

Miami-Dade County Public Schools

Norwood Elementary School



2017-18 Schoolwide Improvement Plan

Norwood Elementary School

19810 NW 14TH CT, Miami, FL 33169

<http://norwood.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	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	25
Appendix 3: Budget to Support Goals	25

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 Norwood 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 Norwood Elementary School is to provide an environment which will prepare all students to be academically, socially, and physically successful in meeting the challenges of a multicultural society through technology, appropriate instructional strategies, self discipline, and parental and community support.

b. Provide the school's vision statement.

The vision of Norwood Elementary School is to create a learning climate where students, teachers, parents, community members and administrators feel welcome and confident. These stakeholders will be able to access and utilize technology to enhance teaching and learning which will result in improved academic achievement and narrowing of the achievement gap. Therefore, students will be prepared to compete in an ever-changing global society.

2. School Environment

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

Teachers conduct data chats with students, not only to inform them about their academic progress, but also to build a rapport with their students. Also, teachers have conversations to encourage their students to succeed academically and to take ownership of their academic success.

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

Norwood Elementary provides character building classes, a Walk Safe Program, Values Matter and Cloud 9. These programs provide a safety net for our students which build their confidence and self-esteem. In addition, the counselor meets with students before, during, and after school to address issues students are facing. The principal has an open door policy for students to share any concerns.

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.

Norwood Elementary invites assistance into the classroom such as resource teachers and trained student support staff to work with teachers in the classroom. Protocols are established to ensure the safety of students in and around the building to maintain a stimulating, caring, and supportive climate for students and staff. Parent/student handbook is provided on the school's website and shared at Open House.

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.

Norwood Elementary provides individual and group counseling services for students. These services provide activities for character building, good attendance, and healthy eating habits. Norwood Elementary also has self esteem programs such as Cloud 9 in place that teach students about character, conflict resolution, and community service.

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.

Norwood Elementary's early warning system indicators include attendance of students which fall below 90 percent, regardless of whether absence is excused or unexcused; a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics; and course failure in English Language Arts or Mathematics. These indicators are used to identify students who may require additional intervention.

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	2	5	4	3	15	1	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	1	6	13	3	10	14	0	0	0	0	0	0	0	47

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	5	8	1	13	16	0	0	0	0	0	0	0	45

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

Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self reflection and development of critical thinking skills. Teachers use research based instructional materials such as Wonder Works to foster the development of instructional strategies that requires students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools (iReady). In addition students schedule is aligned to allow for additional intervention during the school day and after-school.

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

Norwood Elementary is a Title I School-Please see Parent Involvement Plan

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.

Norwood Elementary has a PTSA that provides information and support for parents. Norwood Elementary also communicates with parents through the district's Connect-Ed System, parent workshops and teacher-parent conferences. In addition, daily communication is conducted via student's Agenda Books, and Class Dojo. In our local community Dade Partners are a valuable resource to the school. Specifically the County Line Chiropractic Center, JPM, and Invest in Our Children, Incorporated.

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
Williams, Kevin	Principal
Case, Judith	Instructional Coach
Mitchell, Angela	School Counselor
Monica, Lisa	Teacher, K-12
Alemany, Maria	Teacher, ESE
Gonsky, Lisa	Assistant Principal
Hale, Shereen	Instructional Coach

b. Duties

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

- Dr. Kevin Williams-Principal is the Instructional Leader. He monitors classroom instruction in an attempt to improve teacher quality and instructional practice. He analyzes and disaggregates data to ensure that students achievement and growth is occurring. He also facilitates regular RTI meetings, ensures attendance of team members, ensures actions steps are followed, and allocate resources as needed.
- Lisa Gonsky-Assistant Principal-facilitates regular RTI meetings, ensures attendance of team members, and ensures action steps are followed.She also assists in monitoring instruction and developing instructional practice.
- Judith Case-Reading Coach-assists in developing the SIP and serves on the MTSS problem solving team to provide reading data. She also supports teachers and their instructional practice through modeling and planning.
- *Shereen Hale- Math Liaison-assist in developing the SIP and serves on the MTSS problem solving team to provide math data.
- Maria Alemany- SPED Program Specialist-assists in developing the SIP and serves on the MTSS

problem solving team to provide knowledge on special education programs.

- Mi Yung Chung, School Psychologist-assists in developing the SIP and serves on the MTSS problem solving team for the evaluation process.

- Elizabeth Mitchell-School Social Worker-assists in developing the SIP and serves on the MTSS problem solving team to conduct home visits and gather social history information.

Lisa Monica-Primary Grade Chairperson/EESAC Chair-conduct regular meetings to evaluate intervention efforts for students by grade level

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.

