Earlington Heights Elementary School

2017-18 Schoolwide Improvement Plan

Earlington Heights Elementary School

4750 NW 22ND AVE, Miami, FL 33142

http://earlingtonheightselem.dadeschools.net/

School Demographics

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

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

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Earlington Heights 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.

The staff, parents, and community of Earlington Heights Elementary School believe all students have the right and ability to learn. We are committed to providing a solid educational foundation for our students so they may achieve their highest academic potential, while maintaining steady, positive growth. It is our goal to empower students to reach their maximum potential and become caring, reflective, active, life-long learners with a balanced international perspective and a sense of social responsibility and understanding.

b. Provide the school's vision statement.

All stakeholders of Earlington Heights Elementary School envision a safe, nurturing, healthy, and mindful learning environment that nurtures and encourages students to become life-long learners and mature into productive citizens and leaders in our multi-cultural society in South Florida.

2. School Environment

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

At Earlington Heights Elementary, our teachers build relationships with the our students and their families through monthly meetings, parent contacts for both positive and negative, as well as, events like literacy night, open house, and other events throughout the year. Through our IB program, we are able to create activities and classroom discussions in regards to the students' culture, identity, and their family's beliefs and values.

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

Earlington Heights Elementary has implemented a positive behavior system, also known as PBS, which rewards students for their positive behavior. Through this program, we are able to create role models and encourage all of our students to replicate these positive behaviors. We have also provided all instructional and non-instructional staff with professional development in regards to our PBS expectations so this program is carried out with fidelity by all members of our team, whether they are interacting with our students before school, after school, or during school.

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

As a school, we have identified disciplinary incidents and the appropriate way to handle these infractions. Each teacher has been provided a professional development on behavior management, expectations, as well as, the process that needs to be followed in order to ensure that our system is fairly and consistently enforced.
We are using a school-wide positive behavior management system and we are using a program called DOJO to track the students' positive behavior points. With these points, we are celebrating positive behavior through a series of events and allowing students to use their points to buy items at our school store.

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.

Our school is ensuring the social-emotional needs of all students are being met through a number of different programs and systems. We are also partnering with Streamline Miami, which strives to improve educational outcomes and build a culture of achievement in Liberty City to ensure all youth graduate from high school college-ready, without the need for remediation. Achieve Miami is also a program we are working with in order to get individual students the support they need from community members to ensure they are have positive mentors.

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.

Earlington Heights Elementary will use the Early Warning Systems to monitor school attendance, suspensions, and course failure in ELA and Mathematics. In monitoring the Early Warning Systems, the goal at Earlington is to increase school attendance to 95 percent or higher, decrease the number of outdoor suspensions in all grade levels, decrease students retained in PreK-5, and decrease students' non-proficient reading by 3rd grade.

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	3	9	8	14	6	5	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	1	8	10	21	20	25	0	0	0	0	0	0	0	85
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	9	12	15	21	17	0	0	0	0	0	0	0	77

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

Earlington Heights Elementary has a built-in daily schedule where we provide all students with additional reading intervention and enrichment. We also have an after-school program, Turn Up the Steam (TUTS), which is avaliable for our students and provides additional support in all content areas.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Earlington works rigorously to keep parents informed of their child's academic progress. Parents are notified via progress reports, report cards and parent/teacher conferences. Parents are encouraged to be volunteers and join the PTA. Parents are invited to school activities such as Open House, monthly 21st Century Afterschool program meetings and various events.

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.

Earlington Heights develops and and sustains partnerships with the local community through it's parental outreach program and collaboration with the 21st Century Grant (TUTS), the after-school program. These entities secure and utilize resources to support the school and student achievement.

Earlington Heights' parent outreach program connects parents to academic and socially enriched programs within the community. The parent outreach center is designed to expose students and families to programs that develop academic foundations, cultural, career, and health and wellness needs for students and families to succeed in school and in life.Earlington Heights' outreach and partnerships will connect families with experiences that help students and their families build the academic skills and love for learning and life.
TUTS is a afterschool program aligned to renew and strengthen the professional capacity of K-12 educators, motivate and mentor students, and empower parents so that all students can learn and achieve at higher levels.

