# Kelsey L. Pharr Elementary School



## 2017-18 Schoolwide Improvement Plan

# Kelsey L. Pharr Elementary School

## 2000 NW 46TH ST, Miami, FL 33142

### http://kelseypharr.dadeschools.net/

## School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 98% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 99% |

## School Grades History

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

*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.

## Table of Contents

## 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 Kelsey L. Pharr Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - LaShawn Russ-Porterfield | - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

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

At Kelsey L. Pharr Elementary School all students are capable of learning. We are committed to addressing the educational and social needs of each child. It is our mission to integrate state of the art technology and other multimedia instructional programs aligned with the existing curriculum to prepare students for the "Informational Age". We will provide a solid foundation in reading, writing, and mathematics, while developing higher order thinking skills needed to become global learners and productive citizens in our ever-changing society.

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

Kelsey L. Pharr Elementary School is a school that is committed to enhancing our students' futures by providing them with the necessary tools to meet and conquer the challenges of the 21st Century. Working with our parents, community, and Dade Partners, we will challenge our students to develop high-order thinking skills. Our staff will integrate technology with instruction, utilize assessments to make data-driven decisions, and implement effective interdisciplinary strategies to strive for student academic achievement.

### 2. School Environment

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

Kelsey L. Pharr strives to create a culturally diverse environment by fostering respect and rapport throughout the building, establishing a culture of academic excellence, and connecting families and communities by informing, encouraging, and empowering all stakeholders. Respect and rapport are demonstrated daily through the interactions that unify teachers, students, and staff members alike. A culture of academic excellence is conveyed by having both teachers and students as active participants in the learning process through the modeling and demonstration of intended outcomes. Teachers aid students in understanding the importance of what they learn, the impact it will have on their education, and how to apply acquired knowledge and experiences in real-world situations through authentic scenarios. All teachers hold the same high standards for all students and support them in optimizing their academic threshold. Kelsey L. Pharr acknowledges the importance of family involvement and the significant role it plays in the academic success of all students. Kelsey L. Pharr utilizes the climate survey, Title I Parent Survey, and additional student/parent surveys to determine the effectiveness of the action plans created in order to create a culturally diverse environment.

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

Kelsey L. Pharr's priority is to create a culturally diverse environment where students feel safe to learn. The school ensures that there is continuous, thoughtful planning and cooperation between teachers. It is the school's focus to provide safe learning environments where bullying, harassment, and inappropriate behaviors will not be tolerated. Through cross-classroom sharing, teachers discuss and exchange strategies, resources, points of view, and ideas that support the main goal of nurturing and maintaining a network of culturally diverse classrooms where students feel safe to achieve their academic potential. Kelsey L. Pharr provides professional development to all staff members, which consequently improves student learning by preparing stakeholders in understanding and appreciating

all students, creating safe, orderly, and supportive learning environments, and holding high expectations for student academic achievement throughout the school.

**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.**

The school-wide corrective action plan to reduce disruptive behavior and suspensions is based on the guidelines established in the Code of Student Conduct. At Kelsey L. Pharr we will fully implement the Values Matter Miami utilizing the Opening of Schools Implementation Guide. Upon the completion of Quarter 1, Kelsey's students will be recognized on a monthly basis to reinforce the importance of all values.

At the beginning of each month, teachers will instruct students of the expected positive behaviors for that particular month's core value and the appropriate behavior in each setting in the school. Students will be encouraged and rewarded for displaying model behavior by recognizing one student from each homeroom classroom teacher to participate in a continental breakfast. The attendees will be the Principal and/or Assistant Principal, the student's parents and the student.

