Howard Drive Elementary School

2017-18 Schoolwide Improvement Plan

Howard Drive Elementary School

7750 SW 136TH ST, Miami, FL 33156

http://howarddrive.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	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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 Howard 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.

The Howard Drive Elementary School staff, parents, and the community are committed to providing a supportive environment for each student by promoting a firm academic and technological foundation, including multicultural experiences, and by fostering intellectual, emotional, and social development.

b. Provide the school's vision statement.

Howard Drive students will become contributing members of society by becoming effective communicators, creative problem solvers, critical reflective thinkers, and self-directed lifelong learners. They will develop an understanding of rights and responsibilities leading to good citizenship, as well as understanding and respecting individual differences and diversity among cultures.

2. School Environment

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

Howard Drive Elementary will provide an educational program that will enable each student to achieve his or her intellectual, social, emotional, and physical potential. A nurturing and safe environment, conducive to learning will be evident. Together with parents and community, our staff will work continuously to empower the students and strengthen the quality of education that is the foundation of Howard Drive Elementary School.

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

Howard Drive creates an environment where students feel safe and respected throughout the school day. Various presentations are given on character education and MDCPS core values to promote respect, honesty, trust, citizenship, and cooperation by our guidance counselor. The importance of the pursuit of excellence is instilled daily to our students the closed circuit television messages, presentations, assemblies, teacher recognition, Spot Success, and through our "Do the right Thing" Program.
Teachers support their children in community based project and blending it into the curriculum. Projects such as peer tutoring are completed within the school. Many other projects take place within the school's community. Examples include raising money for a selected charity, collecting can goods for a homeless shelter and providing social contacts for senior citizens. Children review the significance of the project through journal writing, classroom discussions, posters and essays.

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.

Staff members at Howard Drive Elementary strive for an environment which will help develop each student's potential for learning and to foster positive interpersonal relationships. Therefore, Howard Drive Elementary has developed a discipline plan aligned to the MDCPS Code of Student Conduct (Board Rule 6GX13-5D-1.08). At Howard Drive we utilize the following curriculum that aligns with our behavior system:

Code of Student Conduct
Values Matter Curriculum
School-wide Discipline Plan
Parent Communication Logs
Guidance Counselor conferences
SST/ RtI meetings
Student Services Meetings
Parent/Teacher/Administrator Conferences
Family Night
Incentives (Field Trips, Spot Success, Honor Roll, "Do the Right Thing")

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.

Howard Drive Elementary School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. Student Services Personnel (Counselors and School Social Worker), provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing intervention the Student Services Personnel will identify student's academic, emotional, behavioral and social issues and link child-serving and community agencies to the schools and families to support the child. Howard Drive Elementary provides a place where students feel comfortable and safe in a classroom and teachers utilize specific strategies that create the necessary atmosphere—such as regular class meetings in which students can express their concerns. Also, our school helps students feel supported and teachers give meaningful instruction that met student's individual needs and challenged them to reach their full potential. Believing in students more than they believe in themselves is an amazing way to contribute to their lifelong emotional and social health.

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.

Howard Drive Elementary develops and employs an early warning system (EWS) that identifies at risk
students through the analysis of available data, such as attendance, discipline and course failure. Student attendance is an important early warning indicator and through the use of positive reinforcement, incentives and continuous communication with parents we are safeguarding that the attendance rates do not fall below the 90 percent range. Students are referred to the Attendance Review Committee (ARC). The ARC consists of the school counselor, administrator, social worker and two teachers Attendance is targeted for students with 5 or more absences. Another early warning indicator that Howard Drive targets is discipline. Our school has developed a Discipline Plan, which is aligned with the MDCPS Code of Student Conduct. Students and parents are informed of the Discipline Plan and programs are in place that reinforce the Discipline Plan, which allows for behavioral corrections while preventing suspensions. Lastly, Academic intervention and Response to Intervention (RTI) is utilized to address academic concerns that may lead to course failure or a level one score on statewide standardized testing.. Students exhibiting continuous disruptive behaviors are referred for counseling and/or intervention strategies. Strategies are monitored through the Response to Intervention process. Students with a previous retention or students exhibiting substantial deficiency receive intensive intervention in the core areas. Progress monitoring is conducted quarterly to gauge
progress and realign instruction and intervention strategies.

