Natural Bridge Elementary School

2017-18 Schoolwide Improvement Plan

Natural Bridge Elementary School

1650 NE 141ST ST, North Miami, FL 33181

http://nbe.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	96%

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

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 Natural Bridge 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.

We, the stakeholders of Natural Bridge Elementary School commit to providing reflective instructional practices, illustrated through cross curricular opportunities and research based effective teaching strategies that empower all stakeholders. Utilizing all current and evolving media, coaching, mentoring and effective approaches, we ensure all learners will become literate, proactive and responsible members of the community.

b. Provide the school's vision statement.

The vision of Natural Bridge Elementary School community is for all stakeholders to become active participants in lifelong learning at the highest standards of rigor, utilizing proactive analytical and collaborative approaches to problem solving, while nurturing the individual needs and differences of all school community members.

2. School Environment

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

Natural Bridge Elementary has a cultural committee that is responsible for implementing activities such as, Haitian Flag Day, Hispanic Heritage Month, and African-American History Month. During these events we implement a variety of activities to increase cultural awareness. There are also various clubs and committees where both teachers and students actively engage in activities that foster critical thinking and creative potential such as, Chess Club, Chorus Club, Art Club, 5000 Role Models, Oratorical Team, Battle of the Books Committee, Safety Patrols, Garden Club, Cooking Class, STEAM Committee and Robotics Club.

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

Natural Bridge Elementary currently has a full time security monitor that circulates the entire campus before, during, and after the school day. Also, the front entrance of the campus is manned by an additional security monitor with a visitor log so that all visitors are accounted for. In addition, special area teachers have assigned posts throughout the school to assist with morning arrival and afternoon dismissal. There is a Safety Committee that meets periodically to ensure all safety protocols are in place. ID badges are worn by all school employees so that students can easily identify a staff member.

Furthermore, as a way of incorporating Values Matter Miami into the daily curriculum, the students are exposed to various activities centered around a given value. These values include practicing our school motto, "I am respectful, responsible, and ready to learn. It's a great day to be a Natural Bridge Bear."

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.

In the beginning of the school year we hold individual grade level assemblies to discuss Code of Student Conduct and clarify behavior expectations of the students. A copy of the Code of Student Conduct is sent home for both parents and students to sign and return to school to acknowledge their understanding of behavior expectations. In addition, the school counselor is available to provide support, strategies, and counseling. The administrative team reinforces and monitors the behavioral system.

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.

Natural Bridge Elementary has a full time counselor who implements group and individual counseling sessions as needed. In addition, the counselor works closely with teachers, students, parents, and the community to ensure social-emotional needs are met. We implement the district's zero tolerance policy for bullying and address any concerns promptly. Social workers also have on-site access to students who require additional counseling. Some pupil services offered at the school include Book Bag Giveaway, Kiwanis Club dictionary donations, Thanksgiving Food Drive, Toy Drive, Career Day, YMCA after Care/ Summer Camp, District Sponsored Field Trips and a Children's Trust clinic that is open daily.

3. Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: The Attendance Committee will monitor student attendance below 90 percent.

One or more suspensions, whether in school or out of school:Progressive Discipline will be implemented using the Code of Student Conduct.

Course failure in English Language Arts or mathematics: Progress will be monitored utilizing e-assessments, topic assessments, interim progress reports, and report cards.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics: Students scoring a Level 1 will be placed in intervention groups and monitored using i-Ready.

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	1	11	13	19	16	7	0	0	0	0	0	0	0	67
Level 1 on statewide assessment	2	10	13	26	25	18	0	0	0	0	0	0	0	94

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	12	17	16	24	23	0	0	0	0	0	0	0	94

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

All students identified by the early warning system indicators have been grouped by grade level for intervention. These students are being monitored through the MTSS/RtI process using i-Ready diagnostic and growth monitoring reports, math topic assessments, e-assessments, Imagine Learning, STAR, and classroom grades. Attendance and all behavior issues are addressed in collaboration between the counselor and parent(s).

Resources available include Code of Student Conduct, and Spot Success Recognition Program, student at-risk profile report, attendance, SCAMS, universal screening checklist, Behavior Rating Scale, Behavior Observation Checklist, Student Case Management System, Team Climate Surveys, AR class/individual recognition, and an attendance intervention plan.

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

Natural Bridge Elementary promotes effective parental and family partnership through Parent Academy workshops and school wide events such as Open House, Report Card Night, STEAM night ,Literacy Night, Parent Orientations, PTA meetings, and EESAC. Parents are also encouraged to volunteer and participate in school field trips as well as classrooms and after school events. There is also open communication with student progress between the parents and school via electronic gradebook, interim progress reports, and parent/teacher conferences.

