

Oliver Hoover Elementary School



2017-18 Schoolwide Improvement Plan

Oliver Hoover Elementary School

9050 HAMMOCKS BLVD, Miami, FL 33196

<http://hoover.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	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Oliver Hoover 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 Oliver Hoover Elementary School is to make learning exciting, productive, and a vital part of each child's life. To accomplish this mission, we aspire to:

- * Enrich our learning environment with current, sound teaching strategies and technologies.
- * Establish high expectations with academics and personal excellence for all.
- * Develop the academic competencies that typify a literate being.
- * Enhance the social, emotional and physical well-being of each child.
- * Design practical problem solving activities and real life experiences that will prepare students to succeed in a complex global society.

b. Provide the school's vision statement.

Oliver Hoover Elementary aspires to be a caring community of learners in which all stakeholders fulfill their potential, personal, professional and intellectual excellence.

2. School Environment

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

Oliver Hoover will work together to plan schoolwide multicultural projects, including but not limited to: Hispanic Contributions, History of Africans and African Americans, Women's Contributions, Sacrifices of Veterans. Cultural activities will be embedded within curriculum and daily course work (reading selections, writing prompts etc).

Oliver Hoover has implemented a comprehensive school counseling program with time for the development of social and emotional skills that result in positive and supportive relationships between students and teachers.

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

Oliver Hoover implements a school counseling service which includes the core social-emotional curriculum, data driven small group counseling, individual, as well as group counseling for the needs of identified students. All staff members have been trained on the procedures and structures associated with positive interpersonal interactions and the process for reporting violations of bullying/harassment. All staff members work together to ensure that the school campus is safe, before, during and after school.

Staff members and safety patrols are at various posts before school and after school to direct students to appropriate locations. Staff members are always vigilant of visitors to building and making sure that these staff members information is visible. Security personnel walk around campus

throughout the day, including after school to make sure that the school is safe and visitors are at appropriate areas.

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.

Staff members at Oliver Hoover Elementary strive for an environment which will help develop each student's potential for learning and to foster positive interpersonal relationships. Therefore, Oliver Hoover Elementary has developed a discipline plan aligned to the MDCPS Code of Student Conduct (Board Rule 6GX13-5D-1.08). The discipline plan outlines:

1. grounds for disciplinary action
2. procedures to be followed for acts requiring disciplinary action
3. responsibilities and rights of students

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.

Oliver Hoover Elementary School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. Student Services Personnel (Counselors and School Social Worker), provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing intervention the Student Services Personnel will identify student's academic, emotional, behavioral and social issues and link child-serving and community agencies to the schools and families to support the child.

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.

Oliver Hoover Elementary develops and employs an early warning system (EWS) that identifies at-risk students through the analysis of available data, such as attendance, discipline and course failure. Student attendance is an important early warning indicator and through the use of positive reinforcement, incentives and continuous communication with parents we are safeguarding that the attendance rates do not fall below the 90 percent range. Another early warning indicator that Oliver Hoover target is discipline. Oliver Hoover Elementary has developed a Discipline Plan, which is aligned with the MDCPS Code of Student Conduct. Students and parents are informed of the Discipline Plan and programs are in place that reinforce the Discipline Plan, which allows for behavioral corrections while preventing suspensions. Lastly, Academic intervention and Response to Intervention (RTI) is utilized to address academic concerns that may lead to course failure or a level one score on statewide standardized testing.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	5	4	4	3	2	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	2	4	8	15	10	19	0	0	0	0	0	0	0	58

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	1	6	4	1	13	15	0	0	0	0	0	0	0	40

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

Oliver Hoover has various intervention strategies to assist students that have been identified by the early warning system:

- During school evidence-based interventions (Wonderworks) to close student need gaps.
- Before and after school evidence-based intervention to close student need gaps.
- Parent collaboration/education nights.
- Parent notifications of students having been identified by the early warning system.
- Leadership meetings to discuss goal settings for identified students.
- Assistance from Student Services Personnel targeting the area identified by the early warning system.

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

For the 2017-2018 school year Oliver Hoover will strive to build positive relationships with families and keep them informed of their child's progress. The school solicits feedback from parents through various surveys in regards to questions about school safety, parent-teacher communications and school events. Also, the school communicates school news through flyers and the school website. Families are offered chances to participate in after-school activities promoting reading, science and health. Also, parents are given the opportunities to attend tutorials in regards to various computer based programs, as well as testing night explanations.

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.

