Miami Gardens Elementary School

2017-18 Schoolwide Improvement Plan

Miami Gardens Elementary School

4444 NW 195TH ST, Miami Gardens, FL 33055

http://mgardens.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	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Miami Gardens 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.

Miami Gardens Elementary will achieve educational excellence within a safe learning environment that is staffed by highly motivated and qualified teachers.

b. Provide the school's vision statement.

Miami Gardens Elementary enriches its "community or learners" by conveying an atmosphere of high academic standards, respect for cultural diversity and individual differences.

2. School Environment

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

Miami Gardens Elementary School is committed to ensuring that all students receive a quality education by infusing a variety of culturally based programs such as the contributions of Hispanic Americans, the History of African and African Americans and the contributions of women.

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

The safety of students and faculty is the number one priority at Miami Gardens Elementary School. All non-instructional staff, including office staff, cafeteria personnel, and after-school personnel are involved in the process of modeling and teaching interpersonal expectations in non-academic settings. Students are supervised and monitored throughout the school day by security personnel. Additionally, we participate in character education program that focuses on teaching respect and responsibility before during and after school.

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 schoolwide behavioral system and expectations consist of ensuring teachers are trained in classroom management strategies and have a schoolwide recognition system in place such as; Values Matter,Conqueror of the Month, and the Cloud 9 Character Education Program. In order to minimize distractions, teachers will also provide differentiated instruction and learning, for the purpose of meeting the needs of diverse learners.

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.

To meet the social-emotional needs of all students, our Community Involvement Specialist (CIS), counselor, social worker, and student services department provides parents with resources to support student needs such as referrals to the Children's Trust and participating agencies. Students in K-5 are provided with various school-site activities such as Nearpod character building lessons that focus on core values. Additionally, support is provided to students and families in crisis situations.

3. Early Warning Systems

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

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

Miami Gardens Elementary employs ongoing monitoring of reports and teacher feedback as an early warning system for students. Reports monitored on a daily, weekly, monthly, or quarterly basis include the school district's Early Warning System Report, attendance reports, suspension reports, interim progress reports, and report cards. Such reports are monitored for the following indicators:

-Attendance below 90 percent.
-One or more suspensions (indoor or outdoor);
-Course failure in English Language Arts or mathematics;
-A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics;
-Students who are not proficient in reading by Grade 3;
-Students who are retained.

Students identified as in need of intervention and/or assistance through the early warning system are referred to the appropriate services, department, or personnel for assistance.

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	2	0	1	0	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	4	4	4	9	5	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	2	7	11	9	7	0	0	0	0	0	0	0	36
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	3	5	2	12	8	0	0	0	0	0	0	0	30

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

Miami Gardens Elementary School provided the following intervention strategies to improve academic performance of students identified by the early warning system;
Using data reports from PowerBi and Gateway to Data (G2D) to drive differentiated instruction (DI)
Gradual release of responsibility model (GRRM)
Intervention groups based on student data
School Dashboard and daily attendance
Administrative, teachers, parents and student data chats

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

Miami Gardens Elementary School provides opportunities for parents to participate in school site activities such as Literacy Nights, FSA /SAT Parent Nights, Monthly Second Cup of Coffee meetings, parent/teacher meetings and providing information on our school website. Additionally, Miami Gardens Elementary School will complete a Parental and Family Engagement Policy (PFEP) which will be available on the school website. Hard copies of the document will also be available at the school site.

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.

Miami Gardens Elementary builds and sustains partnerships with local community by establishing a positive rapport with our community stakeholders. Throughout the school year community leaders, volunteers, and parents are invited to take part in school events, such as our annual Career Day program. Additionally, our school website, monthly calendar, and school marquee also provide dates and times of events open to all families and the community.

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
John Louissaint, Kathleen	Principal
Key, Natre	Instructional Coach
Carril, Amy	Teacher, K-12
Fernandez, Meiby	Teacher, K-12
Gonzalez, Susan	Teacher, K-12
Janvier, Ruth	Teacher, K-12
Martinez, Niurka	Assistant Principal
Sinclair, Delores	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.

