

Miami-Dade County Public Schools

Madie Ives K 8 Preparatory Academy



2017-18 Schoolwide Improvement Plan

Madie Ives K 8 Preparatory Academy

20770 NE 14TH AVE, North Miami Beach, FL 33179

<http://mies.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)
Combination School PK-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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 Madie Ives K 8 Preparatory Academy

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.

Madie Ives K-8 Preparatory Academy prepares students for the future by emphasizing the importance of being functional, literate, and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunication strategies, advances in technology, and programs that heighten student achievement and cultural sensitivity. Madie Ives students will become functioning members of an ever-evolving society.

b. Provide the school's vision statement.

Madie Ives K-8 Preparatory Academy and its stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. The Madie Ives staff provides a variety of teaching strategies and methods, and the latest advances in technology for students to become productive, literate, and responsible citizens in our multicultural society.

2. School Environment

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

Madie Ives K-8 Preparatory Academy encourages a climate of bridging cultural gaps across all ethnic groups. Some specific examples are through literature and visits to and from local museums. Madie Ives K-8 Preparatory Academy practices a culture of cooperation, both, social and emotional where these skills are modeled and taught. The teachers provide an accepting, nourishing environment where each student is comfortable and accepted, no matter what their cultural background is. In essence, all cultural barriers are dispelled through good communication.

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

Students at Madie Ives K-8 Preparatory Academy feel safe and respected before school by following the Code of Student Conduct and all protocols thereof. School safety is a priority. Upon arrival, students eat free breakfast, then Kindergarten and first grade students wait for their teachers in the primary learning center with security/hallway monitors. Second through fourth grade students wait in the cafeteria for their teachers, and fifth and sixth grade students wait under the P.E. shelter for their teachers. Security and staff are designated to specific posts in areas around the school to ensure a smooth and safe arrival and dismissal for all students. Our security staff is vigilant and visible so that students feel safe before, during, and after school. During the day and upon the safe dismissal of all students the policies of Miami-Dade County Public Schools are followed. The Values Matter Miami Curriculum is implemented school-wide. Students are recognized monthly for positive behavioral attributes. In addition, the school adheres to the following as well:

- Anti-bullying policy in practice;
- School leadership that supports staff, students and parents;
- A safety committee is in place which is made up of key stakeholders: public safety officials, parents, community, students, administrators, etc.;
- An Emergency Response Plan is written and followed;
- Early identification and intervention for students at risk (EWS)

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.

Madie Ives K-8 Preparatory Academy enforces the Code of Student Conduct as the schoolwide behavioral system that aids in minimizing distractions and keeps students engaged during instructional time. The school is a conduit which provides the necessary communication between home and school to eliminate unnecessary distractions. Students and parents are provided a copy of the Madie Ives K-8 Preparatory Academy Discipline Plan. Madie Ives K-8 Preparatory Academy implements the Values Matter Miami Program, the Do the Right Thing Program, and Student of the Month Program. The Discipline Committee follows the Code of Student Conduct and communicates expectations to students, parents, faculty, and support staff.

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.

The social-emotional needs of all students are being met via 1 on 1 counseling or small group counseling. At the beginning of the school year, grade level assemblies are held to review the school wide discipline plan. Madie Ives K-8 Preparatory Academy has the 5000 Role Model Program and the D.A.R.E. program.

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.

Madie Ives K-8 Preparatory Academy uses the state standardized assessment in Reading and Math to identify students at risk. Students scoring a level 1 or 2 in Reading and/or Math are targeted for additional support.

Additionally, student attendance is monitored on a daily basis, specifically identifying students with 5 or more absences. Our attendance initiative is entitled "H.E.R.O." (Here, Everyday, Ready, and On time).

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	3	1	9	12	5	14	0	0	0	0	0	0	46
Level 1 on statewide assessment	2	10	9	11	12	25	29	0	0	0	0	0	0	98

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	6	5	7	21	34	37	0	0	0	0	0	0	112

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

Students scoring a level 1 and/or 2 in Reading or Math are targeted for additional support. This includes an additional 30 minutes of Reading Intervention, the intervention groups are fluid to accommodate changes. Afterschool tutoring provides an additional hour of Reading and/or Math instruction two times a week.

Students scoring level 1 or 2 in Reading or Math are also monitored via i-Ready Growth Monitoring every 21 days.

Students identified as having 5 or more unexcused absences are referred to the counselor and an Attendance Review Committee Meeting is scheduled to address the absences and identify corrective strategies to improve the attendance one, of which includes acknowledging and signing an Attendance Contract. These student have also been identified on the Targeted Student Status Form.

