

Miami-Dade County Public Schools

Coconut Grove Elementary School



2017-18 Schoolwide Improvement Plan

Coconut Grove Elementary School

3351 MATILDA ST, Coconut Grove, FL 33133

<http://coconutgrove.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	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Coconut Grove 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.

We provide a quality education so our students have the opportunity to lead productive and fulfilling lives as lifelong independent learners and responsible citizens in a global society.

b. Provide the school's vision statement.

We are a "School of Excellence" that offers a variety of educational programs while building character within our students and developing a sense of community.

2. School Environment

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

The instructional staff recognizes the importance of equity in all classrooms and the importance of making school and curriculum reflective of all cultures and ethnicities. Throughout the year, teachers are provided with online resources for lessons that address multicultural knowledge and awareness. In addition, various cultures are recognized during the designated celebratory months. Through computer based instruction, morning announcements, plays, field trips and school wide assemblies, students are exposed to the diversity that exist in our school and the importance of appreciating other cultures.

Teacher/Student relationships are built when students feel valued and respected by the teachers. Teachers establish high expectations and guidelines that set a positive tone in guiding interpersonal interaction between students and teachers. Grade Level Meetings are held regularly to generate discussions that support teachers in employing strategies in critical thinking, problem-solving and the awareness of multiple perspectives and collaborative approaches in an effort to expand positive interpersonal interactions in the classroom. Professional development opportunities are made available to promote diversity and multicultural awareness in order to encourage positive student/teacher relations.

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

The school employs two full-time security monitors who are assigned to their posts throughout the school day beginning at 7:30 am until 3:30 pm. Security monitors walk the campus to secure all gates, monitor student behaviors outside of the classroom and to patrol the campus and ensure overall safety. The school is equipped with security gates which do not allow re-entry upon exiting.

Counseling services are provided to students by the school counselor to address bullying, problem-solving, conflict resolution and appropriate decision-making. These services are offered individually or in a group setting. Partnerships with outside agencies also provide individual and academic counseling to our students.

At the beginning of the year, administration provides orientation for students and parents on the ways they can make our school a safe and welcoming place. The school's discipline policy is addressed in the parent/student handbook and assemblies are a venue used by administration to reinforce the content of the parent/student handbook to parents, instructional and non-instructional staff. In addition, the school and district's policies regarding bullying, cyber bullying and harassment are

addressed at the beginning of the year and throughout the school year when applicable. The administrative team works in collaboration with all stakeholders to ensure a safe environment.

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.

The school implements a school-wide behavior program to ensure students remain engaged during the instructional period. Teachers utilize the Early Warning System as a first line of communication to redirect student misbehavior and teachers may contact parents and refer students to the counselor, social worker and/or administrators. Each month, our school recognizes a student from each homeroom class who demonstrate the Core Values of Model Student Behavior (Citizenship, Fairness, Cooperation, Kindness, Pursuit of Excellence, Responsibility, Respect, Integrity, and Honesty). Our school also recognizes students who demonstrate exemplary conduct during our quarterly and annual awards ceremonies. At scheduled grade level meetings, administrators and teachers review student behavior and academic progress in order to identify and/or monitor students and the effectiveness of the school wide behavior system. Students that have been identified by their teachers as needing intervention may be placed on a daily and/or weekly progress report. If additional services are needed, students may be referred to the Multi-Tiered System of Support (MTSS) process.

Teachers are provided opportunities to attend on-site and off-site professional development activities on classroom management to reinforce management strategies. Additionally, teachers have opportunities to visit the classrooms of colleagues to assist in the reinforcement and implementation of effective classroom management strategies.

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

The school provides an array of services to ensure the social-emotional needs of students are met. The school counselor provides individual and group counseling to those students that have been referred by the teacher, administration, parent or self-referral. Counseling sessions may focus on but are not limited to social skills, anger management, self-esteem, problem-solving, decision making skills and family adjustment issues. Furthermore, students and their families are referred to outside agencies to assist and provide additional support in meeting their social-emotional needs.