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
Nicolas, Jackson	Principal
Clayton, Tequila	Assistant Principal
Diaz, Daniel	Instructional Coach
Ramontal, Shahllynn	Instructional Coach
Dixon, Denver	Other

b. Duties

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

Jackson Nicolas-Principal, Tequila Clayton-Assistant Principal:
- Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Daniel Diaz (Mathematics/Science), Sandra Medina-Instructional Coaches (Reading): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children 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.

TBA-School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

TBA-Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Frances Vasquez- Guidance Counselor: Works with students to address their social, emotional, and mental health needs, using a program called PATHS; provides individual and group counseling. Also, works with Early Warning Systems including attendance, suspensions, Level 1 students, individual and parental counseling

Denver Dixon- PBS Coach: works closely with the school counselor and classroom teachers to create and maintain a positive school environment.

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 met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures in the School Improvement Plan.

Title I, Part A
Earlington Heights will provide services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III ensuring staff development needs are provided. Curriculum Coaches assist in the

development, and evaluation of school core content standards/ programs; identifying and analyzing existing literature on scientifically based curriculum assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Service (SES); and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
Earlington Heights provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D
Earlington Heights receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
Earlington Heights uses supplemental funds for improving basic education as follows:
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Earlington Heights will provide services through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title VI, Part B - NA
Title X- Homeless
Earlington Heights will utilize the Homeless Social Worker to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
Earlington Heights will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers
Violence Prevention Programs
Earlington Heights offers a non-violence and anti-drug program that provides students with information, services available within the community, and counseling.
Nutrition Programs
1) Earlington Heights adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Earlington Heights provide nutrition education, as per state statute, is taught through Physical Education.
3) The Earlington Heights Food Service Program, breakfast, lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education-N/A
Job Training-N/A

Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, and Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

In addition, Title I schools must: complete the Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jackson Nicolas	Principal
Marlon Greig	Teacher
Gloria Williams	Teacher
Zina Tillman	Education Support Employee
Lena Troutman	Education Support Employee
Abel Trujillo	Business/Community
Willie Hayward	Parent
Laquesha Everett	Parent
Ebony Gray	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 EESAC team assisted in the development of the plan, as well as, read through and approved the plan. Throughout the year, the School Advisory Council will also assist in the implementation of the plan.

b. Development of this school improvement plan

The main objective of the School Advisory Council (SAC) is to ensure improved and ongoing student achievement. One way the Council will do this is by preparing, monitoring, reviewing and evaluating the School Improvement Plan (SIP) as required by FSS 1001.452, comprehensive revision of Florida's System of School Improvement and Education Accountability.

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

The EESAC team assisted in the preparation and development of the school's annual budget and plan.

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

The EESAC committee used $2500.00 on student incentives for the 2016-2017 school year. $750.00 was used to provide lunch for students attending Saturday Academy. The additional $1750.00 were utilized to sponsor a field trip to Sky Zone.

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
Nicolas, Jackson	Principal
Grimm, Star	Other
Ramontal, Shahllynn	Instructional Coach
Medina, Amanda	Teacher, K-12
Clayton, Tequila	Assistant Principal

b. Duties

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and guide the implementation of literacy at the school site. The implementation of this model is critical in helping the school to understand individual student's needs. The team will provide professional development in the areas of; creating and implementing a school-based literacy plan of action using researched –based curriculum and assessments and analyze data to improve instruction based on students' deficiencies.

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.

Weekly common planning sessions are available for each grade level and content area. Through common planning, we are able to facilitate professional development, as well as, collaboration between teachers who are teaching similar, if not the same, content areas and/or grade levels.

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

We look for highly qualified teachers by screening and interviewing all possible candidates who will be able to address the needs of our students. We provide support, through our instructional coaches, to all teachers.

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

The transformation coaches provide support to new teachers. Coaches and teachers are paired depending on content areas. New teachers are able to meet with their coaches for common planning, as well as, individual planning sessions if necessary. The district also assist new teachers by the mint mentor program.

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.

We use the pacing guides to plan, as well as,using the instructional materials, textbooks, and supplement resources provided by the district that are aligned to the Florida 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.

