

Miami-Dade County Public Schools

# Aventura Waterways K 8 Center



2017-18 Schoolwide Improvement Plan

## Aventura Waterways K 8 Center

21101 NE 26TH AVE, Miami, FL 33180

<http://aventurawaterwaysk8.dadeschools.net>

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2016-17 Title I School</b> | <b>2016-17 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Combination School<br>PK-8                              | No                            | 49%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 67%   |

### 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 Aventura Waterways K 8 Center

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Our mission at Aventura Waterways K-8 Center is for our students to attain the highest academic standards, and to provide a multitude of enriching educational, cultural, and social experiences in a safe and inviting educational environment.

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

At Aventura Waterways K-8 Center, our vision will be to create a setting where students experience both academic and life lessons in a positive and nurturing environment, where integrity, honesty, fairness and a sense of belonging are integral to the school's climate and culture, and where all stakeholders strive to exceed academic, social and professional expectations.

#### 2. School Environment

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

Aventura Waterways K-8 Center has a large and diverse population. To ensure students and staff are sensitive to all cultures we encourage open expression and educate all stakeholders through celebrations such as Hispanic Heritage Luncheons and Black History celebrations. Classrooms set guidelines that foster respect of different cultures and that honor our diverse population. We infuse cultural diversity in different lessons across grade levels and disciplines, including special areas.

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

Aventura Waterways K-8 Center has an open door policy for all stakeholders that encourages students and parents to report any inappropriate actions relating to students. School administration, teachers, and security monitors are visible throughout the school fostering a safe learning environment where all stakeholders are respected and secure.

##### 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.

Aventura Waterways K-8 Center implements a school-wide behavioral system where students are required to follow the rules and regulations as stated in the Student Code of Conduct. This ensures consistent high expectations in academics and behavior. Students are aware and are reminded daily of their job as a student and as a citizen of AWK8. Professional Learning Communities are implemented to provide school personnel with strategies to address classroom management and to implement classroom based programs that align with the school-wide behavior system.

##### 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.

Aventura Waterways K-8 Center ensures the social-emotional needs of all students are met by ensuring that counselors and counseling programs are accessible to all students. Different grade

levels are assigned specific counselors to ensure specialization in program content and facilitate the cognitive and development levels of those programs. Classroom guidance, small group sessions, referrals to outside and community agencies are conducted on an as needed basis. School staff works as a team with representatives from outside agencies when appropriate.

### 3. Early Warning Systems

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

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

The Leadership Team and the MTSS/RtI Team utilizes the targeted student status reports to identify students with excessive absences. Students with 7 or more days absent from school receives a referral to Students Services.

Student Case Management (SCM) data reports are used to identify the students receiving more than three referrals violations of the Miami-Dade County Public Code of Student Conduct; Student is referred to Student Services or Administration (depending on the level of the violation based on the Miami-Dade County Public School Code of Student Conduct);

To monitor the at-risk student academic progress, the Leadership Team and the MTSS/RtI team Reviews the student data results from the Core Curriculum, Reviews District and State assessments results ,monitor the student's nine week grading period report to identify students who GPA falls below 2.0. Students who are not meeting grade level expectations are identified as Tier 2 students and receive interventions.

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

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

| Indicator                       | Grade Level |   |    |    |    |    |    |    |    |   |    |    |    | Total |
|---------------------------------|-------------|---|----|----|----|----|----|----|----|---|----|----|----|-------|
|                                 | K           | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Attendance below 90 percent     | 0           | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 0     |
| One or more suspensions         | 0           | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 2  | 0 | 0  | 0  | 0  | 2     |
| Course failure in ELA or Math   | 1           | 1 | 11 | 11 | 11 | 10 | 29 | 5  | 12 | 0 | 0  | 0  | 0  | 91    |
| Level 1 on statewide assessment | 0           | 1 | 13 | 30 | 41 | 39 | 70 | 54 | 66 | 0 | 0  | 0  | 0  | 314   |

##### 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 | 1           | 2 | 13 | 9 | 40 | 25 | 83 | 55 | 74 | 0 | 0  | 0  | 0  | 302   |

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

The following intervention strategies are employed by our school to improve the academic performance of students identified by the early warning system:

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Wonders Works Reading Intervention; I-Ready Reading Program; Differentiated Instruction;
- Planned Discussions, Goal Setting for identified students;
- Our comprehensive school counseling program dedicated to developing, implementing and evaluating

the effectiveness of small group and intensive interventions and connecting students and their families to school-based and community-based resources.