3. Early Warning Systems

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

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

Attendance/One or more suspensions

Parents of students who are absent from school are contacted on the date of the absence via Blackboard Connect, the school district automated calling/messaging system. After the third absence from classes, teachers are encouraged to make parent contact. The Daily Attendance Bulletin is used to track student absences and suspensions. The registrar provides the school social worker with a printout of students with 3 or more excused/unexcused absences and excessive tardies on a bi-weekly basis. Follow-up telephone calls are made by the school social worker to inquire about absences. When applicable, administration sends a truancy letter via the homeroom teacher or the United States Postal Services which is followed-up with a telephone call. When a student reaches 15 unexcused absences within a 90 day calendar period, a truancy packet is completed. Interventions during this phase include individual counseling, home visits, truancy meetings, and resources specific

to the families needs.

Course Failure in English Language Arts or Mathematics

During grade level meetings, teachers and administration discuss student academics and those that are at-risk of failing or currently failing core courses. Once students have been identified, strategies are implemented in the classroom to target academic deficiencies. Additional interventions include referral to the counselor, parent contact, Response to Intervention (Rtl) and if warranted, referral to outside agencies.

Level 1 on the statewide, standardized assessments in English Language Arts or Mathematics

Teachers are provided with the data for students that scored a Level 1 in English Language Arts/ Mathematics. Students that have been identified are provided strategies in the classroom to address targeted deficiencies. Data obtained from various assessments (Classroom, Interim Assessments, iReady, etc....) are analyzed in order to review progress and provide on-going progress monitoring.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	1	1	0	1	4	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	2	1	1	0	4	15	0	0	0	0	0	0	0	23
Retention	2	0	0	0	0	0	0	0	0	0	0	0	0	2

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	3	1	0	5	17	0	0	0	0	0	0	0	28

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

Intervention strategies are employed by the school to improve the academic performance of students identified by the early warning systems. Expert teachers will collaborate regularly, problem solve, share effective practices and evaluate implementation of the current infrastructure in place to monitor student performance. Grade Level Meetings are scheduled to identify the early warning indicators as well as the creation of action plans to support the academic performance of students. During grade level meeting, teachers will discuss computer based programs such as iReady, Reflex for Mathematics, Gizmos and MyOn Reader and student access to those programs. Additionally, District Interim and School-based assessments will be analyzed and disaggregated from G2D reports to monitor student progress. Additional data including the STAR Reading and i-Ready (Reading and Mathematics) will be used for on-going progress monitoring. Our school will continue to monitor the number of students retained in third grade and those who are not proficient in Reading or Math. Before school tutorials will be established to address students' areas of need and participation in this program will be monitored by teachers and administrators. Additional intervention using a pull-out and

push-in approach will be provided by classroom teachers and/or interventionists.

Students are also referred to the school counselor, social worker and outside community agencies in order to improve academic success. Peer mediation teams will be developed as a means of assisting with conflict resolution.

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

Throughout the year, parent meetings that are linked to improving academic achievement of every child are conducted to increase parent involvement in our school. Communication via the Parent Teacher Association (PTA), parent letters/flyers, the district Blackboard Connect voice/email messaging and the school's website are various methods by which the school makes every effort to ensure that all families are kept current on their child's academic progress.

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.

The administration, counselor, Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC) are in contact with community partners. Partners are encouraged to participate in EESAC, PTA and various school meetings to help build capacity within the school. Collaboration with partners involves meeting and planning in order to secure and utilize resources to support the school and student achievement. Additionally, partners are involved in our annual Career Fair as presenters, an avenue by which students are exposed to various diverse careers, available career paths and the importance of understanding the relationship between school performance and life long choices.

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
Hayes, Kristin	Principal
Banister, Leon	School Counselor
Burns, Evelyn	Teacher, K-12
Calvani, Tara	Psychologist
Gonzalez, Erick	Instructional Technology
Lantigua-Duran, Ana	Teacher, K-12
St. Leger, Nancy	Teacher, ESE
Ladin, Jessica	Attendance/Social Work
Holdeman, Lori	Attendance/Social Work
Solis, Jennifer	Teacher, K-12

b. Duties

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

Julissa Pina (Principal) – the principal facilitates the implementation of the common vision at our school. This includes the use of data-based decision-making, ensuring that the school-based team is implementing strategies appropriately in consideration of the diverse needs of our student population, conducts assessments and surveys of school staff with appropriate recommendations for professional development as necessary, ensures implementation of interventions as support tools, and communicates with parents regarding school-based decision making and the development of plans affecting our community of students.

