Norland Elementary School

2017-18 Schoolwide Improvement Plan

Norland Elementary School

19340 NW 8TH CT, Miami, FL 33169

norlandbears.com

School Demographics

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

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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 Norland 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, the staff and community of Norland Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. Our mission is to provide students with a variety of valuable learning experiences and the tools necessary to succeed, in order for them to develop the life skills necessary to become independent critical thinkers and life-long learners.

b. Provide the school's vision statement.

Norland Elementary School aims to prepare students for the 21st century by providing a positive, productive, and safe learning environment that focuses on individual differences, while infusing the daily use of technology, rigor, higher order thinking, collaboration and real world problem solving. In order to create this comprehensive, student centered learning environment, students, staff, parents, and the community must continuously collaborate to meet the needs of all stakeholders. This environment will in turn produce life-long learners and productive citizens, who will reach their maximum potential and make positive contributions to society.

2. School Environment

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

Through the Title 1 Program and the community partnership with Concerned African Women, Norland Elementary attempts to create an environment which connects with the surrounding middle and senior high, as well as other local outlets. Children also participate in various themed activities such as the Character Parade, a Holiday Show, and a show that centers around African-American History.

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

Norland Elementary School (NES) creates an environment where students feel safe and respected via the implementation of the Positive Behavior Support Program (PBS) and the NES School-wide Discipline Plan. PBS is a program that is designed to enhance the academic and social outcomes of all students. The PBS Mission for the 2017-2018 school year is to create a school environment in which students are respectful, responsible, and safe. The NES Discipline Plan was developed by administration and a group of teacher leaders in order to focus on a proactive approach to solving problem behavior and teach students appropriate behaviors. This cooperative and supportive effort by the NES faculty and staff will provide classroom environments that are conducive to learning and an overall school environment where students feel safe and respected.

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.

PBS is the school-wide behavioral program that aids in minimizing distractions and supports student engagement during instruction. By utilizing a collaborative process that involves the emphasis of preventative methods, along with reinforcement based strategies, meaningful and effective behavioral outcomes will be achieved. Additionally this school year, the NES Discipline Plan is being

implemented school-wide. As mentioned above, the NES Discipline Plan was developed by administration and a group of teacher leaders in order to focus on a proactive approach to solving problem behavior and teach students appropriate behaviors. Students will be taught appropriate school behavior and the faculty and staff will reinforce those desired positive behaviors. Teachers will spend much time teaching and modeling the appropriate behaviors the first few weeks of school. The faculty and staff will reinforce the appropriate behaviors by giving Bear Bucks to students who will be able to redeem them for specific items. Implementing this proactive approach will yield: fewer student frustrations, less disruptive classroom behaviors, improved attendance, and an increase in student achievement. This will in turn result in students taking responsibility for their own behavior. An essential component of this discipline plan is a technique called "Think Time," which is made up of two parts. The first part is designed to allow students to focus and regain control by asking them to either sit off to the side or move to another classroom and reflect on their inappropriate behavior. The second part is intended to provide students with a chance to offer feedback about his/her inappropriate behavior, and an opportunity to plan future success in the classroom.

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 individual and group solution focused counseling that addresses the proactive and reactive needs of students. The 5,000 Role Models Program provides a mentorship opportunity for young male students. The All-Star and MVP Mentoring Programs provide opportunities for students to foster healthy relationships with faculty members, in order to develop the whole child: socially, emotionally, and academically.

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.

The school's early warning systems consist of monthly Attendance Review Committee meetings, Response to Intervention, quarterly failing grades meetings with the teachers and students that are failing, monitoring logs, and bi-monthly data chats pertaining to the logs. Early Warning Indicators used in the systems include excessive absences or tardies, students with consistent behavioral issues, students that are failing, and students receiving low scores on assessments.

