

Miami-Dade County Public Schools

Miami Shores Elementary School



2017-18 Schoolwide Improvement Plan

Miami Shores Elementary School

10351 NE 5TH AVE, Miami Shores, FL 33138

<http://miamishoreselementary.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	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

**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 Miami Shores Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Miami Shores Elementary School is to provide a safe environment that will foster self-directed learning, good citizenship, and high scholastic achievement. We will emphasize parental involvement and encourage the total development of the child within our multi-ethnic population and within our constantly changing world.

b. Provide the school's vision statement.

Miami Shores Elementary School is committed to providing a challenging, diversified curriculum and a safe, secure school environment where all students will succeed, regardless of their cultural background and/or socio-economic status. A total school effort will be placed on developing, coordinating, and implementing activities and programs, with the use of technology as the basis of instruction with emphasis on the academic disciplines, to improve student achievement. The staff, parents, and community members envision our students becoming lifelong learners and productive contributors to our society.

2. School Environment

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

Teachers and staff at Miami Shores Elementary school are able to embrace the different cultures of our students and parents throughout the year. The staff at Miami Shores Elementary school is committed to ensuring that each student who attends our school receives a quality education demonstrating academic growth and social skills. Students are greeted every morning by at least one administrator and security personnel that understands the importance of having children feel welcome when they enter the school building. We strive to highlight the potential of our students by teaching them responsibility, manners, and overall the knowledge they all need to be role model students now and future leaders. This is through our Values Matters Miami campaign. We are committed to provide educational excellence for all our students. Targeting core values such as Excellence, Integrity, Equity and Citizenship. Our teachers share common visions of what effective teaching looks like. Teachers have clearly defined classroom rules and consequences. Administration implements a progressive discipline plan. Student and staff foster a mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner.

The students at Miami Shores Elementary school receive a variety of programs and activities that enhance their learning experiences and overall development. Some of the programs/activities students participate in are Hispanic Heritage Month, Career Day, Science Fair, Black History Month, Walksafe, Say No to Drugs (Red Ribbon Week), October Breast Cancer Awareness Month, Anti-Bullying and Character Education. Participation in these programs helps our students to better adapt to their social surroundings and conduct themselves appropriately in real-world situations. Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math, and Science. We promote parental and community involvement in order to prepare our students to respect other cultures and backgrounds and be part of team building activities. We assist our students with gaining the knowledge and the necessary critical-thinking skills to support them in meeting the challenges of the 21st-century.

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

Students are greeted every morning by school personnel. They are escorted by our Eagle Leaders to the cafeteria for breakfast and are supervised by various staff members until their teacher arrives and start the instructional day. Students are informed that all personnel are at their service if they need to talk, have a problem, or they know something that needs to be brought to the attention of a trusted adult. Administration, the counselor, security, and other support personnel are clearly visible throughout the day to handle any situations that students may have. The Guidance Counselor, School Social Worker, and School Psychologist are all well known by the student body. These individuals engage in small group sessions with students allowing them to express themselves and resolve conflicts.

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

The M-DCPS Code of Student Conduct is provided to all students in their opening of school materials. Additionally, a progressive discipline plan is in place at all grade levels, emphasizing positive behaviors and constructive responses to potential incidents. Faculty and staff members take a proactive stance in ensuring that students are consistently reminded of behavioral expectations, consequences for misbehavior, and the benefits that accrue as a result of adherence to the stated policies. With this plan in place, the preservation of instructional time is maximized throughout the school year.

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.

Student services personnel are available on an ongoing basis to meet the social-emotional needs of students. Parents are also able to schedule appointments with counselors when they are in need of additional guidance. Our Guidance Counselor has resources that are available to parents and will refer students for counseling and mentoring support on an "as needed" basis.

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 identification of students who demonstrate one or more of the early warning indicators is critical to the provision of interventions intended to address need areas. On a quarterly basis, the Leadership Team will review student reports to identify students in need of additional interventions based on the following indicators:

- Excessive absences or tardiness;
- Disciplinary actions
- Failing grades in one or more content areas;
- Level 1 or 2 performance on prior year standardized assessments (in grades 3 through 5); and
- Teacher observations of student performances indicating the student is struggling.

Information collected by the Leadership Team will be shared with Grade Level and Department Chairpersons for dissemination through PLCs, development of intervention implementation plans, and ongoing progress monitoring purposes.