Hannah Ramontal (Assistant Principal) – the assistant principal will assist the principal with the implementation of the common vision of the school to include data based-decision making and the facilitation of interventions school-wide.

Jennifer Solis (Reading Contact) - The Reading Contact provides information to the staff about core instruction, collaborates with the general education teachers during common planning as well as provide professional development to staff in order to address instruction and curriculum need.

Ana Lantigua-Duran (First Grade Teacher) – Evelyn Burns (Third Grade Teacher) - Our general education staff provides information about core instruction, encourages active participation, and monitors the process during both the collection of student data and subsequent dis-aggregation sessions. Additionally, they play a major part in delivery of our interventions to our Tier 1 population. Working in collaboration with support staff and administration, our teachers design, develop, and deliver Tier 2 interventions.

Nancy St. Leger (Exceptional Student Education Teacher) - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers using common planning, collaborative planning through our student support services team and through use of a co-teaching model.

Tara Calvani (School Psychologist) – This individual is a key player in the collection, interpretation, and analysis of data. When called upon, the school psychologist will facilitate the development of interventions and provide support as required to maintain the highest levels of fidelity. Our school psychologist develops and maintains psychological analysis through confidential documentation on record in the school's office. Our school psychologist provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning and program evaluation upon request.

Erick Gonzalez (Technology Specialist)- Our school's technology specialist provides the technological support needed to keep school wide software and hardware running at peak performance. This team member assures that the necessary tools are available to manage and display data.

Jessica Greenwald (Speech Language Pathologist)- Our speech language pathologist supports efficient use of language in curricular forums and during small group student support. Use of analysis includes assessments, parental involvement and instructional delivery methods used as a basis for appropriate program design rendered to a diverse population with varying needs. The speech and language pathologist supports and counsels others regarding the selection of appropriate screening measures.

Leon Banister (Guidance Counselor)- The guidance counselor supports learning through the provision of discussion forums around such key issues as effective program design, through effective assessment strategies and interpersonal relations with our students. The guidance counselor leads many support services meetings and facilitates the productive outcome that enhances the learning environment for many of our students. The guidance counselor impacts both the affective and effective domains of learning school wide.

Lori Holdeman (School Social Worker)- Our school's social worker is shared between schools. The role of the social worker is to link the larger metropolitan based child-serving community of agencies to our school and our school's families. The process is seamless and implemented with stealth-like strategies that support our student' academic, emotional, behavioral and social success without labeling the student or making one feel exceptional. In this way the social worker complements the student support services team and the faculty and staff of our school by enriching the range of student mechanisms made available to students as they strive to learn and grow.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team will hold meetings that focus on increasing student achievement and/or behavioral success. The team will meet on an on-going basis to engage in the following activities:

- review universal screening data and link to instructional decisions
- review progress monitoring data at the grade level
- identify students (at the classroom level) who are meeting/exceeding standards, at moderate risk or at high risk for not meeting the standards.

Based on the above information, the team will identify professional development activities and resources to enhance student achievement. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills to enhance student achievement. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about the implementation of academic programs.

The Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets.

The team will address academic and social/emotional goals; expectations for instruction, and the alignment of processes and procedures needed in order to provide ongoing progress monitoring (OPM).

At Coconut Grove Elementary School students in need of academic support will be identified through the following data management systems: Kindergarten through Second grade students: 2018 Stanford Achievement Test; Third through Fourth grade: 2018 FSA and Firth Grade 2018 FCAT 2.0/ FSA. In addition to these assessments, data collected and analyzed from the following assessments will also be used to determine student progress: Baseline/District Mid-Year Assessments, and School based assessment data will be analyzed and disaggregated from G2D reports. Additional data includes: i-Ready Reading and Mathematics and STAR Reading Assessments Utilization and

Progress Reports. Student behavior will be monitored and managed in the following manner: Student behavior will be monitored using the Student Case Management System (SCAM) referrals. The referrals are sent to the administration/counselor and the need for further action is determined by members of the team.

During the 2017-2018 school year, the staff at Coconut Grove Elementary School will participate in professional development during teachers' common planning time, faculty meetings, PLC's and the District's Professional Development Days with follow-up sessions as needed.