Additionally, the following interventions will be employed by the teacher:
- Provide consistent consequences and rewards
- Conference with the student
- Re-direct behavior and re-teach expectations
- Communicate with parents (written and/or verbal)
- Conference with parents
- Establish and maintain behavior contracts and/ or progress reports
- Assign a written activity for students to write a reflection or an apology for an undesirable behavior
- Loss of privilege

Teachers that need additional assistance with classroom management will participate in professional development offered by the school and/or district. Teachers will also observe best practices of classroom management from colleagues. The school officer will also conduct classroom presentations for the students in order to promote continuous positive behavior.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Kelsey L. Pharr Elementary has a resident guidance school counselor that provides counseling to all students as needed. Specifically, the counselor routinely meets with the following groups of students:
- Students with counseling on their Individual Education Plan (IEP)
- Students failing a subject as per the progress report
- Students that have been retained
- Students with attendance issues
- Students referred by their teacher or other staff members

The counselor refers students to outside community agencies on an individual need basis, attends meetings with case workers and individual therapists throughout the year as needed, provides monthly classroom presentations, and implements the Bullying Prevention Program. The counselor and the success coach also oversee the Values Matter Miami program by providing resources, support, and school-wide participation.

## 3. Early Warning Systems

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

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Kelsey L. Pharr's Early Warning System (EWS) identifies the following students:
-Have attendance below 90 percent
-Have one or more suspensions
-Have failed two or more courses in any subject
-Have achieved a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

The leadership team reviews attendance reports, progress reports, i-Ready data, and state assessment results to target students exhibiting early warning signs. EWS data is an integral part of the planning process. Kelsey L. Pharr Elementary strategically allocate resources to develop intervention strategies that will address the various early warning indicators of our students. Current data indicates zero zero students in grades K-5 students in grades kindergarten through fifth with attendance below 90%. Additionally, currently zero students demonstrate one or more suspensions. Furthermore, thirty-two students indicate a course failure in English Language Arts or Math. Lastly, seventy-four students scored a Level 1 on statewide assessment.

**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 | 5 | 8 | 14 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| Level 1 on statewide assessment | 1 | 2 | 15 | 25 | 12 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |

*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 | 5 | 13 | 15 | 7 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |

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

Kelsey L. Pharr Elementary School has numerous interventions in place which address the EWS Indicators listed above. Attendance is monitored by the Attendance Review Committe (ACR), iAttend District personnel, and administration. Any student(s) that demonstrate repeated tardies or absences are visited by our Social Worker to ascertain the cause for the attendance issues. Additionally, the attendance committee schedules truancy meetings with the students' parents in order to improve student attendance.

Kelsey L. Pharr will adhere to the District-wide initiative of zero outdoor suspensions and will implement and follow the School-Based alternatives to suspension plan.

All FSA ELA Level 1 or 2 students and students scoring below the 40th percentile on the SESAT(Grade K) or SAT-10 (Grades 1-2) are provided with daily thirty minutes of intervention session during the school day. Additionally, Kelsey L. Pharr offers a before and after school tutorial program which provides additional support for English Language Learners in grades third through fifth grade. The Literacy Leadership Team and the counselor meet with the relevant classroom teachers on a consistent basis to monitor the students' progress. Additionally, the counselor meets regularly with retained students, students failing any subject, and students with a Level 1 and 2 on the 2016-2017 FSA English Language Arts and/or Mathematics Tests to discuss their individual progress

and strategies for increased student
achievement.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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*

Kelsey L. Pharr Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents of programs, their rights under No Child Left Behind (NCLB)and other referral services. We will increase parental engagement, involvement, and awareness through the utilization of the Title I School-Parent Compact, scheduling of the Title I Orientation/Annual Meeting, and other documentation and activities necessary in order to comply with dissemination and reporting requirements. Kelsey L. Pharr Elementary will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Parents will be encouraged to complete the 2017-2018 Parent and Family survey in order to begin home and school communication for the school year. Based on the information collected from the surveys, Kelsey L. Pharr will facilitate meetings during hours that are most convenient for the parents. Additionally, parents will also be encouraged to attend and participate in monthly parent meetings at the school. During these monthly meetings, parents will be provided with materials and training to help them work with their child to improve their child's academic achievement. The meetings will present parents with empowering information to assist their child in school. Translators and accommodations will also be provided during monthly parent meetings. At the end of each grading period, parents will be informed to pick up report cards at school. The Parent Teacher Association will also provide another way for parents to be active members of their child's education. Parents will also be highly encouraged to become school volunteers to assist with school-wide initiatives.