In each content area, teachers and transformation coaches analyze data to plan for differentiated instruction. Teachers create instructional focus calendars to target the needs of individual students. During differentiated instruction, the teacher meets with small groups to reinforce and/or reteach skills that were previously taught and not mastered.

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: 20,520

Earlington Heights will have an afterschool program. The additional time will be utilized to provide students with intervention/ enrichment. The school will use Voyager and Achieve3000 as the intervention for the students who do not meet grade level standards. Both resources will be utilized to provide students that are one grade level below with additional support. Literature Circles will be utilized to provide above level students with enrichment. The Science, Technology, Engineering, Arts, and Mathematics,(STEAM) program will provide students in grades K-5 with additional instructional time in the areas of reading, writing, math and science.

Strategy Rationale

By providing a variety of professional development activities, teachers will be more knowledgeable in the curriculum. Teachers have the opportunity to participate in common planning. This time will be scheduled to address best practices in the area of reading, math and science. As a result, teachers will be able to make a positive impact on student academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Nicolas, Jackson , pr1561@dadeschools.net

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

After each mid-year assessment, teachers are provided with custom group reports from various data sources delineating the progress of all students. This practice has allowed the teacher and support staff to identify and target specific deficiencies and determine appropriate remediation strategies.
In addition, data will be collected on a monthly basis. The LLT and teachers will analyze data utilizing a standard ranking system. Instruction of the standards will be provided to students during differentiated instruction or as part of the whole group lesson. Students will be assessed on the standard to determine mastery.

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, § 1114(b)(7)(A)(iii)(V).

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida Voluntary Prekindergarten Program (VPK.) Funds are utilized for extended educational support through a full-time, highly qualified teacher and paraprofessional. This enables young children to experience a variety of meaningful learning activities within an environment offering opportunities to explore, create, develop, extend and nurture knowledge through initiatives shared with supportive

adults. The Florida VPK Assessment, along with Teaching Strategies Gold, are administered to all pre-kindergarten learners as an initial, mid-year and final diagnostic to guide learning and kindergarten readiness. Once identified, the certified teacher and highly qualified paraprofessional work with low performing students using Scholastic Big Day Curriculum and high/scope strategies, as well as, the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011). Funding to sustain the remediation and diagnostic instruments come from a District Grant. Earlington Heights Elementary School offers all families of pre-kindergarten children activities, registration materials and transitional workshops/meetings offering information and guidance for parent assistance with transition to kindergarten.

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, § 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 improved then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved then student achievement will increase. 1a

🔑 G096833

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	60.0
FSA Mathematics Achievement	65.0
Math Gains	75.0

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of effective planning and collaboration to create engaging lessons that utilize appropriate pacing of lessons in order to meet the needs of all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Interventionists; Intervention program (Foundational Skills/SAXON/Wonderworks ACT) will be implemented school-wide; Transformation Coaches, Professional Development; I-Ready; MyONReader; Language Arts Florida Standards (LAFS) & Mathematics Florida Standards (MAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon; Go Math; I-Ready, Teacher-Made Instructional Framework.

Plan to Monitor Progress Toward G1. 8

Use I-Ready Math and Reading data, as well as, topic/weekly assessments to determine progress toward the goal.

Person Responsible

Tequila Clayton

Schedule

Quarterly, from 8/22/2017 to 6/8/2018

Evidence of Completion

weekly/monthly assessments, I-Ready Reports, Power BI data

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 improved then student achievement will increase. `1`

🔑 G096833

G1.B1 There is limited evidence of effective planning and collaboration to create engaging lessons that utilize appropriate pacing of lessons in order to meet the needs of all students. `2`

🔑 B260476

G1.B1.S1 Using common planning to increase teacher knowledge and understanding of Language Arts Florida Standards (LAFS) & Mathematics Florida Standards (MAFS) to increase the delivery of effective instruction and effective use of pacing. During common planning, implement questioning strategies and activities to encourage student interaction and engagement in order to deepen understanding. `4`

🔑 S275881

Strategy Rationale

If teachers are knowledgeable in their content areas and are planning for explicit instruction, then this ensures students are being exposed to grade level, rigorous work.