Title II - The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school to focus on the Professional Learning Community (PLC) development and facilitation as well as Lesson Study Group implementation and protocols.

At Coconut Grove Elementary School, we assign new teachers to qualified mentors that are Clinical Educator Certified. We also send our Professional Development Liaison to training as offered to assist the school in the development and facilitation of professional development activities.

Title III - Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-2)

At Coconut Grove Elementary School, teachers engage in professional development activities to obtain additional training and best practices for teaching ESOL students. In addition, when funds become available, teachers are provided supplementary instructional materials for ESOL students.

Title X-Homeless - The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

At Coconut Grove Elementary, the school counselor coordinates appropriate services for students that have been identified as homeless.

Violence Prevention Programs - 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.

At Coconut Grove Elementary School, administrators and designee's are required to begin any investigation of bullying or harassment within 24 hours of an initial report. In addition, all staff, students, parents/volunteers must receive training on an annual basis. Likewise, our school implements five curriculum lessons on Bullying and Violence Prevention per grade level Pre-K through 5.

Nutrition Programs - The School adheres to and implements the nutrition stated in the District Wellness Policy.

At Coconut Grove Elementary School, the School Food Service Program (school breakfast, school lunch, and after care snacks) follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Other - The Children's trust: Health Connect in partnership with Borinquen Medical Centers offers a coordinated level of school-based healthcare which integrates education,

medical and/or social and human services on ground.

At Coconut Grove Elementary School, we have a trained School Social Worker, Registered Nurse and full-time Health Aide that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse/Heiken Children's Vision Program- Provides free complete optometry exams if the parent/guardian cannot afford the exams.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julissa Pina	Principal
Evelyn Burns	Teacher
Nancy St. Leger	Teacher
Penny Crawford	Education Support Employee
Ruth Ewing	Business/Community
Mairelys Guillen	Teacher
Suzanne Tan	Education Support Employee
Jasper Nelissen	Parent
Taryn Ward	Parent
Pamela Groom	Parent
Erin Compton	Business/Community
Jacqueline Avila	Teacher
Sheila Rodriguez	Teacher
Jamie Wellbeloved	Teacher
Jean Jackson Charles	Parent
Vito Capellino	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

Members of Educational Excellence School Advisory Committee (EESAC) were invited to participate in the initial draft of the School Improvement Plan (SIP). Copies are provided to all participants and members are encouraged to read, review and make recommendations to the SIP, EESAC members were reminded that the SIP is a fluid document and that updates of the SIP could be made at EESAC Meetings.

b. Development of this school improvement plan

The EESAC committee assisted in the development and implementation of the School Improvement Plan through discussions of student performance data, school improvement goals and budgetary needs.

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

During the Opening of School Meeting, the principal presented an overview of the school's budget to include surplus status, teacher supplements, new instructional technology and intervention services. The principal will present an update of the budget periodically throughout the year.

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

The school's improvement funds from last year were used to purchase incentives for student attendance (250.00) and Before School Tutoring for those students in the lowest 25 percentile in both Reading and Mathematics (1600.00).

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
Hayes, Kristin	Principal
Ramontal, Hannah	Assistant Principal
Guillen, Mairelys	Teacher, K-12
Lantigua-Duran, Ana	Teacher, K-12
Raposo, Denise	Teacher, K-12
McCue, Megan	Teacher, K-12
Burns, Evelyn	Teacher, K-12
Solis, Jennifer	Teacher, K-12
Paredes, Yamiry	Teacher, K-12
Davis, Eunice	Teacher, K-12

b. Duties

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

The major initiative for the Literacy Leadership Team (LLT) will be to cultivate the implementation of the Florida Standards and provide support and facilitation for all teachers in Kindergarten through Grade 5 leading to effective instructional practices. The LLT will examine instructional practices and provide on-going data analysis to staff regarding existing student literacy skills and student academic levels. Professional development opportunities will be provided to enhance academic instruction.

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.

All teachers participate in the weekly Grade Level Common Planning Meetings to discuss lesson planning, curriculum and instruction, professional development needs and student academic progress. As such, the Master Schedule was designed to facilitate adequate common planning times within and in some cases across grade levels. Student improvement is monitored through assessments and teacher observations. Instruction is adjusted based on the student needs and information shared during the collaboration process.

