Johnnie M Parris Colonial Drive Elementary School

2017-18 Schoolwide Improvement Plan

Johnnie M Parris Colonial Drive Elementary School

10755 SW 160TH ST, Miami, FL 33157

http://cdes.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 KG-5	Yes	97%

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	B	C	C*	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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 Johnnie M Parris Colonial Drive 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.

Our mission at Colonial Drive Elementary School is to develop each child's academic potential, social and cultural awareness, sense of self-worth and physical ability in a positive, supportive environment which lifelong learning and good citizenship in our diverse society.

Students are encouraged to be critical thinkers and good decision-makers. They are expected to come to school every day and arrive on time. Students receive enrichment/intervention through before/after school programs and/or push-in practices during the school day. Students are recognized for their academic, behavioral and attendance accomplishments.

Communication between the parents, students, and the school is executed and maintained through daily phone calls, e-mails, marquee messages, parent newsletter, connect ed messages and individualized parent conference meetings. This communication between home and school is vital in updating the parents and ensuring that the interested parties are positively impacting student learning.

b. Provide the school's vision statement.

Our vision at Colonial Drive Elementary School is that each student will rise above his or her own expectations of personal growth and achievement to be competitive in a global society.

2. School Environment

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

Fostering the culture of acceptance and respect is essential to developing the social and emotional growth of our diverse students. We are a STEM Designated and Cambridge School as such our teaching and learning revolves around a global perspective. Through various curriculum-based activities in our K-5 classrooms centered in the learning and understanding cultural differences, our students are exposed to real-world connections. Also, thematic unit lessons focused on traditions and community celebrations or commemorations such as the Hispanic Heritage, Holocaust, Veterans Day, Black History Month, Women's Month, and others are conducted.
At Colonial Drive Elementary, we bring the world to our students. Each classroom is equipped with technology such as an Interactive Whiteboard to enhance the learning experience. Our faculty and staff utilizes its interactive interface to engage students on lessons that build their cultural awareness. Websites such as National Park Service, Discovery Education, and NBC create virtual field trip.

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

Creating and maintaining a safe learning environment is our priority. We believe in engaging students in meaningful talk and conscious discipline to instill values such as respect and responsibility. Promoting character education through our Values Matter initiatives transcends throughout the school beginning with the morning announcements and ending with an afternoon wrap up. We have classroom presentations from community and business partners such as our annual anti-bullying campaign. Students are reminded of safety tips while walking in the hallway, lining up for dismissal, and maintaining acceptable cafeteria behavior.

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.

A positive behavioral support system is evident in each of our classrooms. Our teachers have a behavioral tracking system posted in their classroom as well as daily behavioral progress report for students. With this, clear student expectations are established and monitored. Furthermore, an established protocol for disciplinary incidents is in place. Core training is provided during Opening of Schools meetings and as-needed check point training is provided throughout the year.

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

All students are provided a systematic way of acquiring knowledge and skills to enhance their development in the area of social/emotional functioning. The students are provided responsive services through individual counseling, small group counseling, classroom presentations and assemblies. These supports address interpersonal and communication skills, assertiveness skills, self awareness and responsible behavior, problem solving and decision making skills, respect for human diversity, conflict resolution and social skills as well as programs and presentations from outside agencies (CHI HealthConnect, Learning 4 Life, MDPD Public Education Bureau). The main focus of these interventions is behavior support to meet the needs of the student so they can function to their fullest potential emotionally and socially.

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.

The Early Warning System indicators include:
* Students who are absent or tardy for an excess of 10 days
* Daily attendance reports
* Feedback from faculty and staff
* Student Case Management System

The monitoring of students's attendance and achievement data provides the school the data necessary to implement interventions that will best meet the needs of our students academic success.