Action Step 1 `5`

Work collaboratively during common planning to unwrap the standards, create lesson plans through backward planning, develop effective questioning strategies and adjust instructional framework.

Person Responsible

Shahllynn Ramontal

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Lesson plans, student work products, common planning agendas

Action Step 2 `5`

Increase the teacher's understanding of how to strategically analyze their data to drive instruction.

Person Responsible

Daniel Diaz

Schedule

Biweekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Calendars, D.I. lesson plans, grouping charts, data chat sheets

Action Step 3 5

Conduct student product reviews during common planning time to determine the effectiveness of previous lessons and identify next steps in implementation.

Person Responsible

Shahllynn Ramontal

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Teacher Reflection Rubric, Sign-in Sheets, Lesson Planning Agendas

Action Step 4 5

Facilitate share activities during faculty meetings and have teachers discuss outcome of planned lessons

Person Responsible

Tequila Clayton

Schedule

Monthly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Agendas, Sign-In Sheets

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

Utilizing Common Planning to build content knowledge, backwards plan, unwrap the standards, develop effective question strategies, analyze data, and review students work.

Person Responsible

Tequila Clayton

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

District Support Document, Administration visits to Common Planning Sessions, Weekly Leadership Team Meetings, classroom observations, lesson plans, Action Plan Cycle Review

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

An increase in the teachers' content knowledge, ability to analyze student data, understanding of the new standards, and the use of instructional strategies to deliver instruction.

Person Responsible

Tequila Clayton

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Instructional Coaches' Logs, Classroom Walk-Throughs Documentations, student work, weekly assessments, District Mid-Year Assessments, lesson plans, observations, Power BI data

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 M399254	Use I-Ready Math and Reading data, as well as, topic/weekly assessments to determine progress...	Clayton, Tequila	8/22/2017	weekly/monthly assessments, I-Ready Reports, Power BI data	6/8/2018 quarterly
G1.B1.S1.MA1 M399244	An increase in the teachers' content knowledge, ability to analyze student data, understanding of...	Clayton, Tequila	8/22/2017	Instructional Coaches' Logs, Classroom Walk-Throughs Documentations, student work, weekly assessments, District Mid-Year Assessments, lesson plans, observations, Power BI data	6/8/2018 weekly
G1.B1.S1.MA1 M399245	Utilizing Common Planning to build content knowledge, backwards plan, unwrap the standards, develop...	Clayton, Tequila	8/22/2017	District Support Document, Administration visits to Common Planning Sessions, Weekly Leadership Team Meetings, classroom observations, lesson plans, Action Plan Cycle Review	6/8/2018 weekly
G1.B1.S1.A1 A370923	Work collaboratively during common planning to unwrap the standards, create lesson plans through...	Ramontal, Shahllynn	8/22/2017	Lesson plans, student work products, common planning agendas	6/8/2018 weekly
G1.B1.S1.A2 A370924	Increase the teacher's understanding of how to strategically analyze their data to drive...	Diaz, Daniel	8/22/2017	Calendars, D.I. lesson plans, grouping charts, data chat sheets	6/8/2018 biweekly
G1.B1.S1.A3 A370925	Conduct student product reviews during common planning time to determine the effectiveness of...	Ramontal, Shahllynn	8/22/2017	Teacher Reflection Rubric, Sign-in Sheets, Lesson Planning Agendas	6/8/2018 weekly
G1.B1.S1.A4 A370926	Facilitate share activities during faculty meetings and have teachers discuss outcome of planned...	Clayton, Tequila	8/22/2017	Agendas, Sign-In Sheets	6/8/2018 monthly

V. Professional Development Opportunities

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

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	Work collaboratively during common planning to unwrap the standards, create lesson plans through backward planning, develop effective questioning strategies and adjust instructional framework.	$0.00
2	G1.B1.S1.A2	Increase the teacher's understanding of how to strategically analyze their data to drive instruction.	$0.00
3	G1.B1.S1.A3	Conduct student product reviews during common planning time to determine the effectiveness of previous lessons and identify next steps in implementation.	$0.00
4	G1.B1.S1.A4	Facilitate share activities during faculty meetings and have teachers discuss outcome of planned lessons	$0.00
		Total:	$0.00