Attendance incentives are utilized on a daily basis to encourage individual, as well as grade level perfect attendance. Attendance reports are printed and monitored daily by the attendance clerk. The daily percentage is announced to the school on morning announcements altering all faculty and students. Excessive absences and/or tardies are reported by the classroom teacher to the school counselor through a Student Case Management Referral (SCM). The counselor meets with the student and the parent/guardian to determine the cause of excessive absences and/or tardies and to offer assistance. Repeated absences and or tardies are then referred to the community involvement specialist for a home visit. Students with perfect attendance are rewarded with our incentive program.

Additional resources, intervention and support is provided by the school counselor.

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

Madie Ives K-8 Preparatory Academy believes building positive relationships with parents will result in increased student achievement. Our school provides the students, parents, and other stakeholders with a variety of services and activities including:

Meet and Greet;

Open House;

Parent Workshops with our Community Involvement Specialist (CIS);

Science Fair Night;

Science with a Twist Night;

FSA Parent Night;

Reading under the stars Night;

Career Day;

Thanksgiving Day Baskets; and
Dads and Donuts

The Madie Ives administration and faculty keep an open line of communication with parents through monthly calendars, Connect Ed, flyers, phone calls, and the marquee. Parents are also encouraged to use the parent portal to access students' grades and other pertinent information.

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.

Madie Ives K-8 Preparatory Academy utilizes Dade Partners for support as well as the EESAC Business members who provide various incentives for our students' achievement. Our Educational Excellence School Advisory Council, made up of administration, teachers, parents, students and community representatives meet to share information.

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
Alba-Nunez, Monica	Teacher, K-12
Moore, LaShinda	Principal
Lichtman, Alexandra	Assistant Principal
Michelson, Helaine	Teacher, K-12
Ledgister- Joseph, Shawana	Teacher, K-12
Greenfield, Barbara	Teacher, K-12
Theoc , Wilma	School Counselor

b. Duties

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

The school's leadership team is composed of Ms. Deborah Johnson-Brinson, Principal, Ms. Alexandra Lichtman, Assistant Principal who will ensure the fidelity of the process and allocate resources; Helaine Michelson is the instructional coach who will focus on improving instruction for all students; Monica Alba-Nunez, Barbara Greenfield and Shawana Ledgister-Joseph are teachers, who are also subject liaison's and mentors to assist other teachers and students; Wilma Theoc, counselor will ensure that quality, relevant services are provided to the students.

The Leadership Team supports all classroom teachers in the implementation of the curriculum and the collection of data through intervention programs. In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

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 MTSS Leadership Team at Madie Ives K-8 Preparatory Academy uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. Systematic interventions by teachers, using data collection and data analysis in grade level meetings will determine progress.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. The MTSS problem solving process and monitoring progress of instruction will be implemented during data chats.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem solving process after each growth monitoring assessment.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly.

Tier 3

The assistant principal, counselor, social psychologist, and the SPED teacher as well as the general education teacher and the parent/guardian make up the Tier 3 SST Problem Solving Team.

Title I

Services are provided at Madie Ives Community Elementary School for students requiring additional remediation and are assisted through extended learning opportunities such as before-school tutoring programs. Our school based Title I funding Community Involvement Specialist (CIS), serves as bridge between the home and school, through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. The Instructional Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Instructional Coach also identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children who are considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Parental Involvement Program at Madie Ives K-8 Preparatory Academy includes:

- Annual Title I Parent Meeting;
- Parent engagement with the development of our Title I Parent Family Engagement Plan (PFEP);

- Parent Resource Center to assist parents on a daily basis;
- Involving parents in the planning and implementation of the Title I Program in order to inform parents regarding available programs, their rights and other referral services;
- Conducting parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parent's schedules as part of our goal to empower parents and build their capacity for involvement.

Migrant Students

Madie Ives Community Elementary School currently has no Migrant students enrolled. However, the school will be able to provide services and support to migrant students and parents as needed.

Title III

At Madie Ives K-8 Preparatory Academy, we offer an ELL afterschool program to supplement our academic instruction. ELL students can receive additional support in reading in our Tutoring Program.

Title X

- Madie Ives K-8 Preparatory Academy uses the Project UP-START Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart is available to assist the school with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison, our school counselor provides training for the school registrar on procedures for enrolling homeless students. Training is provided to the Counselor and Registrar on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.

After School Instruction

At Madie Ives K-8 Preparatory Academy, we offer several afterschool programs to supplement our academic instruction. Selected students can receive additional support in reading and/or math in our Tutoring Program. Enrichment opportunities are also provided via Geography Bowl and Coding class. In addition, students participate in a weekly Chess Program.

