

Zora Neale Hurston Elementary School



2017-18 Schoolwide Improvement Plan

Zora Neale Hurston Elementary School

13137 SW 26TH ST, Miami, FL 33175

<http://znhurston.dadeschools.net/>

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 85% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 98% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | A | B | 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 Zora Neale Hurston 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.

Zora Neale Hurston Elementary School prepares students with the academic skills, habits of mind and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

b. Provide the school's vision statement.

The staff of Zora Neale Hurston Elementary School works diligently each day and often beyond school hours to ensure that the students receive a quality educational program to meet students' academic and socio-emotional needs. Constant interaction with parents is initiated and nurtured by faculty and staff members. The parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents and students.

2. School Environment

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

Zora Neale Hurston's population is 95% Hispanic. The school learns about the majority of the cultures represented at the school during Hispanic Heritage Month. Students participate in the various cultural activities which include: the creation of yearly projects for display representing their native Hispanic cultures; bringing in native musical instruments, artifacts and typical dishes from their country; and dressing in costumes representing their country's typical attire. In addition, teachers select a country of their choice and display reports and artifacts outside of their classroom for students to learn about other cultures. The school also provides teachers and students opportunity to learn about the African American culture through various activities and weekly assemblies during African American History Month. Presentations by students during morning announcements provide information about all of the the cultures represented in the school throughout the school year.

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

Zora Neale Hurston's teachers and staff members receive information about arrival/ dismissal, fire drills, code red lock downs and emergency procedures at the opening of school's meeting. In addition, all emergency procedures are included in the Faculty Handbook. A Critical Response Team meets quarterly to discuss safety concerns. Students are monitored in the cafeteria and hallways each morning by staff and volunteers prior to pick up by the teacher. A School Security monitor or designated personnel are positioned at the entrance of the school to ensure that all visitors sign in and report to the office immediately. Security monitors are also assigned to the cafeteria and hallways to monitor students throughout the school day.

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.

Teachers review the Student Code of Conduct with all students at the beginning of the school year and as needed. Parents are asked to sign a form indicating they have reviewed the Student Code of

Conduct with their child. Teachers refer students to the administration and counselor for behavioral concerns. In addition, Students of the Month are given certificates and recognized monthly on morning announcements. Students are also recognized by the counselor for through the Do the Right Thing program. The school is implementing the district developed Values Matter program school wide to promote model behaviors. School counselor provides lessons in classrooms utilizing the Values Matter curriculum. Classrooms implement a behavioral system which rewards appropriate behavior and provides consequences for inappropriate behavior.

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.

Zora Neale Hurston Elementary School collaborates with district programs and services and community agencies in order to meet the social-emotional needs of all students. This collaboration includes: Head Start, HealthConnect Clinic through the Children's Trust staffed with a full time nurse, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education and the Miami-Dade County Health Department, the Response to Intervention RTi Team meets regularly to discuss the needs of all students and refers students to the School Support Team as needed. A full time counselor provides individual and group counseling for students as designated on the Individual Education Plan or as needed when a child is referred to the office. During Red Ribbon Week, anti-drug presentations and activities are part of the curriculum. Anti-bullying messages are presented on morning announcements and students attend anti-bullying assemblies. Teachers and staff members mentor and support students through referrals.

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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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 | 8 | 4 | 11 | 5 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Level 1 on statewide assessment | 3 | 5 | 9 | 7 | 24 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |

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 | 6 | 5 | 8 | 2 | 27 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |

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

In order to improve the academic performance of students identified by the early warning system the following intervention strategies have put in place:

Perfect Attendance Recognition- Students are recognized for perfect attendance every nine weeks, classes that have 100% attendance are given incentives as well.

Students who did not show mastery on the ELA or Math state- wide assessments are placed in Tier 2 interventions to include the district recommended intervention WonderWorks. The following supplemental computer programs are also offered: i-Ready, Reading Plus, Waterford and Imagine Learning (for ELL students Level 1 & 2). ELL students in grades four and five are placed in after school tutoring. These students are also closely monitored by the MTSS/ Rtl Leadership Team.

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

Zora Neale Hurston will complete a Title I Parent and Family Engagement Policy which will be available on the school website. The policy is a shared responsibility between the school and families in an effort to provide high quality instruction for all learners.

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.