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	0	4	2	20	5	17	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	22	12	35	22	35	0	0	0	0	0	0	0	126

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	0	12	11	18	26	39	0	0	0	0	0	0	0	106

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

>After school tutoring for the L35% and select bubble students
>5th Grade Science Boot Camp
>Reading tutoring targeting ELL level 1-4 students in grades 2-5
>Departmentalized instruction in grades 2-5
>Response to Intervention/SST Meetings
>Interventionists to assist with interventions and small group instruction
>Reading and Math Intervention daily
>Curriculum Support Specialist
>Reading and Math Coaches
>MVP/All Star Challenge
>Parent Conferences
>Computer access to students before and after school
>Attendance incentives
>Academic incentives
>Field trips
>Teacher and student data chats
>Parent meetings and workshops

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

In order to build positive relationships with parents, several incentives, activities, and programs have been implemented. The Community Involvement Specialist (CIS) hosts monthly parent meetings. During these meetings, instructional coaches present information on Reading and Math topics that will increase parents' conceptual understanding, enabling them to assist their children. The CIS also assists and encourages parents to become approved volunteers. Parents are encouraged to visit the Parent Resource Center, which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events via Connect-Ed messages, the Norland Elementary website, monthly calendars, and social media.

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 school builds and sustains community partnerships with Dade Partners through the Community Involvement Specialist (CIS). These partnerships assist in securing resources to support school-wide incentives throughout the school year such as: Honor Roll Assemblies, All Star/MVP Challenges, Perfect Attendance, iReady monthly winners, and Do the Right Thing.

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
Charlot, Michael	Principal
Smith, Elisa	Assistant Principal
Moline, Ruthmila	Instructional Coach
Collins, Nekeya	Teacher, K-12
Chandon, Maria	School Counselor
Toledo, Lourdes	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.

The Principal is the instructional leader of the school. Together with the Assistant Principal she conducts walk-throughs providing feedback to the instructional coaches and instructional staff. The feedback provided assists the leadership team in developing the coaching calendars and planning future coaching cycles. The administrators also schedule and facilitate the leadership team meetings. The Leadership Team meets on a weekly basis to discuss upcoming events and activities, plan for the effective implementation and monitoring of instruction based on the district's pacing guides, and engages in discussions that will lead to shared decision making. Ms. Moline and Ms. Toledo, the Curriculum Coaches, develop coaching calendars and cycles based on administrative feedback. Their role is to provide continuous curriculum and instructional support to the teachers. Ms. Chandon, Counselor, develops a monthly activities calendar for the students, oversees Student Support Team meetings and attendance incentives, and shares information related to student services with students and staff. Ms. Collins, ESOL Chairperson, assists with the school-wide testing schedule and the development of special activities such as: Honor Roll Assemblies, Promotional Ceremonies, dances, and celebrations.

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 uses the Multi-Tiered Support System (Tier 1: This consists of the General Student Population. Tier 2: Students in need of additional support, who have not met proficiency or who are at risk of not meeting proficiency. Tier 3: Students in need of additional support, who are not making adequate progress in Tier 2.) to set goals and monitor academic and behavioral data, in order to evaluate progress towards those goals at least three times per year by:

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

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

1. Review OPM data for intervention groups to evaluate group and individual student responses.
2. Support interventions where there is not an overall positive group response.
3. Identify select students for SST Tier 3 intervention.

The School Improvement Plan (SIP) summarizes the school's academic goals for the school year and describes the school's plan of action to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely monitored and examined mid-year via the mid-year reflection. Adjustments are made to the plan as needed, based on the mid-year reflection. The Multi-Tiered Support System (MTSS) process is used to carry out, monitor, and adjust the supports that are defined above. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine the impact of the SIP strategies implemented, and identify grade levels in need of additional support so that prevention/early intervention efforts can be put into place for the following school year.

Title I Part A
Through Title I funds, services are provided to ensure that students at Norland Elementary School (NES) requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school tutoring programs). A school based Title I funded Community Involvement Specialists (CIS) serves as the bridge between the home and school through home visits, telephone calls, and school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/programs, while identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student need, while doing the following: working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis;

participate in the design and delivery of professional development; and provide support for assessment and program monitoring. Parents participate in the design of their school's Parent Involvement Plan (PFEP) and the school improvement process at the annual Title I Annual Parent Meeting at the beginning of the school year. At the annual Title I Parent Meeting, parents are provided with the M-DCPS Title I Parent/Family Involvement Survey. This survey measures the parent program over the course of the previous year and facilitates an evaluation of the parental involvement program, in order to inform planning for the current year. An all out effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey is available in English, Spanish and Haitian-Creole, and may be accessed online or via a hard copy (at schools and at District meetings).