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	3	3	4	2	7	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	4	6	10	9	11	23	0	0	0	0	0	0	0	63

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	4	6	3	14	24	0	0	0	0	0	0	0	54

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

Students identified as requiring Tier 2 and Tier 3 interventions in Reading and Mathematics receive targeted intensive instruction during, before and after school. The Response to Intervention team closely monitors the progress and the effectiveness of the interventions. The ARC meets monthly to monitor student attendance, policies and procedures and ensures they are enforced consistently. Attendance data is collected and monitored to implement interventions when students begin to exhibit patterns of poor attendance.Attendance below 90%; Administration will monitor all student attendance and will reward students who have 100% attendance once the class has completed the "Perfect Attendance" banner.
Course failure in ELA and Mathematics; Administration will ensure that all students needing academic intervention will receive assistance during the school day.
Level 1 on statewide assessments; Administration will ensure that all students needing academic intervention will receive assistance during the school day.

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

Howard Drive Elementary has received the Golden School Award for the large percent of parents volunteers at our school. Our PTA records and the volunteer sign-in logs, during the 2016-2017 school year indicate that

parent participation in school wide activities was over 3,000 voluntary hours. Our goal for the 2017-2018 school year is to maintain or increase parent participation . Our goal is to increase by two percent parent participation from our students that live in the neighboring community. Our school's APP, webpage, parent newsletter and Connect Ed all serve as communication tools to inform parents of all upcoming events and activities. In the 2017-2018 school year Howard Drive Elementary maintained connected through social media through Twitter to maximize communication with parents and inform them of up to the minute events taking place at 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.

Howard Drive Elementary has sustainable partnerships with The Village of Pinecrest and The Village of Palmetto Bay. The Villages raise money through various community events such as Taste of Pinecrest and Fashion in the Gardens. These community events directly impact resources for our school. The Palmetto Bay Police Department participates in several school-wide initiatives including Officer Friendly, D.A.R.E. and RAD Kids. Our schedules EESAC meetings, parent workshops, student activities, Open House, and PTA General meetings to create a home-to-school connection. Parents are encourage to attend Town Hall Meetings, Coffee and Conversations and other district-wide meetings. Parents are provided and presented with strategies, resources and information that will allow them to assist their children with academic achievement.

We invited our parents, students and community to our annual STEAM night. This year we will offered families dinner, a presentation about how Howard Drive Elementary infuses the Cambridge Program, a look at some STEAM projects created by our students, and finally a chance to participate in STEAM activities. We partnered with our Community Business Partners, Power Pizza, who provided over 50 pizzas for over 500 parents, students and faculty that attends our STEAM night.

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
Diaz, Christina	Principal
Diaz, Christina	Assistant Principal
Rich , Julie	Instructional Coach
Davis , Deborah	Teacher, ESE
Clarin , Joshua	SAC Member
Moses, Suanne	School Counselor
Stoler, Deborah	Teacher, K-12
Merritt , Katrina	Teacher, K-12
Fernandez, Migdelys	Teacher, K-12
Rossano, Laura	Teacher, K-12
Holcomb, Linda	Teacher, K-12
Yngber, Julie	Teacher, K-12
Wood, Amarilys	Instructional Coach
Halasz, Elizabeth	Instructional Coach

b. Duties

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

Deanna D. Dalby – Principal facilitate and monitor MTSS/RtI and SIP
Christina V. Diaz – Assistant Principal facilitate and monitor MTSS/RtI and SIP

Amy Wood– Reading Liaison - will work with teachers at all grade levels in order to ensure that implementation of the Reading curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide Reading data and provide feedback regarding interventions as needed for the RTI program.

