

**G1.B3.S1** This strategy helps students refine their understanding of lesson objectives to meet expectations, engage in group conversations to meet speaking and listening expectations, prepare for writing about texts, and promote the internal thought process of students as they monitor and manage their own learning. 4

S275740

### Strategy Rationale

Accountable Talk provides a way for students to grapple with accurate and relevant knowledge, engage in active and attentive listening, and respond to further develop their argument and point. As Student Accountable Talk progresses, students demonstrate the skills of higher-order thinking through written work and their capacity for rigorous thinking. When ideas and reasoning are acknowledged, corrected, challenged, and extended, daily students hear and practice higher-order habits of mind and thinking skills.

### Action Step 1 5

The administrative team will conduct classroom walk-throughs on a daily basis to ensure that student accountable talk is taking place.

#### Person Responsible

Michelle Sanchez-Perez

#### Schedule

Daily, from 9/11/2017 to 6/7/2018

#### Evidence of Completion

The principal and assistant principal will conduct daily classroom walk-throughs to ensure that student accountable talk is taking place. Evidence of student accountable talk includes conversation among the students in which they are empowered to draw up arguments based on evidence while simultaneously respecting the views of their peers and strengthening their communication skills. Students will respond to and further develop points made by their peers, provide accurate and relevant knowledge on the topic, practice active and attentive listening, and use evidence during their conversation. Lesson Plans, learning objectives, and observation from walk-throughs will serve as evidence of implementation.

## Action Step 2 5

Using data from the 2016-2017 school year, all instructional personnel will have the opportunity to participate and collaborate on activities which will assist with the understanding of student accountable and strategies that will be used by teachers to support student accountable talk.

### **Person Responsible**

Michelle Sanchez-Perez

### **Schedule**

Monthly, from 9/11/2017 to 6/7/2018

### ***Evidence of Completion***

The principal and assistant principal will participate in department PLC meetings, sign-in sheets, meeting agendas, and faculty meetings.

## Action Step 3 5

Instructional personnel and interventionists will collaborate to develop strategies and implement Curriculum shifts which will impact student accountable talk across all content areas.

### **Person Responsible**

Michelle Sanchez-Perez

### **Schedule**

Monthly, from 9/11/2017 to 6/7/2018

### ***Evidence of Completion***

Lesson plans, Intervention Plans, Walkthrough/observation notes, Progress Monitoring Data

## Action Step 4 5

Conduct data chats after each administration period of the i-Ready assessment with Grades K-7 Instructional Personnel and Interventionist.

### **Person Responsible**

Michelle Sanchez-Perez

### **Schedule**

Triannually, from 9/11/2017 to 6/7/2018

### ***Evidence of Completion***

Data Chat Protocol, Sign-In Sheets, i-Ready Data

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The principal and assistant principal will conduct classroom walk-throughs on a daily basis to ensure that student accountable talk is taking place. Additionally, feedback from the teachers will be acquired regarding how student accountable talk is progressing in their respective classrooms.

### **Person Responsible**

### **Schedule**

Daily, from 9/11/2017 to 6/7/2018

### ***Evidence of Completion***

The principal and assistant principal will conduct daily classroom walk-throughs to ensure that student accountable talk is taking place. It will be evident that student accountable talk is taking place with fidelity when students explain the relationship between their discussion and the stated learning objectives, teachers and students will ask questions that require higher order thinking (i.e.: synthesis, analysis, evaluation, problem solving, and application of learning), and students' supporting and/or challenging positions.

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The administrative team will conduct classroom walk-throughs on a daily basis to ensure that student accountable talk is taking place. To support the effectiveness of implementation, teachers will be provided with professional development opportunities at the school site.

### **Person Responsible**

Michelle Sanchez-Perez

### **Schedule**

Daily, from 9/11/2017 to 6/7/2018

### ***Evidence of Completion***

Anchor charts displaying the discussion norms and strategies will be clearly visible within the classrooms. Strategies and routines are initially modeled by the teacher and over time, the teacher gradually provides more responsibility to students to lead discussions. Students will use discussion cards during accountable talk.