Title III
Title III funds are used to supplement and enhance the Norland Elementary School (NES) programs for English Language Learners (ELLs) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
-NES tutorial programs (K-5)
-NES professional development on best practices for ESOL teachers
-Imagine Learning technology program for NES ELL students (K-5)

Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. This board policy defines the McKinney-Vento Law and ensures that homeless students receive the necessary services that they are entitled to.
-The Homeless Education Program seeks to ensure a successful educational experience for homeless children by assisting the school with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Education Program Staff provides annual training to: School Registrar on the procedures for enrolling homeless students; and to School Homeless Liaison on the McKinney-Vento Homeless Assistance Act, which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements. The NES Counselor has been identified as the school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to NES homeless children and youth.
-Project Upstart and the Homeless Trust are community organizations which provide a homeless sensitivity awareness curriculum and contest.
-The Counselor participates in community organization meetings and task forces as they relate to homeless children and youth.

Violence Prevention Programs
-The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselor.
-Miami Gardens Police will be implementing the G.R.E.A.T. Program (Gang Resistance Education Training) to NES 5th Grade Students.

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 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.
--All Staff, Students, and Parents/Volunteers have received training and -The NES Counselor

conducts 5 lessons on Bullying and Violence Prevention per grade level Pre-K through 5th grade.

Nutrition Program
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program which includes school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Marcus Johnson	Teacher
Maria Chandon	Teacher
Tereka Jennings-Lawrence	Teacher
Denise Stewart	Teacher
Fiberte Joseph	Parent
Marquita Smith	Business/Community
Tammie Jackson	Business/Community
Andrea Jones	Business/Community
Kim Dixon	Education Support Employee
Gail Clotman	Teacher
Christina Ravelo	Principal
Elisa Smith	Education Support Employee
Islande Noel	Teacher
Shenika Uptgrow	Teacher
Evens Maurasse	Education Support Employee
Oretha Williams	Business/Community
Miesha Portee	Parent
Kellina Swan	Parent
Nydra Hepburn	Parent
Dwight Rainford	Parent
Joshua Castin	Student
Joanna Lindsey	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school advisory council assists with developing, reviewing, and providing feedback on the implementation strategies and action steps identified in the school improvement plan.

b. Development of this school improvement plan

The school advisory council will assist the administration in the development of the upcoming year's SIP, based on the previous year's student achievement results. This council will work collaboratively with administration to ensure that the noted school improvements are implemented throughout the school year, based on the state's system of improvement and accountability.

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

The school advisory council will provide support with the preparation of the school's annual budget plan.

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

The state allocated funds totaling $2,999.00 will be used to purchase student attendance and academic achievement incentives throughout the school year.

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
Charlot, Michael	Principal
Smith, Elisa	Assistant Principal
Chandon, Maria	School Counselor
Moline, Ruthmila	Instructional Coach
Collins, Nekeya	Teacher, K-12
Toledo, Lourdes	Instructional Coach

b. Duties

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

The LLT will promote literacy within the school by increasing participation in the MyOn Reader Challenge, iReady Reading Program, implementing strategies to improve reading (specifically as they relate to students' ability to locate, interpret, and organize information), interpreting data with stakeholders and developing strategic plans based on that data, involving parents by providing parent workshops and informational meetings, which will in turn promote a school-wide culture of reading.

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.

>The school's social committee provides monthly events to build a positive school morale.
>Teachers plan collaboratively once a week with colleagues on their grade level, coaches, and administration, in order to share ideas, collaborate, and build positive collegial relationships
>Best practices are shared monthly at each faculty meeting.

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

Recruitment strategies include participation in a job fair showcasing our school programs and initiatives. Retention strategies include:
>Monthly meetings with new teachers facilitated by the Assistant Principal.
>Ongoing professional development and model lessons provided by reading and math coaches.
>Weekly meetings with grade level team to collaborate and share best practices.
>Pairing new teachers with a MINT certified mentor teacher to provide assistance and support.
>Bi-weekly Paw Pride recognition where teachers nominate each other for exhibiting the Values Matter characteristic of the month.