**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.**

Kelsey L. Pharr Elementary has established a flourishing partnership with the local community. Kelsey L. Pharr's goal is to utilize the relationship it has forged with its community to support the school and help increase student achievement. At Kelsey L. Pharr, we realize there is no substitute for the impact a parent has when they involve themselves in their child's academic development. Therefore, we strongly encourage the parents of Kelsey L. Pharr to join the Parent Teacher Association (PTA).
This is accomplished by providing relevant, data-driven information on how much parents influence their children in a positive fashion when they are present in and out of school. Time is taken during the beginning of the school year to encourage parents to become active participants in the PTA. Open House serves as a great opportunity to make face-to-face contact with parents and invite them to various

PTA sponsored activities such as: fundraisers, special event pictures, dances, and many more. These activities serve as a venue for Kelsey L. Pharr's community to meet and participate in social/educational school events that unify their relationship. Kelsey L. Pharr informs and maintains communication with parents through various forms. Kelsey L. Pharr is committed in providing parent monthly professional development meetings. These meetings focus in the needs of the parents in order to assist in bridging the gap between home and school. Due to our diverse population, information is given to parents in English, Spanish, and Creole through resources such as ConnectED, newsletters, and flyers.

## 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 |
|---|---|
| Sampson, Carol | Principal |
| Alvarez, Dania | Assistant Principal |
| Reed-Turner, Sharon | Instructional Coach |
| Morales, Ivan | Teacher, K-12 |
| Alexandre, Alexandra | Instructional Coach |

#### b. Duties

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

Principal: Dr. Carol R. Sampson
Provides a common vision for the use of data-based decision-making, ensures that the school based team properly implements RtI, conducts assessments of RtI skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions with fidelity.

Assistant Principal: Ms. Dania Alvarez
Assists the principal in all capacities. Ensures the school-based team implements RtI, conducts assessments of RtI skills of the staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions with fidelity. Assists in the implementation and monitoring in the school's curriculum.

Instructional Coaches Reading/ Mathematics: Ms. Sharon Reed-Turner and Ms. Alexandra Alexandre assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with Office of Academic Transformation (OAT) and Curriculum Support Specialists (CSS) to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom teachers with professional development in core subjects and conduct coaching cycle to support teachers.

*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 Response to Intervention (RTI) team meets monthly to analyze summative data, progress monitoring data, benchmark assessment data, and to make instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted. The district coordinates with the Title II and Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include a Parent Program entitled "A Second Cup of Coffee", where parents attend monthly meetings to learn about the school's initiatives.
Title I, Part C- Migrant
Kelsey L. Pharr Elementary School provides services and support to migrant students and parents. The Assistant Principal coordinates with Title I and other programs to conduct comprehensive needs assessment of migrant students to ensure the unique needs of migrant students are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows: (1) training to certify qualified mentors for the New Teacher (MINT) Program; (2) training for add-on endorsement programs, such as Reading, Gifted, ESOL; (3) training and observation release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Less Study Group implementation and protocols.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds requested for the 2017-2018 school year will be used for tutorial programs, coaching and mentoring ESOL and content areas teachers, professional development on best practices for ESOL and content area teachers, and reading and supplementary instructional materials.
Title VI, Part B - NA
Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification enrollment, attendance, and transportation of homeless students.

The Homeless Liaison provides the school's registrars with training on procedures for enrolling homeless students and school counselors on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to stigmatized, separated, segregated, or isolated in

their status as homeless – and are provided with all entitlements.

Project Upstart leads a campaign which provides homeless sensitivity and awareness throughout all schools. Each school is provided a video and curriculum manual which assist in the implemention of goals. A contest is sponsored by the homeless trust – a community organization.

District Homeless Social Worker provides resources and social services referrals for students identified as homeless under the McKinney-Vento Act, eliminate barriers towards a free and appropriate education. The school counselor provides valuable resources such as clothing and school supplies.

Violence Prevention Programs
Kelsey L. Pharr Elementary offers a non-violence and anti-drug program to students which incorporates field trips, counseling, community services, and on-site award recognition programs. Connect with Respect is the Miami Dade Public Schools (M-DCPS) anti-bullying and violence prevention program that provides five lessons per grade level in the areas of bullying and violence prevention.