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	5	9	1	10	0	5	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	3	6	13	19	15	42	0	0	0	0	0	0	0	98
Retentions	2	1	0	14	0	1	0	0	0	0	0	0	0	18

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	4	9	10	8	21	44	0	0	0	0	0	0	0	96

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

- Identify and implement incentive and/or reward programs such as i-spot, to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism (five or more absences).
- Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.
- Identify available times throughout the instructional day when non-proficient readers can be provided access to computer laboratory resources and programs designed to assist with improving reading proficiency (e.g., I-Ready, MyON reader, Imagine Learning, Reading Plus). The McGraw/Hill Wonder Works Reading Intervention program will continue to be implemented in the elementary grades. Lastly, students not demonstrating proficiency in Reading in the primary grades should be given priority for involvement in Tier 2 and Tier 3 interventions through the MTSS process.
- Student schedules should be reviewed for flexibility during the instructional day that would permit the inclusion of a regular supplemental block for the delivery of interventions.
- Increase the number of classroom-based presentations by student services staff regarding disciplinary expectations, responsibilities and accountability. Additionally, ensure that all initial behavior referrals include a referral to student services for intervention, as well as a parent conference component to ensure parental involvement and understanding.

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

Parental Involvement has been maintained in school wide activities with an overall increase throughout the school year. A variety of activities such as PTA meetings, Teacher Meet and Greet, Open House, Dads and Donuts, Science Fair, PTA Sponsored school dances and Spring Musical performances have led to increasing numbers of parents attending and participating in these events. Parents are also afforded opportunities to access web-based resources for informational and instructional purposes through the school's website.

Although there is an adequate level of parental involvement at our school, we would like to maintain and increase the number of opportunities parents, especially those parents of academically under-performing students.

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.

Faculty and Staff of Miami Shores Elementary School view parents and Community Businessess as partners in helping students learn, value parents input and participation in advancing the school's mission and vision and supports efforts to strengthen its students' community resources. Miami Shores Elementary School creates a welcoming and communicative environment for all parents and Community Business Leaders. Parents and visitors are greeted warmly when they call or visit the school. Miami Shores Elementary communicates with parents and stakeholders via the new interactive school website and attends monthly meetings with the Miami Shores Alliance.

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
Daniel, Diaz	Principal
Mayor, Evie	Assistant Principal
Quamina, Adwina	School Counselor
Shaarbay, Tirsis	Other
Bogos, Jonathan	Teacher, K-12
Castano, Janet	Teacher, K-12
Geuther, Sharon	Teacher, K-12
Hesler, Deborah	Teacher, K-12
Howard, Lashon	Teacher, K-12
Charles, Thechelet	Teacher, ESE
Delapaz, Ilany	Teacher, K-12

b. Duties

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

The overall objective of the team is to positively impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and the prevention of student failure through proactive intervention. Our team is comprised of the following:

- The Principal, Brenda Swain and Assistant Principal, Evie Mayor who ensure commitment and allocation of specific resources.
- General Education Teachers (Primary and Intermediate): Lashon Howard, Ilany De La Paz, Jonathan Bogos, Janet Castano, Sharon Geuther, and Deborah Hesler. They extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving.
- Grade Level Chairpersons (Primary & Intermediate):
The grade level chairs will ensure that core instruction and collaboration are implemented.
- The School Guidance Counselor, Adwina Quamina will insure that quality student services are provided to students. Working with community agencies to support the students academic, emotional, behavioral and social needs. Additionally, the school counselor will provide the quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
- The Leadership Team will include additional personnel as resources to the team based on specific problems are concerned is warranted such as:
Exceptional Student Education (ESE) Chairperson: Thechelet Charles
- The SPED chairperson will collaborate with general education teachers while participating in student data collection, school wide data, integrate core instructional activities and collaborate with general education teachers.
- The ELL chairperson: Tirsis Shaarbay The ELL chairperson will collaborate with general education teachers while participating in student data collection, school wide data, integrate core instructional activities and collaborate with general education teachers.

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.

Miami Shores Elementary utilizes a process in which data is reviewed amongst our team members. Based on student achievement, services are provided and strategies are revised in order to meet the needs of all students. FSA ELA Reading, FSA Mathematics, FCAT 2.0 Science and SAT-10 and iReady data will be used to make initial program and instructional decisions for students in Kindergarten through fifth grade.

Title III-as a source of meeting the needs of English Language Learners (ELL) through instructional support and intervention during and beyond the school day. Funds are secured annually through the Title III grant to provide an ELL Tutoring Academy in Reading and Mathematics.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brenda Swain	Principal
Lashon Howard	Teacher
Jonathan Bogos	Teacher
Selena Welch	Teacher
Nathalee Boykin	Education Support Employee
Deidre Dunham	Parent
Robert Bourne	Business/Community
Mark Wilder	Parent
Billie Carpenter	Teacher
Thechelet Charles	Teacher
Maria Delgado	Teacher
Ray Baker	Parent
Camila Thomas	Student
Laura Cosse	Business/Community
Jahari Boykin	Student
Yolanda Washington	Education Support Employee
Janet Castano	Teacher
Raechelle Robinson	Parent
Alejandra Johnson	Parent
Shonte Ferguson	Parent
Alison Maas	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 (SAC) members engaged in the problem-solving process and reviewed the previous year's data and suggested strategies that addressed the educational needs of the current student population. The main focus was achieving learning gains and increasing the number of students meeting proficiency. The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan (SIP). The SAC also analyzed data and utilized it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP was approved by unanimous consensus before implementation. The SIP was reviewed at regularly scheduled meetings. The SAC took into consideration demographics, school budget, and the results of the standardized testing when developed these strategies. The SAC scheduled monthly meetings, notified its members, and created agendas in accordance with district and state guidelines.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. It will review the plan and discuss possible additions for complete implementation of the 2017-2018 SIP.