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

New/beginning teachers are paired with a MINT certified mentor teacher on their grade level and/or subject area. Mentor teachers are identified based on their outstanding knowledge of content, materials, and methods that support high standards, as well as the evidence of effective teaching and student achievement gains. Mentoring activities include meeting with the mentee during planning to review lesson plans, instructional strategies, share best practices and address any concerns that the mentee may have.

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.

The school runs its core programs in accordance with the Florida Department of Education and Miami-Dade County Public Schools. School site monitoring and instructional reviews at the region, district, and state levels ensure the school's compliance with all pertinent regulations.

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 instructional focus in whole group and differentiated instruction are tailored around the Florida Continuous Improvement Model. Instructional staff collaborate with peers at the vertical and horizontal levels, as well as, with curriculum coaches through common planning. Classroom walk throughs at the administrative level ensure fidelity with this process.

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: 1,920

ESOL Level 1-4 students in grades 2-5 are identified for participation in before school tutoring that addresses their area of deficiency in reading.

Strategy Rationale

This program will provide added exposure to the reading content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Smith, Elisa, epsmith@dadeschools.net

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

iReady Diagnostic data, as well as Bi-Weekly Reading Assessments and OPM intervention data will determine the effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year: 3,000

Targeted students that are working below grade level, students that have regressed, and bubble students are identified for after school access to research based technology programs (i.e. iReady, Reflex Math, and MyOn Reader).

Strategy Rationale

This program will provide added exposure to reading and math content via technology programs that are available to students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Smith, Elisa, epsmith@dadeschools.net

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

iReady Diagnostic data, as well as Bi-Weekly Reading Assessments and OPM intervention data will determine the effectiveness of this strategy.

Strategy: Before School Program

Minutes added to school year: 3,000

Targeted students that are working below grade level, students that have regressed, and bubble students are identified for before school access to research based technology programs (i.e. iReady, Reflex Math, and MyOn Reader).

Strategy Rationale

This program will provide added exposure to reading and math content via technology programs that are available to students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smith, Elisa, epsmith@dadeschools.net

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

iReady Diagnostic data, as well as Bi-Weekly Reading Assessments and OPM intervention data will determine the effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year: 1,440

Targeted 5th grade reading bubble students are identified for participation in Science Boot Camp to address their area of need.

Strategy Rationale

This program will provide added exposure to science content.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smith, Elisa, epsmith@dadeschools.net

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

Science Topic Assessment data will determine the effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year: 5,040

Targeted students that are working below grade level, students that have regressed, and bubble students are identified for participation in after school tutoring that addresses their area of need.

Strategy Rationale

This program will provide added exposure to reading and math content.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Smith, Elisa, epsmith@dadeschools.net

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

iReady Diagnostic data, as well as Topic Assessments in Math, Bi-Weekly Assessments in Reading, and OPM intervention data will determine the effectiveness of this strategy.

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.

During the month of May, a Transition to Kindergarten Parent Meeting is held with parents of incoming Kindergarten students. At this meeting, important information is presented by the administrators, Kindergarten teachers and the Community Involvement Specialist (CIS) for the purpose of providing Kindergarten readiness information to parents. Additionally, students and teachers from neighboring PK and Head Start programs in the community are invited to visit our Kindergarten classrooms and follow their morning routine. All incoming Kindergarten students are assessed with a screening inventory to assess their readiness skills for Kindergarten. Beginning in February, the CIS delivers flyers which contain important registration information, as well as instructions on scheduling the readiness screening to neighboring PK and Head Start Programs in the community.

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

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 multiple levels of questioning were utilized and resources were aligned to the developmental needs of all learners in both whole group and differentiated instruction, then there would be an increase in student achievement.