Nutrition Programs
Kelsey L. Pharr adheres to and implements the nutrition requirements stated on the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage guidelines as adopted in the District Wellness Policies
Housing Programs - N/A

Head Start
Head Start programs are co-related in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.
Adult Education – N/A

Other
Kelsey L. Pharr Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to parents to visit the parent resource center in order to receive information regarding available programs, their rights under No Child Left Behind Act and other referral services. Parental engagement/involvement is increased by encouraging parents to share their ideas with the school. The school's Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling the Annual Title I Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements are adhered to. Parent needs and concerns are address through informal surveys, which are then analyzed to determine specific topics of discussion for upcoming workshops, Parent Academy Courses, etc. The surveys also inform the staff of time scheduling issues that parents may have, allowing the school to accommodate parents' schedules with flexible timing. This course of action impacts our goal of empowering parents and building their capacity for involvement.

Completed Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), will be submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are used to assist with revising our Title I parental documents for the approaching school year.

## 2. School Advisory Council (SAC)

## a. Membership

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

| Name | Stakeholder Group |
| --- | --- |
| Carol Sampson | Principal |
| Jennifer Hawkes | Teacher |
| Sharon Cobb | Teacher |
| Alexandra Alexandre | Teacher |
| Ivan Morales | Teacher |
| Sharon Reed-Turner | Teacher |
| Samuel Wims | Teacher |
| Miriam Trujillo | Education Support Employee |
| Yesenia Padilla | Parent |
| Ada Alvarez | Parent |
| Nelkis Hernandez | Parent |
| Gena Luna | Parent |
| Sharon Mack | Parent |
| Paola Chavez | Student |
| Lillian Dukes | Business/Community |
| Katherine Green | Business/Community |
| Andrew Wilcox | 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, § 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

A meeting was held by the SAC committee of Kelsey L. Pharr Elementary to review the last year's school improvement plan. The members of the committee worked diligently to suggest recommendations which were noted and taken into consideration to make adjustments for the 2017-2018 School Improvement Plan (SIP). All recommendations were recorded and included in the Educational Excellence School Advisory Committee (EESAC) minutes log.

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

To assist in the preparation of the 2017-2018 SIP, an EESAC meeting was scheduled to review the completed SIP End-of-Year 2016-2017 Review Forms. Recommendations made by members of both the grade levels and EESAC for the development of the 2017-2018 SIP were taken into consideration, recorded, and included in the EESAC minutes log.

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

The EESAC of Kelsey L. Pharr Elementary held a meeting to discuss the school's upcoming annual budget and plan. Members of the committee provided their suggestions and input on the individual budget items and plan. Both the budget and plan were voted on and approved.

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

School improvement funds are allocated for the purpose of improving student achievement and school performance through the careful development and implementation of the SIP. EESAC funds allocated last year were utilized for incentives and school technology. A total of $1,306.87 was used during the 2016-2017 school year towards the purchase of student certificates, incentives, and headphones.

***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 |
| --- | --- |
| Sampson, Carol | Principal |
| Alvarez, Dania | Assistant Principal |
| Reed-Turner, Sharon | Instructional Coach |
| Alexandre, Alexandra | Instructional Coach |
| Morales, Ivan | Teacher, K-12 |

### b. Duties

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

Dr. Carol R. Sampson, Principal:
Provides a common vision for the use of data-based decision-making, ensures proper implementation of English language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Dania Alvarez, Assistant Principal:
Assists in cultivating the vision for the use of data-based decision-making, ensures proper implementation of English language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Sharon Reed-Turner, Reading Coach:
Provides professional development and classroom follow-up on best practices in English language arts, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data.

Alexandra Alexandre, Mathematics Coach:
Provides support in implementing instructional strategies to incorporate literacy across the curriculum by maintaining a journal and reading math related literature.

Ivan Morales, ESOL Chairperson:
Provides support in implementing instructional ESOL strategies to incorporate bilingual curriculum

across all grade levels.

The LLT team meets weekly to analyze summative data, progress monitoring data, assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on all literacy-based initiatives and interventions. Professional development needs and outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in order for teachers to have guided practice on new instructional skills acquired.