MTSS/RTI is an extension of Norwood Elementary'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. The additional members include the Psychologist, Social Worker and the Program Specialist. The team's goal is to impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The MTSS Leadership Team uses the Tier 1 Problem Solving Process to set Tier 1 goals and monitor academic and behavioral data to evaluate progress. The data is analyzed to determine professional development for the faculty. The second level of support is Tier 2 which consists of supplemental instruction and interventions provided in addition to core instruction and behavioral supports to groups of targeted students who need additional support. Tier 3 individualized instruction is provided to students before being considered for evaluation for special education. The MTSS problem-solving process is used to carry out, monitor, and adjust as necessary. Finally, MTSS end of year Tier 1 problem solving evaluates the SIP and determines strategies for the next school year's school improvement plan.

Title I, Part A

Norwood Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities after-school, and in some cases, during the summer. Furthermore, the district coordinates with Title II and Title III in ensuring staff development needs are provided. Norwood Elementary also provides support services to students through the usage of a Reading Coach who identifies and analyzes existing literature on scientifically based curriculum and behavioral assessments and intervention approaches. The Reading Coach also identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessments, implementation, and monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program and a Title I Championship Chess Team.

Title I, Part C- Migrant

Norwood Elementary School currently has no migrant students but is able to provide services and support to migrant students and parents if needed.

Title X- Homeless

Norwood Elementary seeks to ensure a successful educational experience for homeless children by collaborating with parents and community agencies. Project Upstart, Homeless Children & Youth Program partners with Norwood Elementary to:

- Assist in the identification, enrollment, attendance, and transportation of homeless students.

- Provide a homeless sensitivity and awareness campaign.

The School Counselor provides training to Norwood Elementary's registrar on the procedures for enrolling homeless students on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. The School Counselor continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs

Norwood Elementary ventures to decrease the violence in the lives of students by offering a Bully Prevention Program, a Gun Safety Program, a Walk Safe Program, Faux Paw internet safety campaign, Drug Abuse Awareness Program, and Child Abuse and Prevention activities. Furthermore, Norwood Elementary employs the Safe and Drug-Free Schools Program to address violence, drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors. Finally, the elementary counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

Norwood Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Additionally, Norwood Elementary provides nutrition education, as per state statute, through physical education classes, as well as through various programs which ventures to educate students on healthy dietary decisions. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jaden Belzaire	Student
Sheila Killings	Education Support Employee
Joyce Harden	Education Support Employee
Yashaywa Teague	Teacher
Lourdes Castillo	Teacher
Aisha-Safiya Allen	Teacher
Lisa Monica	Teacher
Yohanna Bonilla	Parent
Katonya Bien Aime	Parent
Majorie Cross	Parent
Dr. Kevin Williams	Principal
Evelyn St. Phar	Parent
Raquel Motta	Parent
Lola Ishola	Parent
LaKeisha Campbell	Parent
Diane Dority	Business/Community
Andrea Murph	Teacher

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 SAC assisted with evaluating the results of the school improvement plan to ensure the needs of the school improvement plan are addressed, targeted, and implemented. The SAC reviewed data and uses that data to drive instruction.

b. Development of this school improvement plan

The SAC work together with the Leadership Team to review data to ensure the school needs are addressed and targeted in the school improvement plan.

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

In preparation of the school's annual budget SAC will hold meetings to review the needs of the school, and the projected funds that will be available to purchase instructional materials, staff, and other miscellaneous materials that we need throughout the school year.

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

School Improvement funds were used to purchase supplemental instructional materials for Florida Standards and to hire hourly employees for intervention. Total amount allocated was \$2300.00.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Williams, Kevin	Principal
Case, Judith	Instructional Coach
Aleman, Maria	Teacher, ESE
Monica, Lisa	Teacher, K-12
Gonsky, Lisa	Assistant Principal

b. Duties

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

1. Norwood Elementary will increase the implementation of the Florida Standards and improve literacy in Reading, Language Arts, Mathematics, Social Science and Science in kindergarten through grades 5 by providing professional development to improve teacher quality.
2. Norwood Elementary will strengthen the implementation of Reading and Writing across the curriculum. Special Area classes will implement literary strategies within their curriculum.
3. The implementation of Computer-Assisted Instruction will increase substantially. District web-based programs such as i-Ready for Reading and Math, and Reflex Math will provide opportunities for students to become acclimated with instructional tasks on the computer.

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.

Teachers are provided with common planning time to discuss learning goals. They participate in Professional Learning Communities to improve their instructional methods, discuss research-based best practices, and collaborate monthly to share effective practices and evaluate implementation. Additionally, monthly Professional Conversations are conducted by the Leadership Team.

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

The Assistant Principal will contact select universities for interns and recruit teachers to the school, selected veteran teachers will provide mentoring to teachers

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

MINT Program-A mentor teacher who is enthusiastic about the profession, patient, and a good listener will be paired with a novice teacher to guide the teacher and contribute to their professional growth.