AWK-8 Identifies ELL students that have been in the program 6 semesters or more and refers them to the LEP Committee for further determination. Retained students from the previous school year are monitored and referred to the School Support Team for RTI. Interventions are continued in core subject areas to support Tier 2 and Tier 3 students that are in the RTI process. Additionally, ongoing support and services are provided in the areas of positive school culture by increasing student attendance.

## 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**

During the 2017-2018 school year 1400 or more parents will attend from one to three school activities, compared to last years 1350, an increase of 3%. AWK8 is fortunate to have an excellent group of parents (PTSA) who work tirelessly to ensure that positive relationships are maintained. Constant communication regarding activities is done through the Connect Ed system as well as the Remind App.

**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.**

Aventura Waterways K-8 Center invites local businesses and community members to all functions and builds partnerships by seeking support from these businesses. The PTSA facilitates community awareness of school programs and the community members involved in the school's EESAC are intermediaries for these relationships.

## 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               |
|-----------------|---------------------|
| Aponte, Yesenia | Principal           |
| Lane, Sylvia    | Assistant Principal |
| Robles, Ileana  | Assistant Principal |
| Mack, Natalie   | Assistant Principal |
| Diaz, Lilia     | Teacher, K-12       |
| Ferreira, Kim   | Teacher, ESE        |

## b. Duties

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

Leadership team participants: assist in the implementation of progress monitoring and correlating student needs with appropriate interventions; provide professional development for teachers in the areas of data driven planning and effective core instruction.

- The Principal is the instructional leader at the school. He monitors the curriculum and all processes as it relates to student services and student achievement. He oversees implementation of the MTSS Team; and the Rtl process; school wide intervention programs; progress monitoring; and the alignment of professional development with students' instructional needs.

- Assistant Principals-meet with MTSS/Rtl Team to identify students in need of intervention; ensure that interventions are scheduled; monitor implementation of interventions; review data with MTSS/Rtl team; and assist with the facilitation of professional development. Additionally, they monitor instructional practice ensuring that adhering to the pacing of the curriculum is occurring.

The General Education Teacher: provides information about core instruction; assist in data collection; assist in the development of supplemental and intensive intervention plans.

- Exceptional Student Education (ESE) Teacher: Participate in data collection; assist in the development of behavioral strategies and accommodations; assist in the development of supplemental and intensive intervention plans.

### **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.**

Aventura Waterways K-8 Center's Student Support Team (SST) is composed of the Principal, Assistant Principal, the School Psychologist, Guidance Counselors, Special Education Teacher, Classroom Teachers, ESOL Teacher and the parents. The purpose of the SST is to devise educational strategies for struggling students and utilize all possible resources at the building level, before referrals are done for the formalized evaluation process. Teachers are to bring to the attention of the SST any student who is experiencing academic, social, and or serious emotional difficulties. After implementation of strategies and services, it may be necessary for the SST to reconvene to make further recommendations.

1. Data will be used to guide instructional decisions and system procedures for all students to:
  - adjust the delivery of curriculum and instruction to meet the specific needs of students
  - adjust the delivery of behavior management system
  - adjust the allocation of school-based resources
  - drive decisions regarding targeted professional development

- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- Topic Assessments
- State/Local Math and Science assessments
- Florida Standards Assessment (FSA)
- End of Course Exams
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions

Alternate to Suspension Program

- Referrals by student behavior, staff behavior, and administrative context

Attendance

Referrals to special education programs

Student Services Personnel: provide interventions to support the student's academic, emotional, behavioral and social success; work to link families with community agencies; provide in-school counseling and assistance as needed.

Title I - Aventura Waterways K-8 Center is not a Title I school.

Title X - Homeless

Students who have been categorized as Homeless according to the guidelines of Title X-Homeless receive equal access to participation at Aventura Waterways K-8 Center. All efforts are made to provide these students with supplies as well as educational, and social /emotional support.

The District' Homeless Education Program assist Aventura Waterways K-8 Center with the identification, enrollment, attendance, and transportation of homeless students as needed. Student services personnel are able to address issues such as procedures for enrolling homeless students and the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless.

Migrant Program

While Aventura Waterways K-8 Center does not currently enroll migrant students, the Registrar and Counselor communicate to determine if students and their parents will need to be serviced.

Nutrition

AWK8 meets the guidelines of the District nutrition program by offering free breakfast for all students and a free and/or reduced price lunch program. Nutrition Education is taught through physical education courses.

Anti-Violence Program

The District Policy Against Bullying and Harassment is implemented by providing all of students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Students from our feeder pattern high school have committed to give anti bullying presentations to our students. Anonymous Bulling Reporting business cards are located in the

Assistant Principal's offices, Guidance Counselor offices with information on how to report bullying and harassment in school.