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 multiple levels of questioning were utilized and resources were aligned to the developmental needs of all learners in both whole group and differentiated instruction, then there would be an increase in student achievement. 1a

🔑 G096880

Targets Supported 1b

Indicator	Annual Target
CELLA Listening/Speaking Proficiency	45.0
CELLA Reading Proficiency	35.0
FSA ELA Achievement	43.0
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	51.0
FSA Mathematics Achievement	62.0
Math Gains	74.0
Math Lowest 25% Gains	70.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	

Targeted Barriers to Achieving the Goal 3

- Teachers demonstrate limited preparation to effectively develop multiple levels of questioning for all learners during whole group instruction.

- There is limited evidence of a variety of activities to engage students in differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers, Administrators, Instructional Coaches, Interventionists, Curriculum Support Specialist, I-Ready Toolbox, McGraw Hill Tier 2 resources, Imagine Learning, Go Math series, Ten Marks, Reflex Math, J&J Boot Camp, ETO Infographic for Reading and Science.

Plan to Monitor Progress Toward G1. `8`

Monitor the effective use of ALDs/DOK Wheel to develop multiple levels of questioning/activities during whole group instruction in Reading and Math

> **Person Responsible**
> Michael Charlot
>
> **Schedule**
> Monthly, from 10/16/2017 to 6/7/2018
>
> *Evidence of Completion*
> DI folders, standards based end products, lesson plans, and work samples

Plan to Monitor Progress Toward G1. `8`

Monitor multi-leveled activities during DI for both Reading and Math

> **Person Responsible**
> Elisa Smith
>
> **Schedule**
> Quarterly, from 10/16/2017 to 6/7/2018
>
> *Evidence of Completion*
> Increase in iReady Mid Year and End of Year diagnostic test scores, Data Chats, and walk thorughs

Plan to Monitor Progress Toward G1. `8`

Monitor weekly common planning in both Reading and Math

> **Person Responsible**
> Elisa Smith
>
> **Schedule**
> Weekly, from 10/16/2017 to 6/7/2018
>
> *Evidence of Completion*
> Lessons plans and walkthroughs, common planning agendas, and data chats

Plan to Monitor Progress Toward G1. `8`

Monitor effective Science lesson plans and labs utilizing the Science Infographic

> **Person Responsible**
> Elisa Smith
>
> **Schedule**
> Every 6 Weeks, from 10/16/2017 to 6/7/2018
>
> *Evidence of Completion*
> End products, journals, and lesson plans.

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 multiple levels of questioning were utilized and resources were aligned to the developmental needs of all learners in both whole group and differentiated instruction, then there would be an increase in student achievement. `1`

🔑 G096880

G1.B1 Teachers demonstrate limited preparation to effectively develop multiple levels of questioning for all learners during whole group instruction. `2`

🔑 B260614

G1.B1.S1 During common planning teachers will use ALDs and the DOK wheel to develop questions at various levels. `4`

🔑 S276007

Strategy Rationale

In order to increase the instructional and developmental needs of all learners, a variety of questions are needed for student success and inclusivity.

Action Step 1 `5`

Provide professional development on developing multi-level activities/assignments during DI- this will be reviewed during collaborative planing as needed.

Person Responsible

Ruthmila Moline

Schedule

Weekly, from 10/2/2017 to 10/2/2017

Evidence of Completion

Sing-In Sheets, Agenda, DI lesson Plans, students DI folders, informal observations

Action Step 2 `5`

Provide professional development on the use of Science Infographics for K-5 science teachers.

Person Responsible

Elisa Smith

Schedule

On 10/11/2017

Evidence of Completion

Sing-In Sheets, Agenda, DI lesson Plans, students DI folders, informal observations

Action Step 3 `5`

During collaborative planning, the use of ALDs/DOK Wheel will be utilized to develop multiple levels of complexity questioning for whole group instruction in Math.

Person Responsible

Lourdes Toledo

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Collaborative planning agendas, lesson plans, and informal observations

Action Step 4 `5`

During collaborative planning, the use of ALDs/DOK Wheel will be utilized to develop multiple levels of complexity questioning for whole group instruction in Reading.