Planned mentoring activities include: planning, meetings, observation and conferencing, trainings, and model effective instructional techniques.

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.

Norwood Elementary utilizes the district's pacing guides, LAFS, MAFS, i-Ready adaptive diagnostic online instruction and the state adopted textbooks to ensure our core instruction is aligned with the Florida State 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.

Teachers collect data from district and classroom assessments and collaborate with their grade level and Reading Coach and Math Liaison to drive their classroom instruction and provide differentiated instruction. Specifically, ability grouping and additional resources are placed in each classroom to meet student's needs based on assessment 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: 10,800

High-quality additional learning time to bridge the achievement gap between high-and low-achieving students. Students are identified by the early warning system, and those students in the lowest 25-35 percentile on the state assessment in reading or mathematics students.

Strategy Rationale

To improve instruction in core academic subjects and to provide a well rounded education for students. Target students identified by the early warning system, and those students in the lowest 25-35 percentile on the state assessment in reading or mathematics.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gonsky, Lisa, lgonsky@dadeschools.net

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

The Reading Coach, Math Liaison, and teachers will use i-Ready and Weekly Assessment data to allocate additional instruction time and evaluate implementation and outcomes to improve the quality of the extended learning opportunities, as needed.

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 the school 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 hourly paraprofessionals. This will assist in 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. Additionally, prior to transitioning into kindergarten, some local area pre-schools visit Norwood Elementary School to orient their students with the lay-out of the building and familiarize them with the school. Furthermore, an orientation meeting is held for pre-kindergarten parents and students where kindergarten standards and expectations are reviewed and distributed. As students register for kindergarten, the office provides the parents with a "Summer Learning" calendar of activities to promote student learning during the summer as well as a reading log, a requirement of the school, which aids in transitioning students from preschool to elementary school.

5th Grade students participate in presentations from the surrounding Middle Schools. Additionally, the students visit the feeder middle school to become aware of the various course offerings.

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.

Students at Norwood Elementary participate in the Career Week program every year. Local businesses provide information to students about their business and how to pursue their career goals.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If we improve core instruction across all content areas the student achievement will be increased.

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 we improve core instruction across all content areas the student achievement will be increased. 1a

G096939

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA ELA Achievement	60.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	66.0
Math Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- In depth collaborative planning/rigor/use of instructional frameworks

Resources Available to Help Reduce or Eliminate the Barriers 2

- Research based reading series Wonder Works, Go Math, Wonders intervention, Computer lab, Promethean boards, laptops, Miami-Dade County Public Schools online resources, i-Ready, Unique Learning, STAR, Accelerated Reader, Reading Coach and Interventionists, Paraprofessionals - Reading A-Z, Imagine Learning, and Moby Max, Reflex Math, GIZMOS, and Discovery Education.
-

Plan to Monitor Progress Toward G1. 8

In order to monitor progress towards the goal i-Ready Diagnostic AP 1 and AP 2 Assessments, and classroom assessment results from G2D Progress and Proficiency Reports and the FSA will be analyzed for instructional implications and grouping for differentiated instruction. Ultimately being evaluated on the basis of the FSA.

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

Lesson Plans, anchor charts, sign-in sheets, pacing guides, student work, and schedule data chats

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 we improve core instruction across all content areas the student achievement will be increased. 1

G096939

G1.B1 In depth collaborative planning/rigor/use of instructional frameworks 2

B260784

G1.B1.S1 Collaborative conversation provide professional development during grade level meetings to all teachers facilitated by administration to assure active participation in the conversation and rigorous plans for implementation with students. 4

S276159

Strategy Rationale

Improve student achievement and increase teacher's knowledge of LAFS/MAFS

Action Step 1 5

Provide job embedded professional development during grade level meetings to all teachers based on information collected during coaching cycles and assure that the administration actively participates in the conversations.

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

Sign in sheets, agendas, and minutes from meeting.

Action Step 2 5

Develop and implement lessons, ensuring instruction is aligned with clear focus addressing the Language Arts Florida Standards (LAFS) and Mathematics (MAFS).

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

Lesson Plans, students work, pacing guides, LAFS.

Action Step 3 5

Monitor the implementation of developed lessons that include explicit instruction based on collaborative conversations that address LAFS and MAFS.

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

Lesson Plans, students work, pacing guides, LAFS, classroom walk through log with annotations.

Action Step 4 5

Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses LAFS utilizing the gradual release responsibility model based on teacher needs.

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

Coaching Logs, calendar, classroom walk through

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

To monitor the fidelity of implementation coaches/liaisons will attend grade level meetings to assist teachers with rigorous planning.