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with improving student achievement in English language arts, mathematics, and related core subject areas. Examples include: Providing professional development to teachers to increase rigor in classroom instruction, developing an intervention schedule in English language arts and Mathematics, analyzing data to drive instruction, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

## 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.**

Kelsey L. Pharr teachers meet with their respected subject coaches on a weekly basis to collaboratively plan for instruction. During collaborative planning, teachers and coaches discuss topics teachers will introduce to their students on the following week, discourse effective instructional strategies, and share resources which may benefit all parties. Reading and Math coaches who attend Instructional Coaching Academies (ICA) meet with their respected grade level to disseminate information learned at their training. Additionally, teachers who attend professional developments eagerly share valuable information learned. Collaborative planning provides teachers the opportunity to collaborate amongst each other with the focal point of improving student achievement through the use of newly acquired knowledge.

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

1. Site mentoring partnerships with veteran teachers.
2. Provide newly-acquired teachers with regular meetings with the principal.
3. Provide job-embedded professional development during faculty meetings, common planning and on teacher workdays.
4. Coaches will provide ongoing support by completing coaching cycles with teachers.
5. Elicit referrals from current employees and/or colleagues from other school sites.
6. Provide professional development from representatives of District technology programs.

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

Kelsey L. Pharr Elementary implements the MINT mentor training program for teachers new to the profession. This mentoring program rationale consists of pairing up the mentee with an effective or highly effective teacher who has the knowledge to assist and mentor the beginning teacher throughout the school year. This will allows for professional growth for both teachers to meet and discuss effective techniques, observations and hands-on practice in the following areas: lesson planning; classroom management; classroom best practices.
Teachers new to the school or in their second year of teaching are paired with a "buddy partner" in order to be provided with additional assistance and guidance.

## 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.*

Kelsey L. Pharr Elementary adheres to the the District pacing guides, its core instructional programs and resources aligned to Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS). The curriculum for Science and Social Studies are aligned with the Next Generation Sunshine State Standards (NGSSS) as mandated by Florida's Department of Education. The benefit of implementing the pacing guide to lead teacher instruction is that it provides meticulous information on the instructional focus, objectives, and required instructional tools which should be addressed in class. In addition, the pacing guides dispenses a plethora of supplemental materials and educational websites which could be utilized to optimize student engagement and consequently student achievement.
The Leadership Team plays an integral role in ensuring that teachers follow the pacing guide and utilize it according to the district's mandates by conducting classroom observations and walk-throughs (i.e. reviewing lesson plans, examining student folders, attending grade level meetings, and discussing quarterly assessment data) that help paint an accurate picture of how effectively teachers implement the pacing guide. During that time, if any deficiencies or lack of progress is detected, the Leadership Team takes the necessary measures to correct it.

#### b. Instructional Strategies

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

Data collected at the beginning of the school year from assessments such as: i-Ready Diagnostic Assessments, FLKRS Star Early Literacy, District writing pre/post test, mathematics topic assessments, science topic assessments, Grade 5 Baseline and Mid-Year Benchmark Assessment, and science baseline assessments in kindergarten through fourth grade are utilized to group students for the implementation of differentiated instruction. All FSA ELA Level 1 or 2 students and students scoring below the 40th percentile on the SESAT(Grade K) or SAT-10 (Grades 1-2) are provided with daily thirty minutes of intervention session during the school day utilizing WonderWorks intervention component. Classroom teachers, along with the Reading Coach, will continue the ongoing process of analyzing ongoing data to re-group students based on their diverse needs.

##### *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:** 2,880

Tutoring programs taking place before school will provide students with Reading Intervention and Enrichment. Those students consistently scoring below 25% on Reading and Math assessments will also be eligible to participate in the tutoring program.