Zora Neale Hurston builds and sustains partnerships with local community businesses. Each year, the school schedules activities that benefit both the school and the partners such as Reading Night at Barnes and Noble, Papa John's pizza sales for evening parent activities, Math Night at Publix, and McTeacher Night at McDonalds. Each of these activities generates money for the school which is used to support student achievement. In addition, all partners are invited to come read to students for Dr. Seuss' Birthday and are recognized with a breakfast and certificate. One of our partners is part of the school's Educational Excellence School Advisory Council and meets regularly with stakeholders. Partners are also invited to the school's yearly Career Day and given the opportunity to distribute business information and flyers to parents.

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 |
|--------------------|---------------------|
| Valenzano, Isabel | Principal |
| Cunningham, Wanda | Assistant Principal |
| Dougery, Jonelle | School Counselor |
| McCrink, Christina | 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.

Administrator(s) Isabel Valenzano or Wanda Cunningham will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School guidance counselor-Jonelle Dougery-responsible for organizing leadership team and SST meetings
- School psychologist-Nicole Diaz-responsible for analyzing reports and data
- School social worker-Lourdes Ferrer-responsible for writing social history reports as needed
- School curriculum support-Christina McCrink-responsible for pulling up data reports
- In addition to Tier 1 problem solving, the Leadership Team members will meet a minimum of monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The following members of the MTSS Leadership Team- (administrator, counselor, psychologist, school curriculum support) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The following members of the Leadership Team, Tier 2 Team (counselor, psychologist, teacher) and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Monitoring progress and setting expected levels of progress toward proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response and demonstrating a positive response when students have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering 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 to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring 3 times per year and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers.

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 Tier 1 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 impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, and summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded part time Community Involvement Specialists (CIS), serve as bridge between the home and school through community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection,

and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include Parent Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

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 focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

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:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- 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-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X-

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for

homeless children by collaborating with parents, schools, and the community.

- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors 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, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 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, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- Housing Programs - N/A

Head Start

Zora Neale Hurston Elementary School houses a Head Start Program which complies with all federal/

county guidelines and is closely monitored by the district, state and federal government.

Adult Education

Career and Technical Education

Students in second grade will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications using the KAPOW (Kids and the Power of Work).

The school will implement a schoolwide career day in May 2018.

Job Training

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a full-time Nurse and a full-time Health Aide.
- HClOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HClOS enhances the health education activities provided by the schools and by the health department.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------------|----------------------------|
| Isabel Valenzano | Principal |
| Sady Albertini | Teacher |
| Isabel Pardo | Teacher |
| Jonelle Dougery | Teacher |
| Christina McCrink | Teacher |
| Adelaida Clancy | Education Support Employee |
| Juan Roca | Business/Community |
| Maritza Roque | Teacher |
| Nichole Anderson Mirabal | Parent |
| Terry Wheeler | Teacher |
| Kathia Rodriguez | Parent |
| Lilia Rodriguez | Parent |
| Isabella Trimino | Student |
| Arleen Sanchez | Business/Community |
| Sara Montoya | Parent |
| Rhona Rojas | Parent |
| Shelley Gonzalez | Parent |

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The School Advisory Council will review the School Improvement Plan and the results of the FSA Assessments, iReady data, McGraw Hill Assessments and Mathematics Topic Assessments.

b. Development of this school improvement plan

The SAC is the sole body responsible for final decision-making at the school relating to implementation of the state system of school improvement and accountability. The committee will also assist with the preparation, implementation, and evaluation of the School Improvement Plan.

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

Allocated funds in the amount of \$3,200 will be used for classroom resources used to implement the Florida State standards.

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

Allocated funds in the amount of \$2,660.00 will be used for classroom resources used to implement the Florida State standards.

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 |
|--------------------|---------------------|
| Valenzano, Isabel | Principal |
| Cunningham, Wanda | Assistant Principal |
| McCrink, Christina | Instructional Coach |
| Dougery, Jonelle | School Counselor |

b. Duties

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

The Literacy Leadership Team will focus on developing and implementing instructional routines that use complex text and incorporate text dependent higher order thinking questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The major initiatives will include:

- creating a collaborative environment that fosters sharing and learning
- developing a school-wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

Activities may include:

- Providing materials, resources, assistance to address the concerns of staff and review and share materials among grade levels
- Attending workshops/conferences on designated topic; these may be held on site and delivered by a staff member
- Analyzing and reviewing data
- Sharing and reporting

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 master schedule provides an opportunity for teachers to meet with their grade level on a weekly basis to focus on collaborative planning. Teachers discuss learning goals, instructional strategies and the content focus for the week. Support by the Instructional Coach is also provided on a monthly basis. Once every nine weeks or on a needs basis, the leadership team meets with grade level in order to review student data and continue the collaboration process.