Elizabeth Halasz– Math Liaisons will work with teachers at all grade levels in order to ensure the implementation of the Mathematics curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide mathematics data and provide feedback regarding interventions as needed for the RTI program.

Julie Rich/Julie Yngber – Science Liaisons-will work with teachers at all grade levels in order to ensure the implementation of the Science curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide science data

Joshua Clarin - SAC Chair/Grade level chair/ Technology Committee Chair

Joanne Hesser– School Psychologist- Assists with consultation, assessment, and intervention development.
Suanne Moses – School Counselor- Assists with consultation, assessment, and intervention development.

Deborah Davis-Behavior Management Teacher will work with teachers at all grade levels in order to ensure that the individual needs of students in Special Education are being met in accordance with their Individual Education Plans. In addition, she will work with administration to monitor school wide

data for all students and provide feedback regarding students in need of interventions as part of the RTI program.

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 school-based MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals according to the SIP strategies, monitor academic and behavior data evaluating progress at least three times per year. The school-based MTSS Leadership Team will hold monthly team meetings, while addressing the strategies and goals on the SIP, to use the four step problem solving process to set goals, plan, and evaluate programs that focus on increasing student achievement or behavioral success. The MTSS Leadership Team works with other school teams by gathering ongoing progress monitoring (OPM) data by using the Tier 2 problem solving process after each OPM. In addition, the team maintains communication with staff for input and feedback, as well as updating them on procedures and progress. Finally, the MTSS Leadership Team works with other school teams by assisting them with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

District Policy Against Bullying and Harassment:
Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

At Howard Drive Elementary School we participate in a variety of events to promote anti bullying and harassment. This year our school will be participating in the following programs:

* No Place for Hate - The campaign empowers schools to promote respect for individual and group differences while challenging prejudice and bigotry.
*Officer Friendly - model program to acquaint children and young adults with law enforcement officials as a part of a community relations campaign.
* D.A.R.E - Teaching students good decision-making skills to help them lead safe and healthy drug free lives.
* RAD Kids - The purpose of this program is to train and empower children with real skills so they can recognize, avoid, resist, and if necessary escape violence or harm in their lives. Education is the only thing that can change fear into power and radKIDS® can and does give children opportunity and power to live safer in our world today.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Deanna D. Dalby	Principal
Deborah Confino-Thomas	Teacher
Joshua Clarin	Teacher
Joanne Kermisch	Teacher
Verbena Cummings	Teacher
Beatriz Fernandez-Rossi	Teacher
Officer Peter Judge	Business/Community
Beth Lang	Parent
Nicole Connolly	Parent
Claudia Sanatana	Education Support Employee
Giroldy Malloy	Parent
Nike Sitzman	Parent
Diana King	Parent
Hannah Shearer	Student
Jonathan Hamel	Business/Community
Julie Hayes	Parent
Karin Nickel	Parent
Laura Metka	Parent
Julie Rich	Teacher
Stephanie Langer	Parent

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

EESAC reviewed the School Improvement Plan on a monthly basis. EESAC discussed the goals and strategies used to increase student achievement. The staff and EESAC met to discuss the end of the year review of goals and strategies and made recommendations for the 2017-2018 School Improvement Plan.

b. Development of this school improvement plan

The development of School Improvement Plan, the School Advisory Committee (SAC) worked collaboratively with the Leadership Team to establish priorities and set goals for the school, identify the programs and practices necessary to achieve the school's goals. The SAC also advised in allocating resources to ensure that the improvement plans are successful. The SAC will then determine if the implementation of these strategies is evidenced in the SIP and in the student data. Changes and adjustments to these strategies will be made throughout the school year by the SAC, as needed.