Values Matter Miami Curriculum

Madie Ives K-8 Preparatory Academy implements the Values Matter Miami curriculum. The 2017-2018 initiative will continue to focus on the District's nine core values as the foundation of behavioral expectations for students. Values will be highlighted during each month using the following schedule:

- o September: Respect
- o October: Responsibility
- o November: Citizenship
- o December: Fairness
- o January: Pursuit of Excellence
- o February: Kindness
- o March: Cooperation
- o April: Honesty
- o May: Integrity

This curriculum is intended to engage students in a deeper and more focused conversation about the nine core values. This includes opportunities to connect values driven behavior with digital citizenship.

Violence Prevention Programs

Madie Ives K-8 Preparatory Academy uses The Safe and Drug-Free Schools Program to address

violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and administrators. The D.A.R.E. program is implemented for 12 weeks for all 5th graders. Counseling is also a component of this program. Selected male students in grades 4 through 6 are provided mentoring and academic support via our 5000 Role Model of Excellence Program.

Nutrition Programs

- Madie Ives K-8 Preparatory Academy adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ms. Deborah Johnson-Brinson	Principal
Geoffrey Philp	Business/Community
Altagracia Pena	Teacher
Shawanna Ledgister-Joseph	Teacher
Charlie Seldon	Parent
Helaine Michelson	Teacher
Kevin Diehl	Teacher
Keisha Williams	Teacher
Beatriz Vega	Teacher
Willia Blaise	Education Support Employee
Judy Florvil	Parent
Lee Cherry	Business/Community
Wilma Theoc	Teacher
Tracy Bazile	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) evaluated and reviewed 2016-2017 school's improvement plan during the first EESAC meeting. The SAC reviewed and suggested modifications for the upcoming school year.

b. Development of this school improvement plan

The purpose of the School Advisory Council (SAC) is to support student achievement. The SAC is actively involved in the writing and implementation of the School Improvement Plan (SIP). The SAC's

function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. All decisions for the SIP are made through consensus. The SAC follows the Continuous Improvement Model in order to ensure fidelity to the school's mission.

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

The School Advisory Council (SAC) has an important function directly related to the academic success of the students at Madie Ives K-8 Preparatory Academy.

The following are some examples of the functions of our SAC:

- Through consensus disseminate EESAC funds to promote student achievement;
- Provide schoolwide information to members of the EESAC and all other stakeholders in preparing the budget;
- Assist the school in reviewing and evaluating data and seek ways and means to improve student achievement;
- Develop and modify the School Improvement Plan.

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

\$3,319 Budget:

\$150 Art Project Supplies Pre-K;
 \$300 Copy Paper Kindergarten & 1st Grade;
 \$457 Books 2nd Grade;
 \$288 Time for Kids Subscription 3rd Grade;
 \$411 Novels for 4th Grade;
 \$557 Novels for 5th Grade;
 \$70 PLC Incentives;
 \$1086 Trophies/Certificates/Awards for End of Year Awards Ceremony.

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
Alba-Nunez, Monica	Teacher, K-12
Michelson, Helaine	Teacher, K-12
Moore, LaShinda	Principal
Lichtman, Alexandra	Assistant Principal
Ledgister- Joseph, Shawana	Teacher, K-12
Greenfield, Barbara	Teacher, K-12
Vega , Beatriz	Teacher, K-12

b. Duties

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

The LLT will focus on content-based reading comprehension strategies, ongoing formative assessment, intensive writing integration, diverse texts, strategic tutoring, Core Curriculum strategies, differentiated instruction and technology integration. The Accelerated Reader program was purchased and will be implemented this school year.

The LLT will monitor, with fidelity, students' performance data from i-Ready, MyOn Reader, and AR that indicates deficiencies in each Reporting Category.

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.

Madie Ives K-8 Preparatory Academy promotes working relationships between teachers, administrators, and instructional coach by collaboratively planning. Collaborative planning includes sharing best practices, utilizing pacing guides, planning cards, item specifications, and other resources.

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

Madie Ives K-8 Preparatory Academy utilizes a rigorous program to recruit and retain highly qualified teachers. Ongoing relationships with local universities and student-teacher programs helps to recruit and retain teachers. Monthly Professional Developments as well as collaborative planning and mentoring are used to support and develop highly qualified effective teachers.

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

Madie Ives K-8 Preparatory Academy participates in the New Teacher Center i3 Scale Up Grant and the Mint program. These program pairs an experienced teacher with a beginning or new teacher to the school. The administrative team provides resources, and time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

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.