Person Responsible

Lisa Gonsky

Schedule

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

Evidence of Completion

Lesson plans, student work, pacing guide, and sign in sheets at grade level meetings

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

To monitor the effectiveness of implementation data from formative and summative assessments such as i-Ready, Topic Assessments, Unit Tests, FSA assessments will be monitored to inform instruction.

Person Responsible

Lisa Gonsky

Schedule

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

Evidence of Completion

Lesson Plans, anchor charts, assessment results from formative and summative tests, and instructional groupings displayed in the room.

G1.B1.S2 Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses LAFS/MAFS based on collaborative conversations. 4

 S276160

Strategy Rationale

Ensure effective delivery of instruction

Action Step 1 5

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction based on collaborative conversations.

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

Walkthrough look fors,

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The effective delivery of lessons based on collaborative conversations in reading, mathematics and science.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/21/2017 to 10/2/2018

Evidence of Completion

Look fors, lesson plans, student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrators will meet with teachers to reflect on effective instructional delivery

Person Responsible

Kevin Williams











Schedule

Weekly, from 9/21/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, data chats

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M399926	In order to monitor progress towards the goal i-Ready Diagnostic AP 1 and AP 2 Assessments, and...	Williams, Kevin	8/21/2017	Lesson Plans, anchor charts, sign-in sheets, pacing guides, student work, and schedule data chats	6/8/2018 monthly
G1.B1.S1.MA1  M399922	To monitor the effectiveness of implementation data from formative and summative assessments such...	Gonsky, Lisa	8/21/2017	Lesson Plans, anchor charts, assessment results from formative and summative tests, and instructional groupings displayed in the room.	6/8/2018 weekly
G1.B1.S1.MA1  M399923	To monitor the fidelity of implementation coaches/liaisons will attend grade level meetings to...	Gonsky, Lisa	8/21/2017	Lesson plans, student work, pacing guide, and sign in sheets at grade level meetings	6/8/2018 weekly
G1.B1.S1.A1  A371682	Provide job embedded professional development during grade level meetings to all teachers based on...	Williams, Kevin	8/21/2017	Sign in sheets, agendas, and minutes from meeting.	6/8/2018 monthly
G1.B1.S1.A2  A371683	Develop and implement lessons, ensuring instruction is aligned with clear focus addressing the...	Williams, Kevin	8/21/2017	Lesson Plans, students work, pacing guides, LAFS.	6/8/2018 weekly
G1.B1.S1.A3  A371684	Monitor the implementation of developed lessons that include explicit instruction based on...	Williams, Kevin	8/21/2017	Lesson Plans, students work, pacing guides, LAFS, classroom walk through log with annotations.	6/8/2018 weekly
G1.B1.S1.A4  A371685	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that...	Williams, Kevin	8/21/2017	Coaching Logs, calendar, classroom walk through	6/8/2018 weekly
G1.B1.S2.MA1  M399924	Administrators will meet with teachers to reflect on effective instructional delivery	Williams, Kevin	9/21/2017	Lesson Plans, data chats	6/8/2018 weekly
G1.B1.S2.A1  A371686	Plan for and deliver instruction that is based on standards and/or specific course...	Williams, Kevin	8/21/2017	Walkthrough look fors,	6/8/2018 weekly
G1.B1.S2.MA1  M399925	The effective delivery of lessons based on collaborative conversations in reading, mathematics and...	Williams, Kevin	9/21/2017	Look fors, lesson plans, student work	10/2/2018 weekly

V. Professional Development Opportunities

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

G1. If we improve core instruction across all content areas the student achievement will be increased.

G1.B1 In depth collaborative planning/rigor/use of instructional frameworks

G1.B1.S1 Collaborative conversation provide professional development during grade level meetings to all teachers facilitated by administration to assure active participation in the conversation and rigorous plans for implementation with students.

PD Opportunity 1

Provide job embedded professional development during grade level meetings to all teachers based on information collected during coaching cycles and assure that the administration actively participates in the conversations.

Facilitator

Reading, Math and Science Coaches/Liaisons

Participants

Faculty

Schedule

Monthly, 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	Provide job embedded professional development during grade level meetings to all teachers based on information collected during coaching cycles and assure that the administration actively participates in the conversations.	\$0.00
2	G1.B1.S1.A2	Develop and implement lessons, ensuring instruction is aligned with clear focus addressing the Language Arts Florida Standards (LAFS) and Mathematics (MAFS).	\$0.00
3	G1.B1.S1.A3	Monitor the implementation of developed lessons that include explicit instruction based on collaborative conversations that address LAFS and MAFS.	\$0.00
4	G1.B1.S1.A4	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses LAFS utilizing the gradual release responsibility model based on teacher needs.	\$0.00
5	G1.B1.S2.A1	Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction based on collaborative conversations.	\$0.00
Total:			\$0.00