Administrators will ensure commitment and allocate resources. (Kathleen John-Louissaint, Principal) and (Niurka Martinez-Madrigal, Assistant Principal). (Natre Key, Instructional Coach) and (Ruth Janvier, Math Liaison) will share and provide pertinent information and strategies to teachers regarding curriculum and instruction, data, and additional resources to increase student success.
Ms. Lisa Arellano (Primary Instructional Leader) will disseminate information regarding curriculum and instructional strategies, related to teachers in grades pre-K through 2nd grade.
Ms. Delores Sinclair (Intermediate Instructional Leader) will disseminate information regarding curriculum and instructional strategies, related to teachers in grades 3rd-5th.
(Niurka Martinez-Madrigal, Assistant Principal) will collaborate with teachers and discuss science strategies as they relate to K-5th grade students.
(Susan Gonzalez, ESOL Teacher) will identify ELL students and collaborate with classroom teachers to ensure that ELL support is being provided and student needs are being met.
The student services department along with (Niurka Martinez-Madrigal, Assistant Principal) will ensure that the Values Matter Miami class lessons as well as the Cloud 9 World Social-Emotional Curriculum are being provided.
(Carmen Smith, Media Specialist) will extend and report on meeting the goals of the leadership team. She will also collaborate with teachers and other stakeholders to meet the needs of the students and implementation of building level initiatives.

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.

RTI/MTSS is an extension of our school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

The Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as :

•Ms.Noemi Ramirez, School Psychologist
•Dr. Mary Tillman, School Social Worker
•Ms. Mindy Brysman, Speech / Language Pathologist

RTI/MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI/MTSS uses increasingly more intense instruction and interventions.

•The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
•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.
•The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an on-going evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RTI/MTSS four-step problem solving model will be used to plan, monitor and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation and response evaluation.

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. Determining how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?).
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction).
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

The second level of support (Tier 2) 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 regularly (monthly is suggested) 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 (see SST guidelines) 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.to 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 (approximately once per month) 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/RTI Team 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 (untested) 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

Miami Gardens Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy). Support services are provided to the school, students, and families. Ms. Mariena and Ms. Castillo, our school's part-time Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. They schedule meetings and activities, to encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Grade level leaders and administrators 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 regional 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; participation in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of our school's Parental Family Engagement Policy (PFEP) – the school improvement process and the annual Title I Parent Meeting held 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. Parent information will be available in English, Spanish and Haitian-Creole, and will also be available on our school website and in the main office.

Title I, Part C- Migrant
Miami Gardens Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning services by the Title I, Part C, Migrant Education Program.

Title III
Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide: before school and after school tutorial programs as well as purchase additional reading supplementary instructional materials.

Title X- Homeless
•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 Assistance Program seeks to ensure a successful educational experience for homeless children at Miami Gardens Elementary through collaborating with the school, parents and the community.
•Project Upstart, Homeless Children & Youth Program assists Miami Gardens Elementary with the identification, enrollment, attendance, and transportation of homeless students.
•Miami Gardens Elementary has identified Niurka Martinez-Madrigal as the school based homeless coordinator who will be trained on the McKinney-Vento Law to ensure appropriate services are provided to the homeless.She will be assisted by the Counselor in an effort to provide services to the students designated as homeless.

Violence Prevention Programs
Miami Gardens Elementary participates in the Safe and Drug Free Schools Program. This program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors. In conjunction with the City of Miami Gardens Police Department, the 5th grade students take part in Gang Resistance Education Awareness Training (GREAT), to educate students on the effects of gangs within the community. In addition, Ms. Shequilla Hall, the school counselor will present a series of lessons regarding bullying to students.

Nutrition Programs
Miami Gardens Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through the physical education program. Miami Gardens Elementary School's Food Service Program, school breakfast, lunch, as well as after-care snacks, follows the Healthy Food and Beverage guidelines adopted in the District's Wellness Program.

Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometry exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Colgate Bright Smiles Bright Futures (BSBM)
The Bright Smiles Bright Futures program provides students with a free dental screening. Students receive a dental report, and are provided free resources and suggestions on where to go for follow-up treatments. Children are also taught the importance of dental health.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Carmen Smith	Teacher
Natre Key	Teacher
Guissela Orr	Teacher
Sanya Clake	Education Support Employee
Wendy Dingle	Education Support Employee
Kathleen John-Louissaint	Principal
Vanessa Robinson	Teacher
Nicole Manuel	Teacher
Susan Gonzalez	Teacher
Carina Sandoval	Parent
Blanca Valladares	Parent
Tremia King	Parent
Yolanda Ayala	Teacher
Mia Landrin	Business/Community
Jessica Esquijarosa	Teacher
Niurka Martinez-Madrigal	Principal
Ophelia Smith	Parent
Kimyatta Tatum	Parent
Venessa Odeyemi	Parent
Kerry Goins	Parent
Crystal Day	Parent
Nicholas Garcia	Student
Adriana Chavez	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members reviewed and discussed the effectiveness of the instructional programs. Additional instructional strategies were discussed for implementation during the 2017 - 2018 school year. Additionally, the need for enrichment programs such as Full time Gifted program, Extended Foreign Language Program and Academic Excellence program were discussed.

b. Development of this school improvement plan

The district held SIP workshops where school teams were invited to attend. Administrators, staff members and parents/community partners were invited to attend. Time and technical assistance was afforded to all teams to begin work on creating the SIP. Our team studied prior year's trend data and began to formulate a direction and set forth goals for the school's school improvement process. Once the goals were identified, the budget/resources were discussed to address our needs.

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

Instructional, Non-instructional allocations were presented. Tutorial plans, use of hourly employees to support academic instruction were discussed.

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

Approximately $1,300.00 was used to finance supplemental materials for tutorial services such as I-Ready Books, Curriculum Associate " Focus" , classroom resources and student incentives.

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
John Louissaint, Kathleen	Principal
Key, Natre	Instructional Coach
Carril, Amy	Teacher, K-12
Fernandez, Meiby	Teacher, K-12
Gonzalez, Susan	Teacher, K-12
Martinez, Niurka	Assistant Principal
Sinclair, Delores	Teacher, K-12

b. Duties

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

The major initiative is to ensure that teachers are exposing students to rigorous reading instruction by incorporating questioning at higher levels of the DOK wheel. Grade Level Leaders will prepare common planning meetings to assist teachers in analyzing the "true" meaning of rigor, analyzing plans to ensure that there is alignment between the learner outcome, the activities and the assessments. LLT will be an integral component of common planning blocks.

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.

Each grade level has collaborative planning built into their schedules. Grade level leaders will work to provide support and strategies to target instruction through grade level meetings. Fidelity to the program will be met by daily administrative walkthroughs and biweekly grade level meetings. Positive feedback will be provided through post-it notes , emails and collaborative conversations.

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

Administrators and all staff are responsible for retaining highly qualified, effective teachers in the school. Once a teacher is secured, the administration provides the resources and necessary information to support the learning environment of the teachers. Expectations are clarified and opportunities for follow up discussion are provided. The team leader, mentor, grade level leaders will provide the daily support of the new staff in understanding and embracing the vision of the school. The administration will share positive messages, remind staff of state/district rules and regulations in weekly newsletters, weekly meetings will provide administration with a view of how the new teacher interacts with his/her team members, and classroom visitations with specific feedback will support the instructional demands required to be placed upon the students within each lesson. Each teacher will have the opportunity to receive individual support from instructional leaders within the capacity of modeling, planning, and after action reflective discussions.

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

Miami Gardens Elementary has MINT certified teachers who serve as mentors for beginning teachers. At this time, there are no beginning teachers. Common planning time and grade-level or departmental meetings also provide support to teachers that require additional mentoring opportunities. Instructional coaches and other subject area experts provide in-house professional development and support as needed. Corrective feedback is provided to teachers who have requested support.