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

Funds will be utilized to purchase technology for students that support and enhance the implementation of the Common Core State Standards. In addition, funds will be used for student

incentives and recognition certificates.
Technology hardware and Student Incentives/Recognition.

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

The projected use of school improvement funds will be $1,000 to school wide programs.
Parent Workshops - $200.00
Intervention- $500.00
FSA /Common Core Standards Materials-$300.00

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
Diaz, Christina	Principal
Diaz, Christina	Assistant Principal
Wood, Amarilys	Instructional Coach
Young, Arlene	Instructional Media

b. Duties

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

The major initiatives of the Literacy Leadership Team (LLT) during the 2017-18 school year will be to foster reading knowledge within the school, implement reading strategies using the common core standards across all content areas, and create a positive atmosphere for literacy across all content areas. Monitoring student progress will be essential to ensure students progress. The LLT members will meet regularly with grade levels to discuss data and appropriately address students according to their individual needs. I-Ready will be utilized for Tier 2 student to provide remediation that will increase student achievement. The LLT will also support the implementation of the Florida Standards by discussing baseline and interim assessment data, strengths and weakness of individual benchmarks, and strategies used to address these areas. Differentiated Instruction groups and implementation of individualized strategies will be monitored by the LLT.

Our students participate in the Accelerated Reader program. This program encourages reading and test comprehension on books read. Students are rewarded throughout the school year with prizes, certificates, a mid-year party and an end of the year celebration for achieving our reading goals. This year we partnered with our Dade Partner, McDonalds's, to reward our students with a mid-year make your own ice cream sundae party. McDonald's provided ice cream for over 300 students.

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.

Howard Drive Elementary utilizes a variety of strategies to encourage a positive working relationship between teachers. Once a week teachers participate in collaborative planning within their grade levels. For grade levels that are departmentalized, teachers first meet as a group to discuss any group concerns and then break up into their respective subjects. . Teachers take this opportunity to collaborate across subject areas. In this way, teachers have time to meet across subject areas and have time for rigorous planning. This year we will allow teachers to be a part of observational rounds and visit a grade level or subject area. Teachers will observe other teachers to find best practices that can be incorporated into their teaching strategies. Once a month, a faculty meeting is dedicated to professional development. During these meetings teachers share and are provided with resources, strategies, and best practices that they can then use to plan for instruction. At the beginning of each school year, teachers join committees. These committees range from planning cultural events for students, to creating and providing resources for curriculum needs or participating in projects that enhance the school environment. Teachers meet in their committees at least twice a year. Through these committees teachers can take an active role in their school and have ownership over what takes place at Howard Drive Elementary. During committee meetings, teachers work collaboratively to plan for resources that enhance instructional time.

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

One of the most important factors in student achievement is the effectiveness of the teachers who service the students. In order to recruit and retain highly qualified, certified, effective teachers we will establish the following:
1. Partnership with Florida International University, University of Miami and Miami Dade Community College to provide supervising teachers for Education Majors.
Provide leadership and growth opportunities for teachers to promote student achievement.
2. Provide assistance to veteran teachers in need of support understanding and teaching new standards and strategies.
3. Cultivate collaboration between instructional personnel through Professional Learning Communities (PLC).
4. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement what they have learned.
5. Implement Professional Learning Communities in which teachers share best practices, interpret results of tests, accommodate diverse students' learning needs, and address areas of concern.
6. Implement collaborative planning whereupon teachers plan lessons and teacher made assessments; examine student work; examine teacher work; and plan, use, and evaluate instructional practices.

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

Teacher mentoring is an effective method of developing and retaining high quality teachers. Howard Drive provides mentoring for beginning teachers, as well as the teachers who are new to a given grade level or subject area. The administrators will provide time for mentoring teams to meet, for the teacher to observe their mentors teaching techniques and time for the two to discuss improvements to classroom and instructional practices. The mentors are highly qualified, certified-in-field, effective teachers that have received highly effective or effective evaluation ratings. In addition, this year teachers who have

been moved to a different grade level will be provided with sub coverage to observe a colleague in the same grade. Professional conversations will take place after observations.