*Strategy Rationale*

The purpose of this strategy is to provide an additional 60 minutes of instruction in Reading to all students based on their instructional level. The students are monitored consistently and are stratified based on their evolving academic needs and progress

*Strategy Purpose(s)*

- Core Academic Instruction

*Person(s) responsible for monitoring implementation of the strategy*
Alvarez, Dania, daniaalvarez@dadeschools.net

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

All FSA ELA Level 1 or 2 students, students scoring below the 40th percentile on the SESAT(Grade K) or SAT-10 (Grades 1-2), i-Ready Diagnostic Assessments

**Strategy:** After School Program

**Minutes added to school year:** 32,400

Miami Children's Museum After Care Program

*Strategy Rationale*

This program is designed to assist students with their home learning assignments while engaging students in character building activities,

*Strategy Purpose(s)*

- Enrichment

*Person(s) responsible for monitoring implementation of the strategy*
Sampson, Carol, pr6011@dadeschools.net

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

Climate Survey/Student Survey/Parent Survey

## 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.*

Title I Administration assists Kelsey L. Pharr Elementary School by providing supplemental funds beyond the State of Florida funded SPED Pre-Kindergarten Program. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist by providing young children with a variety of meaningful learning experiences, in an environment that provides opportunities to create knowledge through initiatives shared with supportive adults.

At Kelsey L. Pharr Elementary School, all incoming kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), and Indicadores Dinamicos del Exito en la Lectura (IDEL). Screening data will be collected and aggregated prior to the month of October. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of individual students who may need intervention beyond core instruction. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided, and independent practice of all academic and/or social emotional skills identified by screening data. Screening tools will be re-administrated throughout the school year in order to determine student learning gains and to determine the need for modifications to the instructional and intervention programs.

For the upcoming year, Kelsey L. Pharr Elementary School will continue to utilize the "Welcome to Kindergarten" program to maintain partnerships with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will participate in meetings with the center directors of neighborhood centers. Kindergarten preparation brochures and other documents will be sent home to parents throughout the year. Additionally, the school will build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site pre-kindergarten teachers will come together with Kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

**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.*

Kelsey L. Pharr Elementary School tries to partner and incorporate many career experiences for all students so that they can strive to continue their education. Some of the programs that are currently in place are:
- KAPOW for the 5th grade students which teaches students leadership and basic career skills that will be needed in the workforce.
- Common Threads which provides students in grades 3-5 culinary skills in order for them to eventually enter a job in the food industry along with teaching them healthy habits.
- The Education Fund Garden Grant provides all students the opportunity to cultivate fruits and vegetables and learn about agriculture and healthy eating habits.

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

Not Applicable.

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

Kelsey L. Pharr Elementary School tries to partner and incorporate many career experiences for all students so that they can strive to continue their education. Some of the programs that are currently in place are:
- KAPOW for the 5th grade students that teaches students leadership and basic career skills that will be needed in the workforce.
- Common Threads which provides students in grades 3-5 culinary skills in order for them to eventually enter a job in the food industry along with teaching them healthy habits.
- The Education Fund Garden Grant provides all students the opportunity to cultivate fruits and vegetables and learn about agriculture and healthy eating habits.

*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.

# 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals

# School Improvement Goals

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

## Problem Solving Key

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

1 = Problem Solving Step      🔍 S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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

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

🔑 G096785

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 64.0 |
| ELA/Reading Lowest 25% Gains | 78.0 |
| AMO Reading - African American | 64.0 |
| AMO Reading - SWD | 64.0 |
| AMO Reading - ED | 64.0 |
| AMO Math - African American | 61.0 |
| AMO Math - All Students | 63.0 |
| AMO Math - ED | 63.0 |
| FCAT 2.0 Science Proficiency | 48.0 |
| Math Lowest 25% Gains | 45.0 |
| AMO Math - SWD | 61.0 |

### Targeted Barriers to Achieving the Goal `3`

- Teachers are utilizing technology at the substitution level according to SAMR Model.

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

- Attendance Clerk/ Registrar

- Attendance Committee

- Before school tutorial program

- Brainpop

- Curriculum Support Specialists

- Discovery Education

- District Pacing Guides

- Gizmos

- Go Math!

- Imagine Learning

- Infographics

- iReady Diagnostic and Instruction

- Mathematics Coach

- McGraw-Hill Wonders Series

- myON Reader

- NBC Learn

- OneDrive

- Science JJ BootCamp

- Reading Coach

- Reflex Math

- School Counselor

- Student laptops

- Success Coach

## Plan to Monitor Progress Toward G1. 8

Instructional coaches and administrators will monitor student data.