Miami Lighthouse / Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and/ or the lenses.

AWK-8 has two nurses from Miami Children's Hospital who are located in the office twice a month to assist students who may need their services.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name                    | Stakeholder Group          |
|-------------------------|----------------------------|
| Luis Bello              | Principal                  |
| Lilia Diaz              | Teacher                    |
| Diane Gleit             | Parent                     |
| Shelly Hornstein        | Parent                     |
| Rosemarie Camas         | Parent                     |
| Valeria Michanie        | Business/Community         |
| Nira Benbasset          | Parent                     |
| Trish Murdoch           | Teacher                    |
| Stephanie Krutchik      | Teacher                    |
| Alan Myers              | Teacher                    |
| Donna Cavanaugh         | Teacher                    |
| Kamila Ghunaim          | Student                    |
| Lorena Shaffman         | Parent                     |
| Marisa Wharton          | Parent                     |
| Altagracia Rosmond-Tang | Education Support Employee |
| Michelle Borman         | Teacher                    |
| Randee Kramer           | Parent                     |
| Gino Bartolino          | Business/Community         |
| Claudine Wainrub        | 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*

The SAC was paramount in constructing and reviewing the school improvement plan. The SAC had input in all areas providing suggestions where necessary.

*b. Development of this school improvement plan*

The SAC will review and provide input in the development of this school improvement plan.

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

The principal regularly reviews the school budget and planned expenditures with the SAC.

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

School improvement funds allocated last year were approved by EESAC for teacher supplies. These funds were used to supplement and enhance student achievement. The total budget of EESAC funds last year was \$10,734.00. Funds were spent on teacher supplies and general equipment such as bulbs for projectors. Additionally, grade level chairs were invited to request funding for their departmental needs.

During the 2017 -2018 school year, the Aventura Waterways K-8 Center EESAC will meet regularly to review and monitor the implementation of the School Improvement Plan in order to ensure that all strategies are being implemented and discuss its effect on student achievement. SAC members will determine the use of EESAC funds to support student achievement and provide input as to the school budget to ensure compliance with District guidelines.

**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               |
|---------------------|---------------------|
| Aponte, Yesenia     | Principal           |
| Lane, Sylvia        | Assistant Principal |
| Robles, Ileana      | Assistant Principal |
| Bridges, Tunisha    | Teacher, K-12       |
| Dean, Jeffrey       | Teacher, K-12       |
| Cavanaugh, Donna    | Teacher, K-12       |
| Zeledon, Karina     | Teacher, K-12       |
| Brown, Byron        | Teacher, K-12       |
| Murdoch, Trish      | Teacher, K-12       |
| Macko, Melissa      | Teacher, K-12       |
| Mijares, Jesssica   | Teacher, K-12       |
| Diaz, Lilia         | Teacher, K-12       |
| Beninati, Andrew    | Teacher, K-12       |
| Cabrera, Cathy      | Teacher, K-12       |
| Meyers, Alan        | Teacher, K-12       |
| Krutchik, Stephanie | Instructional Media |
| Mack, Natalie       | Assistant Principal |
| Ferreira, Kim       | Teacher, ESE        |

## **b. Duties**

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

The LLT promotes literacy within Aventura Waterways K-8 Center by using Accelerated Reader; which is a computer assisted assessment of reading comprehension. Students read AR books and take a quiz on the book's content. If they pass the test with 80% or higher, recognition is given. The Media Specialist promotes the Sunshine State Books, and teachers also uses the My-On electronic books. Each year a Book Fair is done to promote literacy where students are allowed to purchase books. A family night is also designated for parents to visit the Book Fair, and during the fair, the Principal and other members of the LLT read to students. Middle school students produce a yearbook, participate in both a debate and writing club as well as Creative Writing class. A member of the LLT also sponsors the Model UN Team. Additionally, selected members of the Literacy team will conduct best practices workshops to include CRiSS strategies.

## **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.**

Aventura Waterways K-8 Center provides teachers with collaborative planning opportunities by scheduling grade level/department planning sessions. Professional Learning Communities are offered to the staff and participation is strongly encouraged. Cross curricula planning and articulation between grade levels occurs regularly to ensure the implementation of one vision from all staff. To maintain staff morale and positive working relationships, the school staff are encouraged to partake in school and

family activities such as the talent show, family movie night, Fun Run, and various gatherings that celebrate faculty members.