2017-2018 Mentee: Marla Fistel Mentor: Joan Kermisch

Rationale for Pairing: Mentors have a rich and successful background in the mentee's grade level/ department. Mentors are effective educators that are successful in attaining student achievement. Planned Mentoring Activities: Review student data and identify student needs to plan for effective instruction. Plan for the implementation of Differentiated Instruction.

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.

Howard Drive ensures that its core instructional programs and materials are aligned to Florida's standards. Teachers utilize resources such as, pacing guides and item specs to help them plan out lessons for the Florida standards. The pacing guides outline the Florida Standards that will be taught in reading and mathematics. They also provide a frame work and time-line by which to deliver instruction. Howard Drive utilizes the GO Math Florida series. The lessons in this series align with the Florida Standards for mathematics K-5. For differentiated instruction in mathematics teachers utilize the
enrichment and re-teach portions of the GO MATH series that are an extension of instruction. Students use the I-Ready program which has been aligned to the Mathematics Florida Standards. This is a web-based program that provides lessons that provides remediation for students based on an initial mathematics skills test. Teachers are also using Reflex Math which addresses the mathematics operations fluency standards in the mathematics Florida Standards. Students access this web-based program to practice addition, subtraction, multiplication, and division skills and over time to become fluent. The reading series that our school uses as an instructional tool is Wonders. The lessons and stories in this series align with the Florida Standards for reading K-5. For differentiated instruction in reading, teachers use the little readers provided by the Wonders series to support and remediate instruction. Students use the I-Ready program which has been aligned to the English Language Arts Florida Standards. The program provides lessons that help students master specific reading 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.

Differential Instruction in the classroom is based on utilizing school data. In school and after school intervention are implemented for all students not achieving proficiency or meeting grade level expectations. Wonderworks is utilized to target low reading skills. In addition, we will be using various research based computer programs to assist students with targeted instruction; such as I-Ready, Gizmos, MyOnReader, and Reflex Math. Administration meets with teachers individually to discuss data pertaining to student achievement, academic goals, I-Ready usage, Baseline and Mid-Year data, and the needs of individual students. Teachers monitor, modify, and make instructional decisions based on the needs on their students.

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: Extended School Day

Minutes added to school year: 10,800

As teachers incorporate innovative instructional approaches that foster a positive learning environment and hold all students to high academic expectations, they typically use a wider range of research-based practices and data sources. Listed below are examples of innovative strategies used during the school day:
• Small & Individual group differentiated instruction
• Wednesday Cosmos Day – academic enrichment activities for students of the Gifted in Reading and Mathematics
• I-Ready
• Reading Plus
• Professional Development on Common Core and new Reading Series- Wonders

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Diaz, Christina, esevazquez@dadeschools.net

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

Students participating in the academic enrichment and the after school tutoring courses for reading and mathematics will complete a pre and posttest at the start and end of each tutoring cycle. These scores will be analyzed by administration and the teachers to determine academic growth and effectiveness of strategies.
Students participating in enrichment activities and the after school tutoring contributing to a well-rounded education will prepare for a showcase that will display all that they learned throughout the school year.

Strategy: Before School Program

Minutes added to school year: 1,000

Student Council/Mentoring Program

Strategy Rationale

To develop leadership skills and implement contribution of worth activities within the school and community.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Moses, Suanne, smoses@dadeschools.net

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

Canned food drive, clothing drive, school supplies collected, childhood cancer, Hurricane Relief drive, implemented school wide mock presidential election.

Strategy: Before School Program

Minutes added to school year: 4,000

High Five Club provides the opportunity for students who have difficulties with Math Fluency to engage in highly adaptive and individualized math instruction so that students of all ability levels have early and ongoing success.