### Person Responsible
Carol Sampson

### Schedule
Biweekly, from 10/3/2017 to 6/8/2018

### *Evidence of Completion*
Student data, student academic achievement

## Action Plan for Improvement

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

**Problem Solving Key**

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

1 = Problem Solving Step          🔑 S123456 = Quick Key

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

🔍 G096785

**G1.B1** Teachers are utilizing technology at the substitution level according to SAMR Model. 2

🔍 B260361

**G1.B1.S1** Teacher leaders will provide meaningful learning opportunities on to how to integrate technology in their classrooms/lessons to transition to the SAMR augmentation level. 4

🔍 S275770

### Strategy Rationale

Utilizing technology will maintain student engagement and transform learning experiences in order to result in student achievement.

**Action Step 1** 5

Teachers will complete a pre/post survey to identify their comfort level with technology.

**Person Responsible**

Carol Sampson

**Schedule**

Monthly, from 10/2/2017 to 5/18/2018

***Evidence of Completion***

Sign-in sheet, agenda

**Action Step 2** 5

Teachers will participate in an in-house professional development focusing on technology resources to utilize in the classroom.

**Person Responsible**

Carol Sampson

**Schedule**

Quarterly, from 10/2/2017 to 5/18/2018

***Evidence of Completion***

Sign-in sheets, agendas, observations

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

Administrators will conduct walk-throughs to monitor technology being implemented in grades kindergarten through fifth.

### Person Responsible

Carol Sampson

### Schedule

On 6/1/2018

### *Evidence of Completion*

Classroom walk-through notes, lesson plans, student work samples, instruction

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

During common planning, instructional coaches, teachers, and administrators will discuss the effectiveness of technology implementation in the classroom.

### Person Responsible

Carol Sampson

### Schedule

Weekly, from 10/9/2017 to 5/25/2018

### *Evidence of Completion*

Classroom walk-throughs notes, lesson plans, instruction

# IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B1.S1.A1 🔍 A370653 | Teachers will complete a pre/post survey to identify their comfort level with technology. | Sampson, Carol | 10/2/2017 | Sign-in sheet, agenda | 5/18/2018 monthly |
| G1.B1.S1.A2 🔍 A370654 | Teachers will participate in an in-house professional development focusing on technology resources... | Sampson, Carol | 10/2/2017 | Sign-in sheets, agendas, observations | 5/18/2018 quarterly |
| G1.B1.S1.MA1 🔍 M398978 | During common planning, instructional coaches, teachers, and administrators will discuss the... | Sampson, Carol | 10/9/2017 | Classroom walk-throughs notes, lesson plans, instruction | 5/25/2018 weekly |
| G1.B1.S1.MA1 🔍 M398979 | Administrators will conduct walk-throughs to monitor technology being implemented in grades... | Sampson, Carol | 10/9/2017 | Classroom walk-through notes, lesson plans, student work samples, instruction | 6/1/2018 one-time |
| G1.MA1 🔍 M398986 | Instructional coaches and administrators will monitor student data. | Sampson, Carol | 10/3/2017 | Student data, student academic achievement | 6/8/2018 biweekly |

# 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** Teachers are utilizing technology at the substitution level according to SAMR Model.

**G1.B1.S1** Teacher leaders will provide meaningful learning opportunities on to how to integrate technology in their classrooms/lessons to transition to the SAMR augmentation level.

### PD Opportunity 1

Teachers will complete a pre/post survey to identify their comfort level with technology.

**Facilitator**

Alexandre, Alexandra and Reed-Turner, Sharon

**Participants**

Teachers

**Schedule**

Monthly, from 10/2/2017 to 5/18/2018

### PD Opportunity 2

Teachers will participate in an in-house professional development focusing on technology resources to utilize in the classroom.

**Facilitator**

Reed-Turner, Sharon

**Participants**

Reading/Language Arts Teachers

**Schedule**

Quarterly, from 10/2/2017 to 5/18/2018

## 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 | Teachers will complete a pre/post survey to identify their comfort level with technology. | $0.00 |
|---|---|---|---|
| 2 | G1.B1.S1.A2 | Teachers will participate in an in-house professional development focusing on technology resources to utilize in the classroom. | $0.00 |
| | | **Total:** | **$0.00** |