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.

Administrators and teachers at Miami Gardens Elementary School will plan for and deliver instruction that is based on the Florida Standards and specific course benchmarks. Teachers will provide students with experiences and master course content and skills, that will result in rigorous, purposeful, and engaging instructional activities. Stakeholders will use student's data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

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.

At Miami Gardens Elementary School, student data is reviewed, analyzed, and shared with teachers after each assessment. We analyze I-Ready diagnostic, topic assessments and e-assessments. Students are grouped based on these outcomes in order for teachers to remediate or extend the lesson. Each group is restructured after the next assessment based on the results.

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: 32,400

Miami Gardens Elementary School will conduct the 21st Century Community Learning Center program activities for actively participating students in grades 2nd-5th. Program content includes: technology and coding, telecommunications, project-based learning activities, arts and culture, as well as health and nutrition.

Strategy Rationale

Reading, Mathematics, and Science lessons are infused into project-based learning activities for the purpose of providing students with real-world opportunities while improving academic performance.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
John Louissaint, Kathleen, pr3241@dadeschools.net

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

To determine the effectiveness of the strategy, ongoing progress monitoring will be implemented through the use of Gateway to Data (G2D) as well as PowerBi. These monitoring tools will provide results of data demonstrated in the different standards, as well as topic assessments, District Science assessments for 5th grade, WonderWorks intervention, and I-Ready diagnostic and usage data.

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.

Title I Administration assists Miami Gardens Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Students are administered the the VPK Assessment three times a year.
At Miami Gardens Elementary School, all incoming Kindergarten students are assessed with FLKRS to determine Kindergarten readiness in Reading and Mathematics.

Miami Gardens Elementary collaborates with neighboring feeder pattern middle schools to transition 5th grade students by providing information regarding their academic programs, electives, and extra-curricular activities available. Parents and students are encouraged to visit neighboring middle schools, and select a program that best suits their academic 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.

Miami Gardens Elementary School exposes students to career awareness and has established partnerships within the community by implementing Kids and the Power of Work (KAPOW) program.

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

[1] = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

🔑 G096933

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Teachers have other classroom responsibilities that are hindering them from implementing interventions with fidelity. (Academic Programs)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Miami-Dade County Public Schools Framework of Effective Instruction,Reading Coach,Mathematics Liaison,Professional Development Liaison,Science Leader,McGraw Hill Reading Wonders,Wonder Works Intervention, I-Ready, MyOnReader, Reflex Math,Promethean Boards,PowerBi,Infographics,Learning Village

Plan to Monitor Progress Toward G1. 8

In order to monitor progress towards achieving the goal, student data will be collected and analyzed for the purpose of monitoring teaching strategies and student achievement.

Person Responsible

Kathleen John Louissaint

Schedule

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

Evidence of Completion

Power Bi reports, i-Ready reports, FSA Assessments, SAT Assessments, ELA e-assessments, topic assessments.

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

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

🔑 G096933

G1.B1 Teachers have other classroom responsibilities that are hindering them from implementing interventions with fidelity. (Academic Programs) [2]

🔑 B260771

G1.B1.S1 Providing interventions with consistency and fidelity will lead to student achievement. [4]

🔑 S276149

Strategy Rationale

It is critical to provide support for all students and that in turn will ensure that instructional time is maximized.

Action Step 1 [5]

Utilize summative and formative data to identify students for interventions.

Person Responsible

Kathleen John Louissaint

Schedule

Every 6 Weeks, from 8/21/2017 to 6/8/2018

Evidence of Completion

Meeting Agendas, Meeting Minutes, Teachers' Lesson Plans, and prevalent use of the Framework of Effective Instruction.

Action Step 2 [5]

Provide professional development on the use of Wonderworks.

Person Responsible

Natre Key

Schedule

On 9/21/2017

Evidence of Completion

Agendas, sign-in sheets,

Action Step 3 `5`

Monitor and review the implementation of the intervention program.