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	2	4	3	3	2	1	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	2	4	9	5	18	17	0	0	0	0	0	0	0	55

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	4	9	0	15	20	0	0	0	0	0	0	0	50

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

Colonial Drive will utilize various strategies to address the students identified by the early warning system. Attendance below 90%: The school will have a proactive involvement by the administration and staff to ensure regular daily attendance of all students through early identification and effective intervention strategies.
Attendance personnel will engage in professional development to adhere to attendance policies.
The attendance bulletin and other attendance data will be reviewed on a regular daily basis.
Connect Ed and phone calls will be activated on a steady routine to increase communication and give support.
Individual counseling, group counseling or mentoring programs will be provided for targeted students.
Attendance personnel will ensure proper monitoring of identified students.
Attendance review committee meetings will be held on a regularly scheduled basis.
Family Involvement programs and parent resources will be provided for support.
The Truancy Intervention Program policies will be implemented for students with excessive absences.
Positive feedback and incentives will be utilized for students who continue to improve their regular daily attendance. School wide attendance incentives such as monthly honor roll for perfect attendance will be in place to decrease absenteeism and inspire a positive attitude towards school and learning.
One or more suspensions: Administration will work with teachers to enforce that all students are following the discipline plan adequately.
Course failure in ELA or Math: Administration will work to ensure that these students are identified and given the appropriate academic intervention, during or before school.
Level 1 on statewide assessment: Administration will work to ensure that these students are identified and given the appropriate academic intervention, during or before school.

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

To build positive relationships with parents, a number of incentives, activities and programs have been implemented. During our monthly volunteer meetings, the Community Involvement Specialist encourages parents to become cleared school volunteers, so they have a more active role in our school.

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.

At Colonial Drive Elementary, we believe in building a sustainable partnership with our local community to increase student achievement. Our business partners - YMCA, Learning for Life, Common Threads and Community Health Inc.- provide opportunities for students to engage in meaningful curricular and extracurricular activities. Also, during our Annual Career Day, representatives from various government agencies, local businesses, and non-profit organizations conduct presentations and simulations to expose students to different career paths.

In addition, we believe that maintaining constant communication between the school and home allows us to transcend our message of cohesion. We utilize all possible forms of communication, such as School Home Connection, connect Ed, Newsletters, flyers, website, Twitter and social media following to inform our stakeholders. We also conduct an annual volunteer drive to encourage parents to partake in efforts to support school activities and become active members of the PTA. We also utilize our Parent Night Events as a way of communicating and keeping all stake holders informed.

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
Pierre-Louis, Andy	Principal
Duran, Noemi	Assistant Principal
Suarez, Paula	School Counselor
Dalberry, Terry	Teacher, K-12
Jarrett, Dana	Teacher, K-12
Prado, Jamie	Teacher, ESE
Sardinas, Gloria	Teacher, K-12

b. Duties

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

• The Principal ensures that the school-based MTSS Team is meeting; oversees the data from school-wide, district, and state assessments; provides necessary resources for implementing interventions for students requiring additional academic support as illustrated in the data, and ensures professional development to support MTSS implementation.
• The Assistant Principal assist the principal with the above tasks and follow-up with any needed adjustments to the curriculum as reflected in the data considered. Plan for professional development for teachers to improve classroom instruction.
• Ms. Sardinas will attend monthly Reading iCads and receive District updates from the Division of Language Arts in order to disseminate information to teachers and administration.
• Ms. Godoy will attend monthly Math iCads and receive District updates from the Mathematics Department in order to disseminate information to teachers and administration.
• Ms. Lopez will attend monthly Science iCads and receive District updates from the Science Department in order to disseminate information to teachers and administration.
• Ms. Prado will facilitate the STEM program, providing assistance to teacher as needed.

The School Counselor communicates with parents, students and staff, getting input and feedback for areas of attendance, guidance counseling, etc.

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 leadership team reviews data from all sources in order to allocate resources to meet the needs of all students and maximize desired student outcomes. Funds and services from federal, state and local programs are identified and reviewed to ensure that they are targeting the students and needs of the school. The leadership team meets monthly to review student data in order to ensure the most effective utilization of all funds, materials and programs. Schedules, material inventories and lists of instructional resources are reviewed to make sure that the highest impact is being maintained.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Laura Tennant	Principal
Tatiana Godoy	Teacher
Mary Silva	Teacher
Ana Morera	Teacher
Olga Roman	Teacher
Oria McAuliff	Teacher
Paula Suarez	Education Support Employee
Wilson Nieves Sr.	Business/Community
Oliver Cooper	Business/Community
Nilda Centeno	Parent
Jennifer Nieves	Parent
Amy Gordy	Parent
Carol Conyers	Parent
Michael Slawson	Teacher
Iris Cordova	Education Support Employee
Madonna Hepburn	Parent
Wilson Nieves Jr.	Student
Georgia Valencia	Student
Alicia Lima	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

Learning gains and our lowest 25% of students will have to be addressed more strategically by interventions and professional development. Parental involvement increased as various opportunities such as STEM Night, Muffins with Mom, Open House Kindergarten Round-Up, Curriculum Fair and Literacy Night were conducted.

b. Development of this school improvement plan

The SAC is involved in the development and implementation of the SIP. They also review the SIP throughout the year during the monthly meetings. They approve the SIP and monitor the progress of students while making appropriate changes to strategies throughout the year, as needed.