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

The Principal, Julissa Piña collaborates with the Human Resources Department to identify, interview and select highly qualified teachers to staff the school. Teachers new to the school are assigned to a grade level mentor to provide assistance and support. Subject area test tutorials are offered by the district for instructional staff teaching out-of-field and/or who are not highly qualified. Teachers are required to attend the district tutorial sessions and subsequently register to take the Florida Teacher Certification Exams by the conclusion of the school year.

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

Teachers new to the profession (without previous teaching experience) are paired with a mentor teacher who is in the same grade level or in the subject area as the new teacher. Mentors are chosen based on the mastery of pedagogical and subject matter skills, evidence of effective teaching and student gains as well as outstanding knowledge of content in the curriculum areas. Planned mentoring activities include lesson planning, modeling, sharing of best practices, classroom management and discussions regarding classroom and instructional practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Core programs and materials used by the school are those that are adopted and supported by the district and are aligned to the Florida Standards. Likewise, supplemental materials utilized are also district supported and are used to ensure instruction is aligned to the Florida Standards and grade level expectations.

b. Instructional Strategies

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students by disaggregating and analyzing data from various sources (i.e. iReady Reading/Math, Grade Level/Classroom Assessments). Data chats are conducted with the administrators and teachers as well as with the students and teachers to guide, inform and monitor student progress. Teachers collaborate and create units of study to guide effective instruction and learning based on the current data.

Student progress is monitored by grade level and by individual classroom. Students with Disabilities (SWD) receive assistance through pull-out and push-in services, as needed. The RtI process and the use of differentiated instruction is utilized on a regular basis to target students who exhibit difficulty attaining proficiency on District-Wide and State assessments. Teachers are also provided with classroom libraries and supplemental materials for small group instructions. Retained, Level 1 and Level 2 students receive ongoing progress monitoring to help students meet district and state levels of proficiency.

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

Strategy: Before School Program

Minutes added to school year: 1,200

Coconut Grove Elementary will offer a Before School Program for students who need additional instructional support in the targeted standards in Reading and Mathematics. In order to determine program effectiveness, progress monitoring will be implemented for the duration of the program. Teacher observations and student work samples will support the monitoring of students growth in the targeted core subject. Core mini-assessments will be utilized to identify areas of strength and weaknesses. School-based Assessments, i-Ready Reading and Mathematics and STAR Reading Reports will be monitored and results will be used to modify instruction.

Strategy Rationale

To help students meet the district and state levels of proficiency in Reading and Mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hayes, Kristin , pr0841@dadeschools.net

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

Data will be collected and analyzed using District Baseline/Mid-Year assessments, Core Assessments, i-Ready Reading and Mathematics to determine the effectiveness of the strategy. This data will be utilized to monitor student progress and identify areas of strengths and weaknesses.

Assessment results in core subject areas will be analyzed and monitored by teachers who will review data and modify instruction accordingly to ensure effective instructional delivery (i.e. DI, re-teaching, review of standards, etc...).

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Prior to commencing the 2017-2018 school year, designated personnel contacted area preschools and conducted informative meetings highlighting our Kindergarten Program. Our school also provided tours for parents interested in obtaining additional information about the school prior to registering their child. Parents were invited to a Kindergarten Transitional Workshop which facilitated the necessary social and emotional development skills necessary to be successful in mastering the Florida Standards in Kindergarten. The workshops encouraged parents to establish home routines and work habits to help ease students' transition to Kindergarten. A Kindergarten Orientation was held prior to the beginning of the 2017-2018 school year to orient parents on the school protocols, procedures and programs offered. During the first weeks of school, we began monitoring students' progress by administering assessments such as FLKRS (Florida Kindergarten Readiness Screener) and i-Ready Reading and Mathematics.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the quality of core instruction is effective across all content areas, 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 the quality of core instruction is effective across all content areas, then student achievement will increase. 1a

G096848

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Intervention occurs daily; however, the Interventionist and classroom teacher do not have opportunities to plan collaboratively

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers, Interventionists, WonderWorks Materials, Reading Wonders, GoMath, Think Central, iReady, Accelerated Reader, District Pacing Guides, Time for Kids, Leveled Libraries, CPalms, Computer Lab, Media Center, Media Specialist, Gizmos, Study Jams, J and J Educational Resources, Destination Math, Reflex Math

Plan to Monitor Progress Toward G1. 8

On-going data analysis from assessments such as iReady, Science District Interim Assessments, 2018 SAT-10 FSA and FCAT 2.0 will be closely monitored for progress towards meeting the goal.