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

At Aventura Waterways K-8 Center, we communicate with both district staff and local university advisors to recruit highly qualified teachers to our building. The unique offerings of the K-8, coupled with a positive climate makes AWK8 an inviting environment in which to work.

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

New teachers are paired with grade level/department chairpersons to develop curriculum strategies and provide classroom management support. Additionally, teachers are offered the opportunity to participate in the District's MINT program designed to assist and retain new teachers by providing high quality professional development opportunities.

## **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.**

Aventura Waterways K-8 Center ensures that the core instructional program is aligned with Florida Standards by following the district's pacing guides.

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

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

The Principal reviews data from the previous year with the staff to ensure all stakeholders are aware of students' baseline information. This helps the staff plan accordingly when creating groups for small group instruction. Information from professional development attended during the summer months is shared with the staff to ensure all members are aware of current curricula. Following each iReady diagnostic test, grade levels and departments meet with the leadership team to evaluate and analyze the data. Data driven instruction is then planned accordingly to provide optimal learning opportunities for students. Students requiring additional learning opportunities follow Response to Intervention and appropriate strategies are implemented to address the specific learning needs of each child.

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

**Strategy: After School Program**

**Minutes added to school year: 1,980**

Select teachers will provide after school support in both reading and mathematics for grades 3-5. ELL student population will be identified and targeted for this program.

**Strategy Rationale**

Students participating in the Title III ELL tutoring program engage in additional learning opportunities fostering both their acquisition of the language as well as the daily applicability of these skills.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Mack, Natalie, nmack@dadeschools.net

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

School site data such as the iReady diagnostic test is collected and analyzed. ACCESS 2.0 scores are used to determine effectiveness of this program.

**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.**

All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) which is used to determine Kindergarten readiness in reading and mathematics. The screening data will be utilized to develop instructional plans that meet students' needs. Kindergarten students and their parents are invited to the Kindergarten Orientation Program before the school year begins. Fifth grade teachers meet to articulate students from grade 5 to grade 6. Eighth grade students and parents are invited to attend a Magnet fair to receive information on high school opportunities. Additionally, eighth grade students visit the feeder high school to receive information, and actually see the campus.

**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.**

NA

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

NA

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



NA

**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.**

NA

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**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

G096790

**Targets Supported** 1b

| Indicator                            | Annual Target |
|--------------------------------------|---------------|
| Math Gains                           | 70.0          |
| Math Lowest 25% Gains                | 65.0          |
| ELA/Reading Gains                    | 80.0          |
| ELA/Reading Lowest 25% Gains         | 82.0          |
| CELLA Listening/Speaking Proficiency | 62.0          |
| CELLA Reading Proficiency            | 42.0          |
| FSA ELA Achievement                  | 65.0          |
| FSA Mathematics Achievement          | 62.0          |
| FSAA ELA Achievement                 | 69.0          |
| FSA Mathematics Achievement          | 69.0          |
| FCAT 2.0 Science Proficiency         | 65.0          |
| CELLA Writing Proficiency            | 44.0          |
| One or More Suspensions              | 10.0          |
| Attendance Below 90% Grade 06        | 11.0          |
| Attendance Below 90% Grade 07        | 13.0          |
| Attendance Below 90% Grade 08        | 14.0          |

**Targeted Barriers to Achieving the Goal** 3

- Teachers need additional support and a better understanding of how to use data to inform their instruction.

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

- Accelerated Reader, Discovery Education, i-Ready, Computer Labs, Math Nation, CPALMS, Thinkcentral, Khan Academy, GIZMOS, Essential Labs, Engenuity, NBC Learn, District created resources, Virtual Library, Time for Kids, Imagine Learning, Digital Convergence, MyOn, Class Dojo, Reflex Math and SpellingCity.com

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

Classroom, School, iReady, and Topic Assessment data will be collected and reviewed throughout the year to determine progress toward the goal.

**Person Responsible**

Yesenia Aponte

**Schedule**

Monthly, from 10/3/2017 to 5/31/2018

**Evidence of Completion**

Data chat logs, student review forms, data binders

## 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

G096790

**G1.B1** Teachers need additional support and a better understanding of how to use data to inform their instruction. 2

B260377

**G1.B1.S1** Implement a data chat protocol to use during data chats. 4

S275785

### Strategy Rationale

Maximize the effectiveness of the data chats in order to meet the students' needs and target necessary areas.

### Action Step 1 5

During the department meetings, and grade level meetings, information regarding pacing guides and content area frameworks will be disseminated to all content area teachers.