Administrators, instructional coach, and teachers work together to ensure that the core instructional programs and materials are being implemented effectively. Our core instructional programs and materials are strictly aligned to the Florida Standards and teachers receive professional development on small group instruction to ensure we provide and maintain rigorous instruction within each classroom. Our faculty utilizes District pacing guides and uses the Wonders reading series along with its intervention component WonderWorks as well as HMH for sixth grade. The Go Math series and McGraw Hill are used for mathematics. Science is taught through a hands-on approach using our

Scott Foresman series and J & J boot camp. We are presently using a newly adopted Social Studies program in K-5. Sixth graders utilize McGraw Hill for U.S. History. This is done via collaborative planning meetings, classroom walkthroughs, reviewing lesson plans and student work folders.

b. Instructional Strategies

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

Data is disaggregated and analyzed individually with each teacher and administration through data chats to determine the needs of each student. Students performing below grade level are identified for interventions daily for 30 minutes in addition to participating in i-Ready growth monitoring every 21 days. Additionally, students are also provided after school tutoring to reinforce reading and math skills in core academic instruction. The groups are monitored to ensure attendance and improvement.

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: 2,160

After School Tutoring program for students in grades three through six occurs two times a week for one hour on Tuesdays and Thursdays. The teachers will provide core academic instruction, remediation and enrichment opportunities for students in grades three through six.

Strategy Rationale

To provide extra support for students in preparation for the FSA.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lichtman, Alexandra, alichtman@dadeschools.net

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

Data from different sources is analyzed to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title 1 Administration assists Madie Ives K-8 Preparatory Academy by providing supplemental funds beyond the State of Florida funded Voluntary Prekindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This

assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

Madie Ives K-8 Preparatory Academy holds the following meetings each year to support incoming and outgoing cohorts of students:

- Welcome to Kindergarten held in May 2017
- Kindergarten Orientation held on August 18, 2017
- Open House held on September 27, 2017

This year Madie Ives Community Elementary School began the transition to a K-8 program. Parents of students in the 5th grade were invited to an information meeting on the 6-8 curriculum. Additionally, there was an assembly with the students to give them the opportunity to identify electives and learn about the uniform and Intramural Sports options available to them.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G096799

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
FSA ELA Achievement	64.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	56.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence that all students in the school, regardless of program placement, are given equitable access to rigorous and robust instruction and curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: McGraw Hill Wonders, HMH, i-Ready, After School Tutoring, MyOn Reader, Performance Coach, AR, FSA task Cards, Item Specs, Pacing Guides, Reading Interventionist, FCRR, Imagine Learning, Time for Kids, Gateway to Data (G2D). MATH: Houghton Mifflin Go Math, McGraw Hill, Reflex Math, i-Ready, Think Central, Performance Coach, Ready Common Core, Gizmos, Item Specs, Pacing Guides, After School Tutoring. SCIENCE: Scott Foresman, Pearson, Pacing Guides, Item Specs, Discovery Learning, J & J Bootcamp.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

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

 G096799

G1.B1 Limited evidence that all students in the school, regardless of program placement, are given equitable access to rigorous and robust instruction and curriculum. **2**

 B260395

G1.B1.S1 Utilize collaborative planning with the end in mind to align the standards to core instruction in order to teach rigorously. **4**

 S275803

Strategy Rationale

To increase the effectiveness of instruction through planning with an emphasis on standards.

Action Step 1 **5**

Utilize Planning Cards and FSA Item Specs during collaborative planning to increase rigor.

Person Responsible

Helaine Michelson

Schedule

Biweekly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets & agendas

Action Step 2 **5**

Utilize data to conduct data chats that will result in increased rigor according.

Person Responsible

LaShinda Moore

Schedule

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

Evidence of Completion

Data Chat Protocol & Sign-in Sheets

Action Step 3 5

Provide Professional Development through collaborative planning focusing on the alignment of standards

Person Responsible

Helaine Michelson

Schedule

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

Evidence of Completion

Sign in sheets & Agendas

Action Step 4 5

Conduct Classroom Walkthroughs in order to ensure rigorous instruction is happening in the classrooms.

Person Responsible

LaShinda Moore

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough Logs, Student Work

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

Conduct classroom walkthroughs, observe instruction, review lesson plans and student work.

Person Responsible

LaShinda Moore

Schedule

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

Evidence of Completion

Lesson Plans, Interactive Work Journals, Walkthrough Logs

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

Monitor the effectiveness of implementation by reviewing lesson plans that are aligned to standards and evidence of rigor.

Person Responsible

LaShinda Moore

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough Log