Person Responsible

Kristin Hayes

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

iReady Data AP1, AP2 and AP3 Data; 2018 SAT-10, FSA, FCAT 2.0 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

 = Problem Solving Step  S123456 = Quick Key


G1. If the quality of core instruction is effective across all content areas, then student achievement will increase. 1

 G096848

G1.B1 Intervention occurs daily; however, the Interventionist and classroom teacher do not have opportunities to plan collaboratively 2

 B260531

G1.B1.S1 Provide Professional Development for classroom teachers and Interventionists on the Intervention program materials and schedule collaborative meetings weekly for the classroom teacher and interventionist. Additionally, the interventionist will be included in data discussions to ensure that in the individual need of all students are met. 4

 S275928

Strategy Rationale

Collaborative planning between the classroom teachers and interventionists to develop strategies and implement curriculum shifts that will impact student achievement.

Action Step 1 5

Using data from the 2016-2017 school year, all instructional personnel will have the opportunity to participate and collaborate on activities which will assist with the understanding of school accountability and strategies that will be used by teachers to support student achievement.

Person Responsible

Kristin Hayes

Schedule

On 8/17/2017

Evidence of Completion

Meeting agendas, Spring 2017 SAT-10, FSA and FCAT 2.0 Data, Sign-In sheets

Action Step 2 5

Instructional personnel and interventionists will collaborate to develop strategies and implement Curriculum shifts which will impact student achievement across all content areas.

Person Responsible

Kristin Hayes

Schedule

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

Evidence of Completion

Lesson plans, Intervention Plans, Walkthrough/observation note, Progress Monitoring Data

Action Step 3 5

Provide professional development on the effective implementation of the ELA and Math Interventions programs to instructional personnel and Interventionists specific to grades four and five.

Person Responsible

Kristin Hayes

Schedule

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

Evidence of Completion

Professional Development agendas, MyLearningPlan Sign-in sheets, Lesson plans; Progress Monitoring Data

Action Step 4 5

Provide additional support on effective planning across all content areas with a focus on intervention programs that will impact students achievement during Common Planning.

Person Responsible

Kristin Hayes

Schedule

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

Evidence of Completion

Meeting agendas, Sign-in sheets, Teacher reflections, Lesson Pka

Action Step 5 5

Conduct data chats after each Administration Period of the iReady Assessment with Grades K-5 Instructional Personnel and Interventionist.

Person Responsible

Kristin Hayes

Schedule

Triannually, from 10/9/2017 to 6/4/2018

Evidence of Completion

Data Chat Protocol, Sign-In Sheets, iReady Data

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

Fidelity of implementation will be monitored through teacher participation in professional developments, facilitating grade level planning related to effective collaborative planning structures with a focus on the interventions.

Person Responsible

Kristin Hayes

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Walkthrough/observation notes, Progress Monitoring Data, Meeting agendas, Sign-in sheets

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

Effective implementation will be monitored by conducting walkthroughs during classroom instruction and intervention with a focus on the implementation of components identified in lesson plans.