#### Person Responsible

Natalie Mack

#### Schedule

Monthly, from 10/3/2017 to 5/31/2018

#### Evidence of Completion

Agendas, sign-in sheets

### Action Step 2 5

Provide in house professional development on a variety of topics such as Best Practices and Core Curricular to enhance our academic culture. PACC (Professional Academic Culture Committee)

#### Person Responsible

Ileana Robles

#### Schedule

Biweekly, from 10/3/2017 to 5/31/2018

#### Evidence of Completion

Agendas, sign-in sheets

### Action Step 3 5

A protocol for data chats will be developed.

**Person Responsible**

Natalie Mack

**Schedule**

On 5/31/2018

***Evidence of Completion***

Data chat protocols will be distributed to the math teachers.

### Action Step 4 5

Classroom walkthroughs will be completed by administrators.

**Person Responsible**

Yesenia Aponte

**Schedule**

Weekly, from 9/4/2017 to 6/4/2018

***Evidence of Completion***

Classroom walkthrough logs are collected weekly.

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

Classroom, School, iReady, and Topic Assessment data will be collected and reviewed throughout the year to determine progress toward the goal

**Person Responsible**

Yesenia Aponte

**Schedule**

Monthly, from 9/25/2017 to 5/31/2018

***Evidence of Completion***

Data chat logs, student review forms, data binders

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

Monitor effectiveness of the data chat protocol.

**Person Responsible**

Yesenia Aponte

**Schedule**

Monthly, from 10/3/2017 to 5/31/2018

***Evidence of Completion***

Walk-throughs, student work product, lesson plans

## 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>M399019       | Classroom, School, iReady, and Topic Assessment data will be collected and reviewed throughout the... | Aponte, Yesenia | 10/3/2017                     | Data chat logs, student review forms, data binders            | 5/31/2018<br>monthly  |
| G1.B1.S1.MA1<br>M399015 | Monitor effectiveness of the data chat protocol.  | Aponte, Yesenia | 10/3/2017                     | Walk-throughs, student work product, lesson plans             | 5/31/2018<br>monthly  |
| G1.B1.S1.MA1<br>M399016 | Classroom, School, iReady, and Topic Assessment data will be collected and reviewed throughout the... | Aponte, Yesenia | 9/25/2017                     | Data chat logs, student review forms, data binders            | 5/31/2018<br>monthly  |
| G1.B1.S1.A1<br>A370671  | During the department meetings, and grade level meetings, information regarding pacing guides and...  | Mack, Natalie   | 10/3/2017                     | Agendas, sign-in sheets                                       | 5/31/2018<br>monthly  |
| G1.B1.S1.A2<br>A370672  | Provide in house professional development on a variety of topics such as Best Practices and Core...   | Robles, Ileana  | 10/3/2017                     | Agendas, sign-in sheets                                       | 5/31/2018<br>biweekly |
| G1.B1.S1.A3<br>A370673  | A protocol for data chats will be developed.  | Mack, Natalie   | 10/3/2017                     | Data chat protocols will be distributed to the math teachers. | 5/31/2018<br>one-time |
| G1.B1.S1.A4<br>A370674  | Classroom walkthroughs will be completed by administrators.   | Aponte, Yesenia | 9/4/2017                      | Classroom walkthrough logs are collected weekly.              | 6/4/2018<br>weekly    |

## V. Professional Development Opportunities

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

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

**G1.B1** Teachers need additional support and a better understanding of how to use data to inform their instruction.

**G1.B1.S1** Implement a data chat protocol to use during data chats.

### PD Opportunity 1

Provide in house professional development on a variety of topics such as Best Practices and Core Curricular to enhance our academic culture. PACC (Professional Academic Culture Committee)

#### Facilitator

Content Area Department Chairs

#### Participants

All Teachers

#### Schedule

Biweekly, from 10/3/2017 to 5/31/2018

### PD Opportunity 2

A protocol for data chats will be developed.

#### Facilitator

Agendas, sign-in sheets

#### Participants

Math teachers

#### Schedule

On 5/31/2018



## 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 | During the department meetings, and grade level meetings, information regarding pacing guides and content area frameworks will be disseminated to all content area teachers.                | \$0.00        |
| 2             | G1.B1.S1.A2 | Provide in house professional development on a variety of topics such as Best Practices and Core Curricular to enhance our academic culture. PACC (Professional Academic Culture Committee) | \$0.00        |
| 3             | G1.B1.S1.A3 | A protocol for data chats will be developed.  | \$0.00        |
| 4             | G1.B1.S1.A4 | Classroom walkthroughs will be completed by administrators.   | \$0.00        |
| <b>Total:</b> |             |   | <b>\$0.00</b> |