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

The SAC participates in preparation of the school's annual budget with the leadership team. The overall budget is reviewed and recommendations are made regarding utilization of funds in order to allow the school to continue to help students increase their academic achievements.

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

The Colonial Drive Schools Improvment funds will be used for substitute coverage for our Professional Development in order to increase student achievment.

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
Pierre-Louis, Andy	Principal
Duran, Noemi	Assistant Principal
Suarez, Paula	School Counselor
Dalberry, Terry	Teacher, K-12
Jarrett, Dana	Teacher, K-12
Prado, Jamie	Teacher, ESE
Sardinas, Gloria	Teacher, K-12

b. Duties

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

The Literacy Leadership Team will create a reading goal, including specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals. The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the curriculum.
The LLT will encourage students to participate in several reading activities including: book clubs,

literacy clubs, book fairs and reading contests. The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data. The LLT will work with the Division of Language Arts to guarantee fidelity of implementation of the K-12 CRRP. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Collaborative planning is a key in working together at Colonial Drive. Grade Level and Professional Learning Community chairs will facilitate collaborative planning using the District Pacing Guides. On going classroom walk through will be conducted to provide feedback to teachers.

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

Colonial Drive Elementary solicits recommendations from current employees to ensure the recruitment of highly qualified teachers. To maintain highly qualified teachers the school has established a Teacher Mentoring Program, where experienced teachers provide support to beginning teachers. Also teachers participate in Professional Learning Communities (PLC) to increase their teaching capacity and maintain a high level rigor in the classroom.

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

Colonial Drive Elementary has the Mentoring and Induction for New Teachers (MINT) in place. It has been developed to support the varied levels of experience and education our new teachers possess. MINT is designed to support the practice of new teachers, to create an awareness of professional responsibilities and ultimately, positively affect student learning. In addition to providing support to beginning teachers, the school provides opportunities for mentors and teachers to meet and reflect upon practice in order to improve the quality of education. Teachers are paired based on content area and grade level assignments. They will meet consistently to receive all the support needed.

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.

Colonial Drive encourages teachers to follow the district provided pacing guides for all core instruction. These guides are aligned to the LAFs and MAFS, therefore teachers lesson plans reflect the new standards

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.

Teachers use the following data to differentiate their instruction: Oral Reading Fluency Measures; iReady; Baseline; MYA; School, District and State Assessments; class work; The data helps the teachers plan the next step for struggling students and whole class. Our school uses differentiated instruction and the gradual release model to ensure all students learn. The teachers utilize common planning and PLC's to plan for and model the gradual release instructional framework. The teachers apply a balanced instructional approach that includes whole group, small group, and one-on-one instruction based on student needs. The school provides resources to support instruction such as extensive classroom libraries, texts to support units of study , and leveled books for small group instruction.

Our school uses hands-on experiences to facilitate the conceptual learning and understanding of concepts.

Furthermore, we implement numerous ESOL strategies. We model, think aloud, use task cards, use graphic organizers, use manipulatives, use illustrations and diagrams, vary the complexity of assignment, use audiobooks, role play , and use visuals.

Finally, enrichment opportunities are provided through the use of novels and research based projects to enhance critical thinking.

Students' data is continuously reviewed and instruction is adjusted accordingly.

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: 8,500

Colonial Drive Elementary will implement before school tutoring targeting all students in grades 3-5. The program will increase student capacity in Reading and Mathematics using the computer-based program iReady.

Strategy Rationale

More time on iReady will lead to the completion of more lessons which in turn will lead to improved student outcomes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Duran, Noemi, nduran@dadeschools.net

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

iReady Growth Monitoring data will be analyzed to determine the effectiveness of the program. Also students participating in the program will be monitored through the administration of the Diagnostic Assessments given 3 times per year.