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

The principal shares information regarding the school's budget with the SAC. The SAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

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

The EESAC funds in the amount of \$3,000 were used but not limited to student Incentives, attendance Incentives, supplemental materials, technological needs.

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
Daniel, Diaz	Principal
Mayor, Evie	Assistant Principal
Quamina, Adwina	School Counselor
Shaarbay, Tirsis	Teacher, K-12
Bogos, Jonathan	Teacher, K-12
Castano, Janet	Teacher, K-12
Geuther, Sharon	Teacher, K-12
Hesler, Deborah	Teacher, K-12
Delapaz, Ilany	Teacher, K-12
Charles, Thechelet	Teacher, ESE
Howard, Lashon	Teacher, K-12

b. Duties

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

The Miami Shores Elementary school's LLT major initiative for the 2017- 2018 school year is to positively impact student learning, encourage a literate climate to support effective learning, and create capacity of reading knowledge within the entire school building.

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.

Miami Shores Elementary school strives to ensure collaboration amongst teachers. All teachers collaborate to promote professional growth. Miami Shores Elementary school teachers share a sense of responsibility for student development and school improvement. Teachers are supportive and respectful of one another, personally and professionally. Teachers at MSES are provided opportunities to participate in high-quality professional development opportunities and professional growth.

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

The Administration and Leadership Team are both responsible for interviewing highly qualified, certified-in-field individuals when recruiting applicants for open positions at Miami Shores Elementary School. In order to retain teachers, Miami Shores Elementary will mentor new and beginning teachers and provide regular dialogue sessions.

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

The administrative staff will provide opportunities to allow the mentee to observe classroom lessons throughout the school year. The mentor and mentee will meet on a bi-weekly basis to review the Individual Professional Development Plans and the School Improvement Plan.

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.

All teachers are provided with applicable Florida Standards materials for their assigned grade levels and subjects. Additionally, resources provided through the District's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining 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.

Miami Shores Elementary School uses data-driven instructional strategies to ensure a level of student success for ALL children. Data chats are conducted in the classroom on a bi-weekly basis or as needed. Staff data chats will be conducted on a monthly basis to assist with the identification of students needing remediation and those needing enrichment activities. Members of the leadership team will make data presentations at faculty meetings based on grade level data gathered from the previous month. Progress monitoring data on all students are collected and disaggregated for instructional planning purposes, MTSS (RtI) meetings, and to provide accommodations for our ELL and ESE students based on their specific instructional plans.

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: 1,440

Miami Shores Elementary School offers an after school tutorial program in the Spring for students identified as having deficiencies in the areas of reading and math.

Strategy Rationale

Students at Miami Shores Elementary School have the opportunity to participate in a free after school tutorial program with certified teachers using a district created curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Daniel, Diaz, pr3341@dadeschools.net

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

Miami Shores Elementary School will collect attendance data to determine consistent participation in the after school tutorial program. Summative data will be collected after the results of the 2018 Florida Standards Assessment are released.

Strategy: Extended School Day

Minutes added to school year: 1,440

Miami Shores Elementary School offers an after school tutorial program in the Spring for ELL students identified as having deficiencies in the area of reading.

Strategy Rationale

Students at Miami Shores Elementary School have the opportunity to participate in a free after school tutorial program with certified teachers using a district created curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Daniel, Diaz, pr3341@dadeschools.net

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

Miami Shores Elementary School will follow the procedures of the Title III Grant Guidelines. Attendance sheets will be monitored to ensure students are present to acquire the skills. Summative data will be collected after the results of the 2018 Florida Standards Assessment are released.

Strategy: Before School Program

Minutes added to school year: 960

Miami Shores Elementary School offers a Before School Technology Tutorial program for students in the ELL program to assist with skill acquisition through the use of District technology programs.

Strategy Rationale

Students at Miami Shores Elementary School have the opportunity to participate in a free before school technology tutorial program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daniel, Diaz, pr3341@dadeschools.net

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

Miami Shores Elementary School will follow the procedures of the Title III Grant Guidelines. Attendance sheets will be monitored to ensure students are present to acquire the skills. Summative data will be collected after the results of the 2018 Florida Standards Assessment are released.