Person Responsible

Kristin Hayes









Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Walkthrough/observation notes, Meeting agendas, Sign-in sheets, Progress Monitoring Data, 2018 SAT-10, FSA and FCAT 2.0 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.B1.S1.A1  A371070	Using data from the 2016-2017 school year, all instructional personnel will have the opportunity to...	Hayes, Kristin	8/17/2017	Meeting agendas, Spring 2017 SAT-10, FSA and FCAT 2.0 Data, Sign-In sheets	8/17/2017 one-time
G1.B1.S1.A5  A371074	Conduct data chats after each Administration Period of the iReady Assessment with Grades K-5...	Hayes, Kristin	10/9/2017	Data Chat Protocol, Sign-In Sheets, iReady Data	6/4/2018 triannually
G1.MA1  M399344	On-going data analysis from assessments such as iReady, Science District Interim Assessments, 2018...	Hayes, Kristin	9/18/2017	iReady Data AP1, AP2 and AP3 Data; 2018 SAT-10, FSA, FCAT 2.0 Data	6/7/2018 weekly
G1.B1.S1.MA1  M399342	Effective implementation will be monitored by conducting walkthroughs during classroom instruction...	Hayes, Kristin	9/18/2017	Lesson plans, Walkthrough/observation notes, Meeting agendas, Sign-in sheets, Progress Monitoring Data, 2018 SAT-10, FSA and FCAT 2.0 Data	6/7/2018 weekly
G1.B1.S1.MA1  M399343	Fidelity of implementation will be monitored through teacher participation in professional...	Hayes, Kristin	9/18/2017	Lesson plans, Walkthrough/observation notes, Progress Monitoring Data, Meeting agendas, Sign-in sheets	6/7/2018 weekly
G1.B1.S1.A2  A371071	Instructional personnel and interventionists will collaborate to develop strategies and implement...	Hayes, Kristin	10/2/2017	Lesson plans, Intervention Plans, Walkthrough/observation note, Progress Monitoring Data	6/7/2018 daily
G1.B1.S1.A3  A371072	Provide professional development on the effective implementation of the ELA and Math Interventions...	Hayes, Kristin	10/2/2017	Professional Development agendas, MyLearningPlan Sign-in sheets, Lesson plans; Progress Monitoring Data	6/7/2018 quarterly
G1.B1.S1.A4  A371073	Provide additional support on effective planning across all content areas with a focus on...	Hayes, Kristin	8/21/2017	Meeting agendas, Sign-in sheets, Teacher reflections, Lesson Pka	6/7/2018 daily

V. Professional Development Opportunities

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

G1. If the quality of core instruction is effective across all content areas, then student achievement will increase.

G1.B1 Intervention occurs daily; however, the Interventionist and classroom teacher do not have opportunities to plan collaboratively

G1.B1.S1 Provide Professional Development for classroom teachers and Interventionists on the Intervention program materials and schedule collaborative meetings weekly for the classroom teacher and interventionist. Additionally, the interventionist will be included in data discussions to ensure that in the individual need of all students are met.

PD Opportunity 1

Using data from the 2016-2017 school year, all instructional personnel will have the opportunity to participate and collaborate on activities which will assist with the understanding of school accountability and strategies that will be used by teachers to support student achievement.

Facilitator

Hannah Ramontal

Participants

Grades K-5 Instructional Staff

Schedule

On 8/17/2017

PD Opportunity 2

Provide professional development on the effective implementation of the ELA and Math Interventions programs to instructional personnel and Interventionists specific to grades four and five.

Facilitator

Ms. Hannah Ramontal, Assistant Principal; Grade 4-5 Instructional Personnel

Participants

Grades 4-5 Instructional Staff

Schedule

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

PD Opportunity 3

Provide additional support on effective planning across all content areas with a focus on intervention programs that will impact students achievement during Common Planning.

Facilitator

Ms. Hannah Ramontal, Assistant Principal; Ms. Mairelys Guillen, Kindergarten Teachers; Ms. Ana Lantigua-Duran, Grade 1 Teacher; Ms. Meagan McCue, Grade 2 Teacher; Ms. Evelyn Burns, Grade 3 Teachers; Ms. Eunice Davis, Grade 4 Teacher; Ms. Denise Raposo, Grade 5 Teacher

Participants

Grades K-5 Instructional Staff

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Using data from the 2016-2017 school year, all instructional personnel will have the opportunity to participate and collaborate on activities which will assist with the understanding of school accountability and strategies that will be used by teachers to support student achievement.	\$0.00
2	G1.B1.S1.A2	Instructional personnel and interventionists will collaborate to develop strategies and implement Curriculum shifts which will impact student achievement across all content areas.	\$0.00
3	G1.B1.S1.A3	Provide professional development on the effective implementation of the ELA and Math Interventions programs to instructional personnel and Interventionists specific to grades four and five.	\$0.00
4	G1.B1.S1.A4	Provide additional support on effective planning across all content areas with a focus on intervention programs that will impact students achievement during Common Planning.	\$0.00
5	G1.B1.S1.A5	Conduct data chats after each Administration Period of the iReady Assessment with Grades K-5 Instructional Personnel and Interventionist.	\$0.00
Total:			\$0.00