Strategy: After School Program
Minutes added to school year: 8,500

Enrichment activities contribute to a well-rounded education

Strategy Rationale

After school tutoring program addressing the individual needs of ELL learners in grades 3-5. Certified teachers will utilize research-based Reading and Math materials to instruct during the after school tutorial programs and accountability will be maintained for student performance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Duran, Noemi, nduran@dadeschools.net

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

Data for the after school programs will be monitored through pre & post assessments. Also students participating in the tutorial program will be monitored through the administration of Diagnostic Assessments given 3 times per year.

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.

At Colonial Drive Elementary, there are two orientation sessions for the parents of entering Kindergartners. The first one takes place at the end of May and the second one is the week before school starts. Neighboring pre-schools are informed and invited through personal contact, e-mail, delivered fliers, and/or marquee announcements. The parents are given a packet, which includes the objectives their children are to meet, by the end of Kindergarten. This allows the parents to have a better understanding of what the Kindergarten program consists of, and what is expected of their children in Kindergarten.
Our 5th grade students are given the opportunity to meet with various Middle School personnel, including students, from their future middle school during the academic year. During these visits the students learn about programs that each school offers in order to gain familiarity with the next step in their educational journey. Our 5th graders are given a subject selection card in which they share with their parents in order to choose their classes for the next school year. Parents and students are highly encouraged to participate in the open houses that each Middle School offers throughout the school year.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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`

🔑 G096798

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of in-depth planning aligned to State Standards (LAFS, MAFS, NGSSS) across all grade levels (K-5)

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

- English/Language Arts: CORE: McGraw-Hill Reading Wonders, English Language Arts Pacing Guides (Reading and Writing) grades K-5, McGraw-Hill Reading Wonders K-5: SUPPLEMENTAL: Instructional Routine Handbook grades K-2, ELA Item Specifications grades 3-5, LAFS Updated Resources, i-Ready and Promethean Boards

- Math: HMH Florida Go Math!; Go Math (On-line Resources; Animated Models Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach): SUPPLEMENTAL: Mathematics Florida Standards Item Specifications, i-Ready, Gizmos Grades 3-5; Explore Learning –Reflex Math; District Pacing Guides including online technology resources

- Science: Scott Foresman (K-5), Leveled Readers, Instructional Resources: http://science.dadeschools.net/elem/instructionalResources/default.html: SUPPLEMENTAL: Gizmos (3-5), Discovery Education (K-5), NBC Learn (K-5), PowerMyLearning, AIMS, ScienceSaurus Handbook, Science Fair Handbook

Plan to Monitor Progress Toward G1. `8`

Looking for increase in teacher facilitation and increase in student ownership of learning.

Person Responsible

Andy Pierre-Louis

Schedule

Quarterly, from 10/30/2017 to 6/7/2018

Evidence of Completion

Observations, Assessment Data Results

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

🔑 G096798

G1.B1 Limited evidence of in-depth planning aligned to State Standards (LAFS, MAFS, NGSSS) across all grade levels (K-5) 2

🔑 B260394

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

🔑 S275802

Strategy Rationale

Plan for and deliver instruction that is strategic and objective based that scaffolds to meet the goal. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.

Person Responsible

Noemi Duran

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Weekly lesson plans, Students' reading response journal, Writing notebooks

Action Step 2 `5`

Develop lesson(s) based on the instructional focus and align to the district response for grades 2-5.

Person Responsible

Noemi Duran

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Walkthrough notes, weekly lesson plans

Action Step 3 `5`

Disaggregate and analyze student assessment data both formal and informal (weekly, bi-weekly assessments, Topic Assessments, Interims, Unit Assessments, etc.) to drive planning and instruction.

Person Responsible

Noemi Duran

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 4 `5`

Implement engaging instructional activities centered on purposeful student talk (Collaborative Conversations). Monitor the implementation of collaborative conversations during the bell to bell instructional framework.

Person Responsible

Noemi Duran

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Weekly lesson plans, students reading response journals, writing notebooks, Anchor Charts

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

Leadership team will meet every 6 weeks and/or after conducting walk-throughs and observations to discuss implementation of rigorous, purposeful, and engaging instructional activities. To ensure ongoing progress monitoring LT will utilize student data during this meeting.

Person Responsible

Andy Pierre-Louis

Schedule

Every 6 Weeks, from 10/30/2017 to 6/7/2018

Evidence of Completion

Leadership Team meeting sign in sheets.