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.

Miami Shores Elementary School will:

1. Continue the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The school's administrative team will continue to host the annual "open house for new/prospective parents".
2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
3. Maintain articulation process between prekindergarten teachers and kindergarten teachers to facilitate discussion focusing on student performance, effective instructional methods, and developmental expectations.

4. Utilize the FLKRS and i Ready assessments to monitor student progress and to schedule in-school interventions as needed.

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 in all content areas improves, 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 in all content areas improves, then student achievement will improve. 1a

G096923

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity of implementation of core curriculum materials and resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches delineates information from monthly coaches meetings
- Interventions embedded in master schedule
- District web-based resources
- Core curriculum materials
- Technology

Plan to Monitor Progress Toward G1. 8

There is evidence of effective Implementation and strategic aligning of materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students.

Person Responsible

Diaz Daniel

Schedule

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

Evidence of Completion

Teacher lesson plans, DI folders, Administrative Walkthroughs

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 in all content areas improves, then student achievement will improve. 1

 G096923

G1.B2 Lack of fidelity of implementation of core curriculum materials and resources 2

 B260734

G1.B2.S1 Effective Planning and Instructional Delivery 4

 S276126

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Person Responsible

Diaz Daniel

Schedule

On 10/26/2017

Evidence of Completion

Agenda, Sign-in Sheets

Action Step 2 5

Provide for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Person Responsible

Diaz Daniel

Schedule

On 10/26/2017

Evidence of Completion

Agenda, Sign-in Sheets

Action Step 3 5

Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction.

Person Responsible

Diaz Daniel

Schedule

On 10/26/2017

Evidence of Completion

Lesson plans, Planning Agenda

Action Step 4 5

Curriculum Support personnel will collaborate with the teachers to enhance support in planning, lessons and labs.

Person Responsible

Diaz Daniel

Schedule

Biweekly, from 10/3/2017 to 5/22/2018

Evidence of Completion

Lesson plans, lab reports, assessments

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

Monitor the implementation of a purposeful standard and data-driven differentiated instruction lesson

Person Responsible

Diaz Daniel

Schedule

Weekly, from 8/21/2017 to 11/13/2017

Evidence of Completion

Walkthroughs, Leadership team meeting agenda

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

Conduct coaching cycles and model the effective implementation of a systematic plan for differentiated instruction based on the feedback from observation.

Person Responsible

Diaz Daniel








Schedule

Monthly, from 8/21/2017 to 12/1/2017

Evidence of Completion

Walkthrough logs, Formal/Informal observation notes

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.B2.S1.A1  A371598	Plan for professional development on the alignment of materials and resources for small group,...	Daniel, Diaz	8/21/2017	Agenda, Sign-in Sheets	10/26/2017 one-time
G1.B2.S1.A2  A371599	Provide for professional development on the alignment of materials and resources for small group,...	Daniel, Diaz	8/21/2017	Agenda, Sign-in Sheets	10/26/2017 one-time
G1.B2.S1.A3  A371600	Collaborate with the teachers to plan on the alignment of materials and resources for effective...	Daniel, Diaz	8/21/2017	Lesson plans, Planning Agenda	10/26/2017 one-time
G1.B2.S1.MA1  M399836	Monitor the implementation of a purposeful standard and data-driven differentiated instruction...	Daniel, Diaz	8/21/2017	Walkthroughs, Leadership team meeting agenda	11/13/2017 weekly
G1.B2.S1.MA1  M399835	Conduct coaching cycles and model the effective implementation of a systematic plan for...	Daniel, Diaz	8/21/2017	Walkthrough logs, Formal/Informal observation notes	12/1/2017 monthly
G1.B2.S1.A4  A371601	Curriculum Support personnel will collaborate with the teachers to enhance support in planning,...	Daniel, Diaz	10/3/2017	Lesson plans, lab reports, assessments	5/22/2018 biweekly
G1.MA1  M399837	There is evidence of effective Implementation and strategic aligning of materials and resources to...	Daniel, Diaz	8/21/2017	Teacher lesson plans, DI folders, Administrative Walkthroughs	6/7/2018 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 in all content areas improves, then student achievement will improve.

G1.B2 Lack of fidelity of implementation of core curriculum materials and resources

G1.B2.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Facilitator

Assistant Principal

Participants

K-5 Teachers

Schedule

On 10/26/2017

PD Opportunity 2

Provide for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Facilitator

Assistant Principal

Participants

K-5

Schedule

On 10/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	\$0.00
2	G1.B2.S1.A2	Provide for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	\$0.00
3	G1.B2.S1.A3	Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction.	\$0.00
4	G1.B2.S1.A4	Curriculum Support personnel will collaborate with the teachers to enhance support in planning, lessons and labs.	\$0.00
Total:			\$0.00