Focus groups, which bring together a diverse group of ten to fifteen people to discuss a specific topic, helps our community understand the issues we are facing. School staff can learn how to improve relations between the community and school. Focus groups also pinpoint key issues that will establish agendas for larger public forums.

Invited community members attend school activities like Open House, Career Day, Reading Under the Stars, Parent Night Meetings, EESAC Meetings, and PTA meetings. These activities allow community members to interact and become more involved in the school and students' education.

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
Aguilar, Mercy	Principal
Lopez, Maria	Assistant Principal
Rosenik, Kristin	Teacher, ESE
Fernandez, Wendy	Attendance/Social Work
Rodriguez, Maria Elena	Psychologist

b. Duties

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

Principal:(Mercy Aguilar) The Principal will ensure that the school-based team implements MTSS, conducts assessments of MTSS skills of school staff and provides a common vision for the use of data-based decision-making. She will also communicate school-based MTSS strategies and activities to parents, as well as provide professional development for the staff to support MTSS implementation.

Assistant Principal: (Maria Lopez) The Assistant Principal will monitor school-based MTSS implementation. She will meet with the MTSS team to analyze data and target specific areas for improvement. She will also ensure that “at risk” students are identified and appropriate intervention strategies are utilized with fidelity.

SPED Department Head: (Krista Rosenik) The SPED Department Head will participate in data collection and identification of specific strategies targeting areas in need of improvement for students within the SPED program. She will collaborate with general education teachers to meet the academic needs of these students.

Student Services Personnel: (Sandra Perez) The Counselor is involved in the identification and referral of “at risk” students and provide expertise on issues ranging from program design to assessment and intervention with individual students.

Social Worker: (Wendy Fernandez) The social worker provides intervention as well as links child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: (Maria E. Rodriguez) The School Psychologist will provide support for intervention fidelity and documentation. She will participate in the interpretation, collection and analysis of data.

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

The Leadership Team will focus meetings on how to develop and maintain positive student academic and behavior outcomes that will benefit not only students, but teachers as well.

The Leadership Team will meet regularly to engage in the following activities:

1. Gather and analyze data and use this to drive instructional decisions in the classroom.
2. Review progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
3. Identify professional development and resources based on the data that has been analyzed.
4. Support a process and structure to design, implement and evaluate both daily instruction and specific instructions and assist in examining the validity and effectiveness of both.
5. Assist with monitoring and respond to the needs of subgroups within the expectations for adequate yearly progress.

Federal and State funds are used as follows:

* Title III funds are used to supplement and enhance the programs for English Language Learner (ELL)

and immigrant students by providing funds to implement and/or provide tutorial programs, professional development on best practices for ESOL and content area teachers, reading and supplementary instructional materials, and hardware and software for the development of language and literacy skills.

* Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless

children by collaborating with parents, schools, and community. Project Upstart, Homeless Children & Youth Program assists Oliver Hoover Elementary School with identification, enrollment, attendance, and

transportation of homeless students. The Homeless Liaison provides training for the Oliver Hoover registrar on

the procedures for enrolling homeless students and for school counselors 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 Liaison will continue to participate in community organization meetings and task forces as it relates to homeless

children and youth. Project Upstart provides homeless sensitivity and awareness campaign to all the schools, including Oliver Hoover Elementary School. The project will provide each school with a video

and
curriculum manual.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Suzanne Reyes	Teacher
Eva Rodriguez	Teacher
Laura Chavez	Teacher
Jacqueline Calderon	Teacher
Stanley Hoch	Teacher
Lisette Sanchez	Teacher
Myriam Ramirez	Education Support Employee
Christian De La Nuez	Parent
Ed Torres	Business/Community
Judith Hudgins	Parent
Mayra Orantes	Education Support Employee
Melida Contreras	Student
Carolina Acosta	Parent
Camila Ferrer	Student
Amalia Mena	Parent
Mirna Gutierrez	Parent
Tadjikia Del Socorro Reyn	Parent
Diego Serrano	Business/Community
Azuana Perez	Parent
Mayra Orantes	Education Support Employee
Jessenia Diaz	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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council was part of creating the 2016-2017 SIP. The School Advisory Council was able to review the SIP at every meeting, and was able to evaluate it's effectiveness after each Interim Assessment, as well as the Mid-Year Review.

b. Development of this school improvement plan

The School Advisory Council has played an integral part in the development of the school improvement plan. The SIP is continuously reviewed by the SAC at the monthly meetings and planning, evaluating and revisions are made based on data and discussion.

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

Principal shares school's annual budget with the School Advisory Council and takes into consideration feedback given.