Strategy Rationale

Reflex Math is based on a fact family approach that builds on and reinforces important mathematical concepts such as the commutative property and the relationship between the operations. When students understand the conceptual connections between facts, their progress to automaticity is accelerated.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Diaz, Christina , pr2541@dadeschools.net

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

Monitoring of the program will be to distribute Reflex awards to total number of facts answered correctly and incentives given to students that have reached certain milestone in the program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

Kindergarten is an important time of transition for children and parents. Howard Drive Elementary offers the Voluntary Pre-Kindergarten program to assist students with getting prepared for Kindergarten. In addition, Kindergarten students are assessed using the statewide kindergarten screening tool (FAIR) at the beginning of the school year to determine the readiness of each child coming into a kindergarten program. Kindergarten students participate in the Florida Kindergarten Readiness Screener (FLKRS), statewide kindergarten screening that is used to assess the readiness of each child for kindergarten. Students in Kindergarten also participate in three assessments on the computer based program I-Ready in the areas of reading and Math. Prior to the beginning of the school year, the kindergarten teachers conduct an open house to discuss the expectations of the students and the Kindergarten curriculum. Howard Drive Elementary has also provided strategies and resources to help families and support students as they enter 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.

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"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

🔑 G096839

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - African American	
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	

Targeted Barriers to Achieving the Goal 3

- Limited use of differentiated instruction, strategies, and skills as it specifically related to Language Arts, Mathematics and Science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pacing Guides, MCGraw-Hill Reading Wonders Series K-5, ELA Test Item Specs, Strong Curriculum Chairs, Common Planning Time, Scheduled Computer Lab, Cambridge Curriculum, Technology i.e. iReady, Reading Plus, AR, Reflect Math, GIZMOS, Promethean and Smart Boards in all classrooms, Media Center with Media Specialist, observational classrooms.

- Pacing Guides, GO Math! Florida, Mathematics Test Item Specs, Strong Curriculum Chairs, Cambridge Curriculum, Common Planning Time, Scheduled Computer Lab, Technology i.e. Star Math, iReady, Reflect Math, Promethean and Smart Boards in all classrooms,observational classrooms.

- Pacing Guides, Scott Foresman Science Series,Science Test Item Specs, Strong Curriculum Chairs, Cambridge Curriculum, Common Planning Time, Scheduled Computer Lab, Technology i.e. Gizmos, Promethean and Smart Boards in all classrooms,observational classrooms, science materials and Elementary Science instructional resourses.

Plan to Monitor Progress Toward G1. `8`

Review formative assessment results during Data Chats to monitor implementation of differentiated instruction and adjust instruction as needed.

Person Responsible

Christina Diaz

Schedule

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

Evidence of Completion

PowerBi reports, i-Ready assessment results, Data/D.I. Binder and student work samples

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

🔑 G096839

G1.B1 Limited use of differentiated instruction, strategies, and skills as it specifically related to Language Arts, Mathematics and Science. 2

🔑 B260496

G1.B1.S1 Increase time for teacher-led instruction during Differentiated Instruction (DI) across all content areas. 4

🔑 S275900

Strategy Rationale

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Action Step 1 5

Plan effectively for teacher-led instruction during Differentiated Instruction (DI) across all content areas.

Person Responsible

Amarilys Wood

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Lesson plans, walk-throughs, grade level meeting agendas, student work folders and data.

Action Step 2 5

Conduct professional development (PD) on the implementation of DI and collaborative planning best practices.

Person Responsible

Christina Diaz

Schedule

Biweekly, from 10/2/2017 to 10/3/2017

Evidence of Completion

Sign-in sheets, Agenda, PowerPoint and Handouts

Action Step 3 `5`

Conduct classroom walkthroughs to monitor effective implementation of DI.

Person Responsible

Christina Diaz

Schedule

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

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations

Action Step 4 `5`

Engage in consistent monitoring, feedback and support by means of classroom walkthroughs, and collaborative sessions to ensure maintenance of DI strategies and skills.