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

Conduct data chats which will analyze student performance data and will determine the effectiveness of classroom instruction.

Person Responsible

Andy Pierre-Louis

Schedule

Monthly, from 10/30/2017 to 6/7/2018

Evidence of Completion

Assessment Data Results

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.MA1 M399057	Looking for increase in teacher facilitation and increase in student ownership of learning.	Pierre-Louis, Andy	10/30/2017	Observations, Assessment Data Results	6/7/2018 quarterly
G1.B1.S1.MA1 M399055	Conduct data chats which will analyze student performance data and will determine the effectiveness...	Pierre-Louis, Andy	10/30/2017	Assessment Data Results	6/7/2018 monthly
G1.B1.S1.MA1 M399056	Leadership team will meet every 6 weeks and/or after conducting walk-throughs and observations to...	Pierre-Louis, Andy	10/30/2017	Leadership Team meeting sign in sheets.	6/7/2018 every-6-weeks
G1.B1.S1.A1 A370706	Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida...	Duran, Noemi	8/28/2017	Weekly lesson plans, Students' reading response journal, Writing notebooks	6/7/2018 weekly
G1.B1.S1.A2 A370707	Develop lesson(s) based on the instructional focus and align to the district response for grades...	Duran, Noemi	8/21/2017	Walkthrough notes, weekly lesson plans	6/7/2018 weekly
G1.B1.S1.A3 A370708	Disaggregate and analyze student assessment data both formal and informal (weekly, bi-weekly...	Duran, Noemi	8/28/2017	Student assessment reports, data binder, student data chat sheets	6/7/2018 biweekly
G1.B1.S1.A4 A370709	Implement engaging instructional activities centered on purposeful student talk (Collaborative...	Duran, Noemi	8/21/2017	Weekly lesson plans, students reading response journals, writing notebooks, Anchor Charts	6/7/2018 weekly

V. Professional Development Opportunities

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

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

G1.B1 Limited evidence of in-depth planning aligned to State Standards (LAFS, MAFS, NGSSS) across all grade levels (K-5)

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.

Facilitator

Administration/Grade Level Chair

Participants

Teachers

Schedule

Weekly, from 8/28/2017 to 6/7/2018

PD Opportunity 2

Disaggregate and analyze student assessment data both formal and informal (weekly, bi-weekly assessments, Topic Assessments, Interims, Unit Assessments, etc.) to drive planning and instruction.

Facilitator

Administration/Grade Level

Participants

Teachers

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

PD Opportunity 3

Implement engaging instructional activities centered on purposeful student talk (Collaborative Conversations). Monitor the implementation of collaborative conversations during the bell to bell instructional framework.

Facilitator

Administration/Grade Level Chair

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

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

G1.B1 Limited evidence of in-depth planning aligned to State Standards (LAFS, MAFS, NGSSS) across all grade levels (K-5)

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

TA Opportunity 1

Develop lesson(s) based on the instructional focus and align to the district response for grades 2-5.

Facilitator

Administration/Grade Level Chair

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 6/7/2018

VII. Budget

1	G1.B1.S1.A1	Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	132804-TRAINING	0861 - Johnnie M Parris Colonial Drive Elementary Sc	Title I, Part A		$2,000.00
			Notes: Professional Development, Professional Learning Communities, Data Chats			
2	G1.B1.S1.A2	Develop lesson(s) based on the instructional focus and align to the district response for grades 2-5.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	132804-TRAINING	0861 - Johnnie M Parris Colonial Drive Elementary Sc	Title I, Part A		$600.00
			Notes: Lesson Planning			

3	G1.B1.S1.A3	Disaggregate and analyze student assessment data both formal and informal (weekly, bi-weekly assessments, Topic Assessments, Interims, Unit Assessments, etc.) to drive planning and instruction.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	132804-TRAINING	0861 - Johnnie M Parris Colonial Drive Elementary Sc	Title I, Part A		$600.00
			Notes: Notes			
4	G1.B1.S1.A4	Implement engaging instructional activities centered on purposeful student talk (Collaborative Conversations). Monitor the implementation of collaborative conversations during the bell to bell instructional framework.				$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	132804-TRAINING	0861 - Johnnie M Parris Colonial Drive Elementary Sc	Title I, Part A		$200.00
			Notes: Professional Development			
					Total:	$3,400.00