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

The projected use of the school improvement funds was:

1. BrainPop Jr. - \$2200.00
2. Incentive for various computer based program completions - \$500.00
3. Accelerated Reader - \$1,500.00

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
Aguilar, Mercy	Principal
Lopez, Maria	Assistant Principal
Ferdinand, Martine	Teacher, K-12
Rodriguez, Eva	Teacher, K-12
Rodriguez, Pamela	Teacher, K-12
Heistand, Michelle	Teacher, K-12
Clements, Lisa	Teacher, K-12
Sanchez, Lissette	Teacher, K-12
Monagas, Elsie	Teacher, K-12
Blanco, Nayari	Teacher, K-12
Osorio, Sandra	Teacher, K-12

b. Duties

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

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly, to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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.

Oliver Hoover is encouraging positive working relationships with teachers by establishing an after school once monthly collaborative planning, which will occur either by grade level, or by department depending on the needs of the staff member. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through this collaboration.

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

1. Regular meetings of new teachers with administrators. (Administration)
2. Access to mentor teachers and collaboration with colleagues through learning communities. (Administration)
3. Outreach to local colleges and universities. (Administration)
4. Support through professional development in all subject areas (Administration)

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

Teachers will be placed with the appropriate mentor when required.

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.

Through collaborative planning and common content planning Oliver Hoover creates ongoing opportunities for teachers to work on understanding and teaching the Florida Standards, as well as to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension.

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.

Oliver Hoover ensures that the diverse needs of every student are met by:

- Holding Literacy Leadership meetings monthly to make decisions about literacy instruction in the school, using student data to drive instruction.
- Creating a schedule with an uninterrupted 90 minute Language Arts/Reading block.
- Creating a schedule with an uninterrupted 30 minute Writing block.
- Providing 30 minute Wonderworks Reading intervention daily, during special areas, in order for core subjects not be interrupted to targeted students.
- Providing 30 minute Math intervention daily, during special areas, in order for core subjects not be

interrupted to targeted students.

- Administer progress monitoring assessments that are aligned to the Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS) and use data to make decisions about the students' needs.
- Utilizing a literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

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

Strategy: Before School Program

Minutes added to school year: 10,800

Students are provided before and after school small group tutoring in the areas of Reading (grades 3 - 5), Mathematics (grades 3 - 5), Science (5th grade).

Strategy Rationale

In an effort to improve academic achievement and reduce the gap in achievement we have targeted our 3rd to 5th grade students in Reading and Math. Fifth grade students in Science. The 3rd to 5th grade students will be provided supplemental one-on-one instruction, which will increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Aguilar, Mercy, pr2521@dadeschools.net

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

Data is collected from either computer programs, or tests on a monthly basis and is analyzed by the Leadership Team to determine the effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 6,000

Students in 2nd - 5th grade are able to participate in the After School Chess Club program.

Strategy Rationale

In an effort to provide enrichment activities that contribute to a well rounded education. Students in grades 2nd - 5th grade will be able to participate in a school-wide chess club.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aguilar, Mercy, pr2521@dadeschools.net

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

The Chess Club Leader monitors student progress on a weekly basis.

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.

Parents and students will be invited from nearby early education programs to a Kindergarten Orientation prior to the first day of school. Incoming Kindergarten students will be given FLKRS (kindergarten screenings) and iReady assessment. The assessment results will drive all instruction within the classroom.

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills and academics.

Oliver Hoover Elementary, all incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs. Oliver Hoover Elementary has one Voluntary Pre-Kindergarten class and 3 Pre-K ESE classes.

Title I administration provides for the voluntary Pre-Kindergarten program. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. The ESE Pre-K classes are supported through district funding.

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.

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

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

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.

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.

N/A

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.

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G096946

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	78.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	56.0
FSA Mathematics Achievement	73.0
Math Gains	77.0
Math Lowest 25% Gains	52.0
FCAT 2.0 Science Proficiency	68.0
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	

Targeted Barriers to Achieving the Goal 3

- Student achievement is affected due to lack of rigor across the curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wonders Reading Series, Wonderworks, Reading Liaison, Media Specialist, Leadership Team, Hourly Resource Teacher, iReady, Accelerated Reader, Grade Level Chairs, Language Arts/Reading Website

Plan to Monitor Progress Toward G1. 8

Data from the Florida Standards Assessment (FSA) and Topic Assessment data will be analyzed. Teacher data chats will be conducted to reflect on and revisit instructional practices.