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

Zora Neale Hurston Elementary provides future educators an opportunity to complete in-service hours and intern with highly qualified teachers. On-going support is also given to teachers through data chat meetings and in house professional development

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

Zora Neale provides new teachers with mentor teachers, peer teachers, and additional support if needed. The Instructional Coach meets with teachers on a regular basis. Professional development is also provided based on needs.

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 administrative team provides professional development focused on the Florida Standards. The Instructional Coach assists the teachers during common planning time on implementation of the Florida Standards Assessment, Test Item Specifications, District Pacing Guides, the core instructional programs and lesson plans. On a weekly basis Principal and Assistant Principal conduct classroom walk throughs to monitor the implementation of the instructional program and to make sure they are aligned to the Florida Standards..

b. Instructional Strategies

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

During the first few weeks of school and also quarterly all students are given an assessment in Reading, Writing, Mathematics and Science. Furthermore, the iReady diagnostic will also be used to place students in differentiated instruction groups during Language Arts and Mathematics. Once every nine weeks or on a needs basis, the leadership team meets with the different grade levels in order to review student data. The data is used to differentiate instruction in the classroom. Depending on student needs teachers use whole group, small group and one-on-one instruction. In addition, English Language Learner students in grades 3-5 identified as level 1 or 2 has a teacher that goes into the classroom during Reading/Language Arts to assist them.

Administrators, Instructional Coach, and teachers review student summative data (SAT, FSA, FCAT 2.0 Science scores) in order to identify students in need of intervention. These students are then given intervention using the district's required Tier 2 Reading WonderWorks intervention program and/or iReady for an additional 30 minutes.

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

Strategy: After School Program

Minutes added to school year: 2,600

Title III Grant provides funding for selected ELL students to receive instruction in Reading/ Language Arts.

Strategy Rationale

Giving students additional instructional time and remediation will allow them to access reading and narrow their achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Valenzano, Isabel, pr2511@dadeschools.net

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

Data is collected during the tutoring program. Teachers monitor student progress throughout the tutoring sessions and adjust assignments to meet student needs. Small group instruction is used.

Strategy: Before School Program

Minutes added to school year: 3,600

iReady Lab daily for targeted 4th and 5th grade students in the lowest 25 percent population for instruction in reading and mathematics.

Strategy Rationale

Giving students additional instructional time and remediation will allow them to make adequate learning gains in reading and mathematics and narrow the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McCrink, Christina, christinamccrink@dadeschools.net

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

iReady progress monitoring data will be used to analyze the effectiveness of the strategy and adjust time or focus to meet student needs.

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.

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students develop the concept of sharing with peers, participating in group games, and taking turns during activities and games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work on gross motor skills such as running, jumping, galloping, and marching. To develop fine motor skills, students work on lacing cards, stacking items and holding writing tools appropriately to improve motor perception. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and print. When necessary, modifications are made to the VPK objectives.

At Zora Neale Hurston Elementary School, all incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Zora Neale Hurston Elementary School has one Voluntary Prekindergarten (VPK) class, four prekindergarten classes for Student with Disabilities (SWD) and one Head Start program. The High-Scope Curriculum is utilized and pre-academic skills are addressed. Kindergarten students are evaluated using the FLKRS and the i-Ready diagnostic assessment. Assessments provide a measure of program effectiveness. The classroom teachers are responsible for all assessments and evaluations. Communication to parents is in the form of the CONNECT-ED telephone system, letters, the school website, and face to face contact with parents. Parent conferences are scheduled throughout the year. Interim progress reports are sent home. Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student grades and school resources through the Parent Viewer and Parent Portal via district website. Evaluation for VPK and SWD Pre-K classes is conducted through the use of district guidelines. Staff effectiveness is assessed through Instructional Performance Evaluation and Growth System (IPEGS).

Title I Administration provides for the Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a fulltime highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults.