Person Responsible

Christina Diaz

Schedule

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

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations, and Walkthrough Observations

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

Review students' work samples, DI folders, and teachers' lesson plans during walkthroughts to monitor progress and adjust instruction as needed.

Person Responsible

Christina Diaz

Schedule

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

Evidence of Completion

Student Work Samples, DI Folders, and Teacher Lesson Plans.

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

Review formative assessment results during Data Chats to monitor implementation of differentiated instruction and adjust instruction as needed.

Person Responsible

Christina Diaz

Schedule

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

Evidence of Completion

PowerBi reports, i-Ready assessment results, Data/D.I. Binder and student work samples.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 🔍 A370986	Conduct professional development (PD) on the implementation of DI and collaborative planning best...	Diaz, Christina	10/2/2017	Sign-in sheets, Agenda, PowerPoint and Handouts	10/3/2017 biweekly
G1.MA1 🔍 M399297	Review formative assessment results during Data Chats to monitor implementation of differentiated...	Diaz, Christina	8/21/2017	PowerBi reports, i-Ready assessment results, Data/D.I. Binder and student work samples	6/7/2018 quarterly
G1.B1.S1.MA1 🔍 M399286	Review formative assessment results during Data Chats to monitor implementation of differentiated...	Diaz, Christina	8/21/2017	PowerBi reports, i-Ready assessment results, Data/D.I. Binder and student work samples.	6/7/2018 quarterly
G1.B1.S1.MA1 🔍 M399287	Review students' work samples, DI folders, and teachers' lesson plans during walkthroughts to...	Diaz, Christina	8/21/2017	Student Work Samples, DI Folders, and Teacher Lesson Plans.	6/7/2018 biweekly
G1.B1.S1.A1 🔍 A370985	Plan effectively for teacher-led instruction during Differentiated Instruction (DI) across all...	Wood, Amarilys	10/2/2017	Lesson plans, walk-throughs, grade level meeting agendas, student work folders and data.	6/7/2018 weekly
G1.B1.S1.A3 🔍 A370987	Conduct classroom walkthroughs to monitor effective implementation of DI.	Diaz, Christina	8/21/2017	Lesson Plans, Formal and Informal Classroom Observations	6/7/2018 weekly
G1.B1.S1.A4 🔍 A370988	Engage in consistent monitoring, feedback and support by means of classroom walkthroughs, and...	Diaz, Christina	8/21/2017	Lesson Plans, Formal and Informal Classroom Observations, and Walkthrough Observations	6/7/2018 biweekly

V. Professional Development Opportunities

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

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

G1.B1 Limited use of differentiated instruction, strategies, and skills as it specifically related to Language Arts, Mathematics and Science.

G1.B1.S1 Increase time for teacher-led instruction during Differentiated Instruction (DI) across all content areas.

PD Opportunity 1

Conduct professional development (PD) on the implementation of DI and collaborative planning best practices.

Facilitator

Amarilys Wood (Reading Curriculum Leader), Elizabeth Halasz (Math Curriculum Leader) and Julie Rich (Science Curriculum Leader)

Participants

All Reading, Math and Science Teachers

Schedule

Biweekly, from 10/2/2017 to 10/3/2017

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	Plan effectively for teacher-led instruction during Differentiated Instruction (DI) across all content areas.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2541 - Howard Drive Elementary School	School Improvement Funds		$1,000.00
			Notes: Notes			
2	G1.B1.S1.A2	Conduct professional development (PD) on the implementation of DI and collaborative planning best practices.				$0.00
3	G1.B1.S1.A3	Conduct classroom walkthroughs to monitor effective implementation of DI.				$0.00
4	G1.B1.S1.A4	Engage in consistent monitoring, feedback and support by means of classroom walkthroughs, and collaborative sessions to ensure maintenance of DI strategies and skills.				$0.00
					Total:	$1,000.00