Person Responsible

Kathleen John Louissaint

Schedule

Weekly, from 9/18/2017 to 6/8/2018

Evidence of Completion

Intervention folders, Instructional Framework, data trackers, student work samples, student interactive worktext

Action Step 4 `5`

Teachers will be provided with information to participate in District as well as PD In Focus professional development opportunities.

Person Responsible

Kathleen John Louissaint

Schedule

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

Evidence of Completion

PD Log, MLP Registration Form, Certificate of Completion Forms.

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

In order to reduce the barrier, the administration will conduct daily walkthroughs to ensure interventions are being implemented with fidelity and that lesson plans contain adequate and appropriate activities.

Person Responsible

Kathleen John Louissaint

Schedule

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

Evidence of Completion

Intervention Folders, Teachers' Lesson Plans

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

Data chats will be conducted to ensure that students participating in the intervention program are receiving specific instruction based on their deficiencies. Information from data chats will also be used to make necessary adjustments to groups.

Person Responsible

Kathleen John Louissaint

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Sign in sheets, data chat protocol

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A2 🔑 A371650	Provide professional development on the use of Wonderworks.	Key, Natre	9/21/2017	Agendas, sign-in sheets,	9/21/2017 one-time
G1.MA1 🔑 M399897	In order to monitor progress towards achieving the goal, student data will be collected and...	John Louissaint, Kathleen	8/21/2017	Power Bi reports, i-Ready reports, FSA Assessments, SAT Assessments, ELA e-assessments, topic assessments.	6/8/2018 weekly
G1.B1.S1.MA1 🔑 M399893	Data chats will be conducted to ensure that students participating in the intervention program are...	John Louissaint, Kathleen	8/21/2017	Sign in sheets, data chat protocol	6/8/2018 monthly
G1.B1.S1.MA1 🔑 M399894	In order to reduce the barrier, the administration will conduct daily walkthroughs to ensure...	John Louissaint, Kathleen	8/21/2017	Intervention Folders, Teachers' Lesson Plans	6/8/2018 weekly
G1.B1.S1.A1 🔑 A371649	Utilize summative and formative data to identify students for interventions.	John Louissaint, Kathleen	8/21/2017	Meeting Agendas, Meeting Minutes, Teachers' Lesson Plans, and prevalent use of the Framework of Effective Instruction.	6/8/2018 every-6-weeks
G1.B1.S1.A3 🔑 A371651	Monitor and review the implementation of the intervention program.	John Louissaint, Kathleen	9/18/2017	Intervention folders, Instructional Framework, data trackers, student work samples, student interactive worktext	6/8/2018 weekly
G1.B1.S1.A4 🔑 A371652	Teachers will be provided with information to participate in District as well as PD In Focus...	John Louissaint, Kathleen	8/21/2017	PD Log, MLP Registration Form, Certificate of Completion Forms.	6/8/2018 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.B1 Teachers have other classroom responsibilities that are hindering them from implementing interventions with fidelity. (Academic Programs)

G1.B1.S1 Providing interventions with consistency and fidelity will lead to student achievement.

PD Opportunity 1

Provide professional development on the use of Wonderworks.

Facilitator

Instructional Reading Coach

Participants

Teachers Grades K-5

Schedule

On 9/21/2017

PD Opportunity 2

Teachers will be provided with information to participate in District as well as PD In Focus professional development opportunities.

Facilitator

PD Liaison, Assistant Principal

Participants

Instructional Staff

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Utilize summative and formative data to identify students for interventions.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3241 - Miami Gardens Elementary Schl			$0.00
2	G1.B1.S1.A2	Provide professional development on the use of Wonderworks.				$0.00
3	G1.B1.S1.A3	Monitor and review the implementation of the intervention program.				$0.00
4	G1.B1.S1.A4	Teachers will be provided with information to participate in District as well as PD In Focus professional development opportunities.				$0.00
					Total:	$0.00