The Title 1 VPK class is comprised of 19 regular students and 1 SPED consult student. These students attend school in a full day program. The VPK teachers are required to conduct the VPK assessment three times a year. The SPED Pre-K class, classified as Reverse Mainstream is comprised of students with varying exceptionalities. There are 10 SPED students and 4 role models in that class. One SPED Pre-K class, classified as Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) is comprised of 6-12 autistic students. This is a self-contained full day program model. One SPED Pre-K class, classified as a LEAP (Learning Experiences and Alternate Program) half-day program (AM and PM), with 5 SPED students and 10 Role Models in the morning session and the PM class has 4 ESE and 8 role models in the afternoon session. This class is made up of students who are identified by the district as needing instruction in a special class because of Autism Spectrum Disorder (ASD). Zora has one SPED Pre K Inclusion class and is comprised of 8-10 students with special needs and 10 students who serve as role models. The students are assigned to the class by the Pre-K ESE office.

In addition, Zora Neale Hurston Elementary has a Head Start program with 20 students including one student identified with special needs.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G096915

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 60.0 |

Targeted Barriers to Achieving the Goal 3

- Data Chats are held only twice a year between teachers and administration

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Pacing Guides
- Item Specifications
- Digital Tools
- Thinking Maps
-

Plan to Monitor Progress Toward G1. 8

Conduct mini instructional reviews bi-yearly to monitor the implementation of effective instructional strategies and student journals to improve student achievement

Person Responsible

Isabel Valenzano

Schedule

Weekly, from 9/26/2017 to 5/31/2018

Evidence of Completion

Student journals, school wide and classroom displays of Thinking Maps, work folders, iReady Data, McGraw Hill Assessment Data, Topic Assessment Data, FSA Data

Plan to Monitor Progress Toward G1. 8

Discuss survey results with teachers and plan for changes as needed.

Person Responsible

Isabel Valenzano

Schedule

On 5/25/2018

Evidence of Completion

Faculty Meeting agenda and sign in sheets

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


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

 G096915

G1.B3 Data Chats are held only twice a year between teachers and administration **2**

 B260716

G1.B3.S1 During monthly common-planning time, teachers and administrators will conduct data chats after grade-level specific assessments (G2D, McGraw Hill, standard's based assessments), and share specific instructional strategies which focus on Thinking Maps. **4**

 S276109

Strategy Rationale

To increase student achievement and provide more rigorous instruction in the areas of Reading/LA and Mathematics.

Action Step 1 **5**

Thinking Maps Professional Development

Person Responsible

Isabel Valenzano

Schedule

On 10/2/2017

Evidence of Completion

Thinking maps implemented consistently in the classrooms as evidenced in lesson plans, journals and classroom displays.

Action Step 2 **5**

Conduct mini instructional reviews quarterly to monitor the implementation of effective instructional strategies including Thinking Maps in the reading/writing journals to improve student achievement.

Person Responsible

Isabel Valenzano

Schedule

Quarterly, from 9/26/2017 to 5/25/2018

Evidence of Completion

Student journals, school wide and classroom displays of Thinking Maps, work folders, iReady Data, McGraw Hill Assessment Data, FSA Data

Action Step 3 5

Meet quarterly with grade levels to conduct informal and formal data chats

Person Responsible

Isabel Valenzano

Schedule

Quarterly, from 10/16/2017 to 4/27/2018

Evidence of Completion

Grade Level Meeting Agendas and sign in sheets with administration; data protocols completed by teachers bi-yearly; G2D, McGraw Hill & iReady Data

Action Step 4 5

Target lowest 25% of students in grades four and five for iReady before school lab with targeted FSA tutorials

Person Responsible

Christina McCrink

Schedule

Daily, from 10/23/2017 to 3/16/2018

Evidence of Completion

Sign in sheets for iReady before school labs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Meet monthly with grade levels to conduct informal data chats

Person Responsible

Isabel Valenzano

Schedule

Monthly, from 9/26/2017 to 3/16/2018

Evidence of Completion

Grade level meeting agendas with administration; G2D, McGraw Hill and Topic Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers complete district protocols for formal data chats in the areas of Reading/ LA and Mathematics