Person Responsible

Ruthmila Moline

Schedule

On 6/7/2018

Evidence of Completion

Collaborative planning agendas, lesson plans, and informal observations

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

Monitor the consistent implementation of multiple levels of complexity questions/activities during whole group instruction

Person Responsible

Elisa Smith

Schedule

Monthly, from 10/16/2017 to 6/7/2018

Evidence of Completion

Formal and informal observations, lesson plans, journals/end products, increase in bi-weekly/topic assessments, and data chats

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

Monitor the effectiveness of action steps for barrier 1

Person Responsible

Michael Charlot

Schedule

Monthly, from 10/16/2017 to 6/7/2018

Evidence of Completion

Formal and informal observations, lesson plans, journals/end products, increase in bi-weekly/topic assessments, and data chats

G1.B2 There is limited evidence of a variety of activities to engage students in differentiated instruction. [2]

🔑 B260615

G1.B2.S1 Utilize the ALDs, iReady Toolbox, and Wonder Works FS lessons to provide a variety of activities to engage students during differentiated instruction in reading and math. [4]

🔑 S276008

Strategy Rationale

To ensure that both reading and math teachers are properly aligning resources and providing different levels of complexity to meet their students' instructional and developmental needs.

Action Step 1 [5]

PD on developing multi-level activities/assignments during DI - This will be reviewed during collaborative planning as needed.

Person Responsible

Ruthmila Moline

Schedule

On 10/2/2017

Evidence of Completion

Sign in Sheets, agenda, DI lesson plans, students' DI folders, informal observations

Action Step 2 [5]

PD on developing multi-level activities/assignments during DI - This will be reviewed during collaborative planning as needed.

Person Responsible

Lourdes Toledo

Schedule

On 10/2/2017

Evidence of Completion

Sign in Sheets, agenda, DI lesson plans, students' DI folders, informal observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor the consistent evidence of multi-leveled activities and proper resource alignment for both Reading and Math DI

Person Responsible

Elisa Smith

Schedule

Monthly, from 10/16/2017 to 6/7/2018

Evidence of Completion

DI lesson plans, DI folders, and walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor the effectiveness of using ALDs, iReady Toolbox, and Wonder Works FS lessons to engage students during DI in both Reading and Math

Person Responsible

Michael Charlot

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

DI lesson plans, DI folders, and walkthroughs

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 🔑 A371281	Provide professional development on developing multi-level activities/ assignments during DI- this...	Moline, Ruthmila	10/2/2017	Sing-In Sheets, Agenda, DI lesson Plans, students DI folders, informal observations	10/2/2017 weekly
G1.B2.S1.A1 🔑 A371285	PD on developing multi-level activities/ assignments during DI - This will be reviewed during...	Moline, Ruthmila	10/2/2017	Sign in Sheets, agenda, DI lesson plans, students' DI folders, informal observations	10/2/2017 one-time
G1.B2.S1.A2 🔑 A371286	PD on developing multi-level activities/ assignments during DI - This will be reviewed during...	Toledo, Lourdes	10/2/2017	Sign in Sheets, agenda, DI lesson plans, students' DI folders, informal observations	10/2/2017 one-time
G1.B1.S1.A2 🔑 A371282	Provide professional development on the use of Science Infographics for K-5 science teachers.	Smith, Elisa	10/11/2017	Sing-In Sheets, Agenda, DI lesson Plans, students DI folders, informal observations	10/11/2017 one-time
G1.MA1 🔑 M399568	Monitor the effective use of ALDs/DOK Wheel to develop multiple levels of questioning/activities...	Charlot, Michael	10/16/2017	DI folders, standards based end products, lesson plans, and work samples	6/7/2018 monthly
G1.MA2 🔑 M399569	Monitor multi-leveled activities during DI for both Reading and Math	Smith, Elisa	10/16/2017	Increase in iReady Mid Year and End of Year diagnostic test scores, Data Chats, and walk thorughs	6/7/2018 quarterly
G1.MA3 🔑 M399570	Monitor weekly common planning in both Reading and Math	Smith, Elisa	10/16/2017	Lessons plans and walkthroughs, common planning agendas, and data chats	6/7/2018 weekly
G1.MA4 🔑 M399571	Monitor effective Science lesson plans and labs utilizing the Science Infographic	Smith, Elisa	10/16/2017	End products, journals, and lesson plans.	6/7/2018 every-6-weeks
G1.B1.S1.MA1 🔑 M399562	Monitor the effectiveness of action steps for barrier 1	Charlot, Michael	10/16/2017	Formal and informal observations, lesson plans, journals/end products, increase in bi-weekly/topic assessments, and data chats	6/7/2018 monthly
G1.B1.S1.MA1 🔑 M399563	Monitor the consistent implementation of multiple levels of complexity questions/activities during...	Smith, Elisa	10/16/2017	Formal and informal observations, lesson plans, journals/end products, increase in bi-weekly/topic assessments, and data chats	6/7/2018 monthly
G1.B1.S1.A3 🔑 A371283	During collaborative planning, the use of ALDs/DOK Wheel will be utilized to develop multiple...	Toledo, Lourdes	9/25/2017	Collaborative planning agendas, lesson plans, and informal observations	6/7/2018 weekly
G1.B1.S1.A4 🔑 A371284	During collaborative planning, the use of ALDs/DOK Wheel will be utilized to develop multiple...	Moline, Ruthmila	9/25/2017	Collaborative planning agendas, lesson plans, and informal observations	6/7/2018 one-time
G1.B2.S1.MA1 🔑 M399564	Monitor the effectiveness of using ALDs, iReady Toolbox, and Wonder Works FS lessons to engage...	Charlot, Michael	10/27/2017	DI lesson plans, DI folders, and walkthroughs	6/7/2018 monthly
G1.B2.S1.MA1 🔑 M399565	Monitor the consistent evidence of multi-leveled activities and proper resource alignment for both...	Smith, Elisa	10/16/2017	DI lesson plans, DI folders, and walkthroughs	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If multiple levels of questioning were utilized and resources were aligned to the developmental needs of all learners in both whole group and differentiated instruction, then there would be an increase in student achievement.