Person Responsible

Mercy Aguilar

Schedule

Quarterly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work

Action Plan for Improvement


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

Problem Solving Key


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

 = Problem Solving Step  S123456 = Quick Key

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

 G096946

G1.B1 Student achievement is affected due to lack of rigor across the curriculum. 2

 B260799

G1.B1.S1 Increase rigor through collaborative conversations to encourage the exchange of ideas by facilitating purposeful sharing sessions across the curriculum that address or include standards based planning and higher order thinking strategies. 4

 S276172

Strategy Rationale

Increasing rigor across the curriculum will affect student achievement.

Action Step 1 5

Provide Professional Development in order to establish the framework for collaborative conversations and sharing best practices across grade levels.

Person Responsible

Mercy Aguilar

Schedule

On 9/21/2018

Evidence of Completion

Agenda, Sign-In Sheet

Action Step 2 5

Conduct collaborative conversations among grade level once a month in order to increase rigor in the classroom setting and delivery of higher order thinking skill strategies.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work

Action Step 3 5

Provide time and assistance for coworkers to see best practices in a classroom setting, as well as providing time for discussion and feedback.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Visitation Log, Grade Level meeting minutes

Action Step 4 5

Administration will conduct classroom walk-throughs to monitor effective implementation of collaborative conversations.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Observations, Meetings, Debriefing with said staff member

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

Administration will conduct classroom walk-through to monitor.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work

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

Administration will conduct classroom walk-through to monitor.

Person Responsible

Mercy Aguilar








Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work Data disaggregation of iReady, STAR and Topic Assessments.

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  M399956	Data from the Florida Standards Assessment (FSA) and Topic Assessment data will be analyzed....	Aguilar, Mercy	9/25/2017	Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work	6/1/2018 quarterly
G1.B1.S1.MA1  M399954	Administration will conduct classroom walk-through to monitor.	Aguilar, Mercy	9/25/2017	Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work Data disaggregation of iReady, STAR and Topic Assessments.	6/1/2018 monthly
G1.B1.S1.MA1  M399955	Administration will conduct classroom walk-through to monitor.	Aguilar, Mercy	9/25/2017	Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work	6/1/2018 monthly
G1.B1.S1.A2  A371715	Conduct collaborative conversations among grade level once a month in order to increase rigor in...	Aguilar, Mercy	9/25/2017	Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work	6/1/2018 monthly
G1.B1.S1.A3  A371716	Provide time and assistance for coworkers to see best practices in a classroom setting, as well as...	Aguilar, Mercy	9/25/2017	Visitation Log, Grade Level meeting minutes	6/1/2018 monthly
G1.B1.S1.A4  A371717	Administration will conduct classroom walk-throughs to monitor effective implementation of...	Aguilar, Mercy	9/25/2017	Observations, Meetings, Debriefing with said staff member	6/1/2018 monthly
G1.B1.S1.A1  A371714	Provide Professional Development in order to establish the framework for collaborative...	Aguilar, Mercy	9/25/2017	Agenda, Sign-In Sheet	9/21/2018 one-time

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 Student achievement is affected due to lack of rigor across the curriculum.

G1.B1.S1 Increase rigor through collaborative conversations to encourage the exchange of ideas by facilitating purposeful sharing sessions across the curriculum that address or include standards based planning and higher order thinking strategies.

PD Opportunity 1

Provide Professional Development in order to establish the framework for collaborative conversations and sharing best practices across grade levels.

Facilitator

Mercy Aguilar, Dr. Maria Lopez

Participants

Teachers

Schedule

On 9/21/2018

PD Opportunity 2

Conduct collaborative conversations among grade level once a month in order to increase rigor in the classroom setting and delivery of higher order thinking skill strategies.

Facilitator

Martine Ferdinand-Fabre, Eva Rodriguez, Michelle Heistand, Lisa Clements, Lissette Sanchez, Pamela Rodriguez

Participants

Teachers

Schedule

Monthly, from 9/25/2017 to 6/1/2018

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 Professional Development in order to establish the framework for collaborative conversations and sharing best practices across grade levels.				\$0.00
2	G1.B1.S1.A2	Conduct collaborative conversations among grade level once a month in order to increase rigor in the classroom setting and delivery of higher order thinking skill strategies.				\$0.00
3	G1.B1.S1.A3	Provide time and assistance for coworkers to see best practices in a classroom setting, as well as providing time for discussion and feedback.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			\$0.00
			District-Wide	Other		\$0.00
			Notes: Accelerated Reader- \$1, 996.50			
4	G1.B1.S1.A4	Administration will conduct classroom walk-throughs to monitor effective implementation of collaborative conversations.				\$0.00
Total:						\$0.00