Person Responsible

Isabel Valenzano









Schedule

Semiannually, from 12/12/2017 to 2/22/2018

Evidence of Completion

District protocols for data chats

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.B3.S1.A1  A371569 | Thinking Maps Professional Development | Valenzano, Isabel | 10/2/2017 | Thinking maps implemented consistently in the classrooms as evidenced in lesson plans, journals and classroom displays. | 10/2/2017 one-time |
| G1.B3.S1.MA1  M399797 | Teachers complete district protocols for formal data chats in the areas of Reading/ LA and... | Valenzano, Isabel | 12/12/2017 | District protocols for data chats | 2/22/2018 semiannually |
| G1.B3.S1.MA1  M399798 | Meet monthly with grade levels to conduct informal data chats | Valenzano, Isabel | 9/26/2017 | Grade level meeting agendas with administration; G2D, McGraw Hill and Topic Assessment Data | 3/16/2018 monthly |
| G1.B3.S1.A4  A371572 | Target lowest 25% of students in grades four and five for iReady before school lab with targeted... | McCrink, Christina | 10/23/2017 | Sign in sheets for iReady before school labs | 3/16/2018 daily |
| G1.B3.S1.A3  A371571 | Meet quarterly with grade levels to conduct informal and formal data chats | Valenzano, Isabel | 10/16/2017 | Grade Level Meeting Agendas and sign in sheets with administration; data protocols completed by teachers bi-yearly; G2D, McGraw Hill & iReady Data | 4/27/2018 quarterly |
| G1.MA2  M399806 | Discuss survey results with teachers and plan for changes as needed. | Valenzano, Isabel | 5/25/2018 | Faculty Meeting agenda and sign in sheets | 5/25/2018 one-time |
| G1.B3.S1.A2  A371570 | Conduct mini instructional reviews quarterly to monitor the implementation of effective... | Valenzano, Isabel | 9/26/2017 | Student journals, school wide and classroom displays of Thinking Maps, work folders, iReady Data, McGraw Hill Assessment Data, FSA Data | 5/25/2018 quarterly |
| G1.MA1  M399805 | Conduct mini instructional reviews bi-yearly to monitor the implementation of effective... | Valenzano, Isabel | 9/26/2017 | Student journals, school wide and classroom displays of Thinking Maps, work folders, iReady Data, McGraw Hill Assessment Data, Topic Assessment Data, FSA Data | 5/31/2018 weekly |

V. Professional Development Opportunities

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

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

G1.B3 Data Chats are held only twice a year between teachers and administration

G1.B3.S1 During monthly common-planning time, teachers and administrators will conduct data chats after grade-level specific assessments (G2D, McGraw Hill, standard's based assessments), and share specific instructional strategies which focus on Thinking Maps.

PD Opportunity 1

Thinking Maps Professional Development

Facilitator

James Dean

Participants

Classroom teachers

Schedule

On 10/2/2017

PD Opportunity 2

Meet quarterly with grade levels to conduct informal and formal data chats

Facilitator

Isabel Valenzano, Wanda Cunningham, Christina McCrink

Participants

Classroom Teachers

Schedule

Quarterly, from 10/16/2017 to 4/27/2018

VI. Technical Assistance Items

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

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

G1.B3 Data Chats are held only twice a year between teachers and administration

G1.B3.S1 During monthly common-planning time, teachers and administrators will conduct data chats after grade-level specific assessments (G2D, McGraw Hill, standard's based assessments), and share specific instructional strategies which focus on Thinking Maps.

TA Opportunity 1

Conduct mini instructional reviews quarterly to monitor the implementation of effective instructional strategies including Thinking Maps in the reading/writing journals to improve student achievement.

Facilitator

Isabel Valenzano, Wanda Cunningham

Participants

Classroom Teachers

Schedule

Quarterly, from 9/26/2017 to 5/25/2018

TA Opportunity 2

Target lowest 25% of students in grades four and five for iReady before school lab with targeted FSA tutorials

Facilitator

Isabel Valenzano, Wanda Cunningham, Christina McCrink

Participants

Classroom Teachers

Schedule

Daily, from 10/23/2017 to 3/16/2018

VII. Budget

| | | | |
|---|-------------|--|--------|
| 1 | G1.B3.S1.A1 | Thinking Maps Professional Development | \$0.00 |
| 2 | G1.B3.S1.A2 | Conduct mini instructional reviews quarterly to monitor the implementation of effective instructional strategies including Thinking Maps in the reading/writing journals to improve student achievement. | \$0.00 |

| | | | |
|--------|-------------|--|--------|
| 3 | G1.B3.S1.A3 | Meet quarterly with grade levels to conduct informal and formal data chats | \$0.00 |
| 4 | G1.B3.S1.A4 | Target lowest 25% of students in grades four and five for iReady before school lab with targeted FSA tutorials | \$0.00 |
| Total: | | | \$0.00 |