G1.B1 Teachers demonstrate limited preparation to effectively develop multiple levels of questioning for all learners during whole group instruction.

G1.B1.S1 During common planning teachers will use ALDs and the DOK wheel to develop questions at various levels.

PD Opportunity 1

Provide professional development on the use of Science Infographics for K-5 science teachers.

Facilitator

Elisa Smith

Participants

Kindergarten through 5th Grade Science Teachers

Schedule

On 10/11/2017

PD Opportunity 2

During collaborative planning, the use of ALDs/DOK Wheel will be utilized to develop multiple levels of complexity questioning for whole group instruction in Reading.

Facilitator

Reading Transformational Coach

Participants

Kindergarten through 5th Grade Teachers

Schedule

On 6/7/2018

G1.B2 There is limited evidence of a variety of activities to engage students in differentiated instruction.

G1.B2.S1 Utilize the ALDs, iReady Toolbox, and Wonder Works FS lessons to provide a variety of activities to engage students during differentiated instruction in reading and math.

PD Opportunity 1

PD on developing multi-level activities/assignments during DI - This will be reviewed during collaborative planning as needed.

Facilitator

Math Transformational Coach

Participants

Kindergarten through 5th Grade Teachers

Schedule

On 10/2/2017

PD Opportunity 2

PD on developing multi-level activities/assignments during DI - This will be reviewed during collaborative planning as needed.

Facilitator

Reading Transformational Coach

Participants

Kindergarten through Grade 5 Teachers

Schedule

On 10/2/2017

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	Provide professional development on developing multi-level activities/assignments during DI- this will be reviewed during collaborative planing as needed.	$0.00
2	G1.B1.S1.A2	Provide professional development on the use of Science Infographics for K-5 science teachers.	$0.00
3	G1.B1.S1.A3	During collaborative planning, the use of ALDs/DOK Wheel will be utilized to develop multiple levels of complexity questioning for whole group instruction in Math.	$0.00
4	G1.B1.S1.A4	During collaborative planning, the use of ALDs/DOK Wheel will be utilized to develop multiple levels of complexity questioning for whole group instruction in Reading.	$0.00
5	G1.B2.S1.A1	PD on developing multi-level activities/assignments during DI - This will be reviewed during collaborative planning as needed.	$0.00
6	G1.B2.S1.A2	PD on developing multi-level activities/assignments during DI - This will be reviewed during collaborative planning as needed.	$0.00
		Total:	$0.00