## 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<br> M398926        | The administrative team will review student work, lesson plans, observe classroom discourse, and...    | Sanchez-Perez, Michelle | 9/11/2017                     | Classroom Walk-Throughs, Student Accountable Talk, and Lesson Plans   | 6/7/2018 daily       |
| G1.B3.S1.MA1<br> M398915  | The administrative team will conduct classroom walk-throughs on a daily basis to ensure that...        | Sanchez-Perez, Michelle | 9/11/2017                     | Anchor charts displaying the discussion norms and strategies will be clearly visible within the classrooms. Strategies and routines are initially modeled by the teacher and over time, the teacher gradually provides more responsibility to students to lead discussions. Students will use discussion cards during accountable talk.   | 6/7/2018 daily       |
| G1.B3.S1.MA1<br> M398916  | The principal and assistant principal will conduct classroom walk-throughs on a daily basis to...      |                         | 9/11/2017                     | The principal and assistant principal will conduct daily classroom walk-throughs to ensure that student accountable talk is taking place. It will be evident that student accountable talk is taking place with fidelity when students explain the relationship between their discussion and the stated learning objectives, teachers and students will ask questions that require higher order thinking (i.e.: synthesis, analysis, evaluation, problem solving, and application of learning), and students' supporting and/or challenging positions.  | 6/7/2018 daily       |
| G1.B3.S1.A1<br> A370543 | The administrative team will conduct classroom walk-throughs on a daily basis to ensure that...        | Sanchez-Perez, Michelle | 9/11/2017                     | The principal and assistant principal will conduct daily classroom walk-throughs to ensure that student accountable talk is taking place. Evidence of student accountable talk includes conversation among the students in which they are empowered to draw up arguments based on evidence while simultaneously respecting the views of their peers and strengthening their communication skills. Students will respond to and further develop points made by their peers, provide accurate and relevant knowledge on the topic, practice active and attentive listening, and use evidence during their conversation. Lesson Plans, learning objectives, and observation from walk-throughs will serve as evidence of implementation. | 6/7/2018 daily       |
| G1.B3.S1.A2<br> A370544 | Using data from the 2016-2017 school year, all instructional personnel will have the opportunity to... | Sanchez-Perez, Michelle | 9/11/2017                     | The principal and assistant principal will participate in department PLC meetings, sign-in sheets, meeting agendas, and faculty meetings.   | 6/7/2018 monthly     |
| G1.B3.S1.A3<br> A370545 | Instructional personnel and interventionists will collaborate to develop strategies and implement...   | Sanchez-Perez, Michelle | 9/11/2017                     | Lesson plans, Intervention Plans, Walkthrough/observation notes, Progress Monitoring Data   | 6/7/2018 monthly     |
| G1.B3.S1.A4<br> A370546 | Conduct data chats after each administration period of the i-Ready assessment with Grades K-7...       | Sanchez-Perez, Michelle | 9/11/2017                     | Data Chat Protocol, Sign-In Sheets, i-Ready Data  | 6/7/2018 triannually |

## V. Professional Development Opportunities

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

**G1.** If the quality of instruction is effective across all content areas, then student achievement will increase.

**G1.B3** Limited evidence of student accountable talk.

**G1.B3.S1** This strategy helps students refine their understanding of lesson objectives to meet expectations, engage in group conversations to meet speaking and listening expectations, prepare for writing about texts, and promote the internal thought process of students as they monitor and manage their own learning.

### PD Opportunity 1

Using data from the 2016-2017 school year, all instructional personnel will have the opportunity to participate and collaborate on activities which will assist with the understanding of student accountable and strategies that will be used by teachers to support student accountable talk.

#### Facilitator

Barbara Soto Pujadas, Michelle Sanchez-Perez, and curriculum leaders

#### Participants

Teachers K-7

#### Schedule

Monthly, from 9/11/2017 to 6/7/2018

## VI. Technical Assistance Items

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

## VII. Budget

|        |             |   |   |                |     |            |
|--------|-------------|---|---|----------------|-----|------------|
| 1      | G1.B3.S1.A1 | The administrative team will conduct classroom walk-throughs on a daily basis to ensure that student accountable talk is taking place.  |   |                |     | \$2,000.00 |
|        | Function    | Object  | Budget Focus  | Funding Source | FTE | 2017-18    |
|        | 6000        | 140-Substitute Teachers   | 5831 - Henry S. West Laboratory School  | General Fund   |     | \$2,000.00 |
|        |             |   | Notes: The Administrative Team will build a rotational calendar for all teachers to participate in common planning sessions (by grade level and content area) to build their capacity in the classroom practices that promote Accountable Talk discussions at all grade levels as research has proven that Accountable Talk has been shown to result in robust academic achievement for students of all economic, social, and linguistic backgrounds. |                |     |            |
| 2      | G1.B3.S1.A2 | Using data from the 2016-2017 school year, all instructional personnel will have the opportunity to participate and collaborate on activities which will assist with the understanding of student accountable and strategies that will be used by teachers to support student accountable talk. |   |                |     | \$0.00     |
| 3      | G1.B3.S1.A3 | Instructional personnel and interventionists will collaborate to develop strategies and implement Curriculum shifts which will impact student accountable talk across all content areas.  |   |                |     | \$0.00     |
| 4      | G1.B3.S1.A4 | Conduct data chats after each administration period of the i-Ready assessment with Grades K-7 Instructional Personnel and Interventionist.  |   |                |     | \$0.00     |
| Total: |             |   |   |                |     | \$2,000.00 |