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.

The school builds and sustains partnerships with the local community through various activities. We have a partnership with Seraphic Fire, a choral program that participates in cultural events. Data indicates that there is a direct correlation between student participation in this program and increased student achievement. We have sustained relationships with community partners such as the City of North Miami Parks and Recreation. They sit on our EESAC committee and also provide resources and support for our parents such as Open House, Back to School Night, Science with a STEAM Night, and Saturday Science Camp.
In addition, we work collaboratively with the City of North Miami Library to ensure that our students have access to literary resources and technology to increase student achievement. Furthermore, we are

supported by corporate partnerships such as Mass Mutual, Seraphic Fire Choral Ensemble, Costco and Publix. All of which provide incentives and donations for our students.

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
Smith, Vernescia	Teacher, K-12
Asse, Beverly	Teacher, K-12
Mesa, Melissa	Principal
Vizcaino, April	Instructional Coach
Cavero-Santana, Carol	Instructional Coach
Marcus, Ellen	School Counselor
Cukierkorn, Jesse	Teacher, K-12
Pierre-Okerson, Judith	Teacher, ESE
D'Pierre, Fabienne	Assistant Principal
Gomez, Kadienne	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.

Tier 1 (Leadership Team)

Frank V. MacBride Jr.(Principal) and Fabienne D'Pierre (Assistant Principal):
Ensures data-based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.

Kadienne Gomez (Primary Teacher), Beverly Asse (Intermediate Teacher) and Vernescia Smith (UTD Steward):
Provide information about core instruction, collaborate with other staff members, integrates materials/ instruction with activities.

Dr. Judith Pierre-Okerson (Exceptional Student Education Teacher):
Integrates core instructional materials/activities into instruction, and collaborates with general education teachers.

Carol Santana and April Vizcaino (Instructional Coaches):
Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assist with programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; provide support for assessment and implementation monitoring; and implement the continuous coaching model.

Jesse Cukierkorn (PD Liaison):
Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.

Ellen Marcus (Guidance Counselor):
Organizes MTSS/RtI meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.

Tier 2
The following selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, or intervention:

Assistant Principal, Fabienne D'Pierre
Instructional Coaches, Carol Santana and April Vizcaino
School Psychologist, Rose Gourdet
Guidance Counselor, Ellen Marcus
Social Worker, Rodney Desrameaux

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts such as part-time small group paraprofessionals, classroom teachers, and special area teachers. Stakeholders involved will present information on student progress and deficiencies.

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. 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 i-Ready growth monitoring data for all interventions and analyze that data using the Tier 2 problem solving process.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral support to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving

meetings occur regularly to:

1. Review growth monitoring i-Ready 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
4. School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.
5. Social Worker provides social history and family background information on students with academic/behavioral needs.

Tier 3
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.
Assistant Principal, Fabienne D'Pierre
Instructional Coaches, Carol Santana and April Vizcaino
School Psychologist, Rose Gourdet
Guidance Counselor, Ellen Marcus
Social Worker, Rodney Desrameaux

The third level of support consists of prescriptive activities in areas of student deficiency. The RtI Team will meet to review data trends and make recommendations for possible evaluation.

1. Review additional data collected during Tier 3 intervention to determine student growth or regression.
2. RtI Team will make recommendations for possible evaluation.

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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and growth monitoring measures (once a 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 End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years' trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to future grades performance and student engagement.

Title I, Part A
Services are provided to ensure Natural Bridge students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). Natural Bridge Elementary faculty and staff participate in the Title III professional developments provided by the district. Support services are provided to the Natural Bride students, and families. Natural Bridge's, Title I funded Community Involvement Specialists (CIS), Ms.

Lajameka Baker, serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. Ms. Baker schedules meetings and activities to encourage parents to support their child's education, provide materials, and motivate parental participation in the decision making processes at the Natural Bridge Elementary. Ms. Carol Santana (Reading Coach) and Ms. April Vizcaino (Math Coach) lead and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent and Family Engagement Policy (PFEP) which is provided in three languages, the school improvement process, and the annual Title I Annual Parent Meeting at the beginning of the school year. Natural Bridge Elementary will use the annual M-DCPS Title I Parent/Family Involvement Survey 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 completing this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. To facilitate its completion, this survey will be made available online and via hard copy in English, Spanish and Haitian-Creole for parents at Natural Bridge Elementary. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
Natural Bridge 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.

Title III
Title III funds are used by Natural Bridge Elementary to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• after school tutorial programs (K-5)
• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• reading and supplementary instructional materials(K-5)
• cultural supplementary instructional materials (K-5)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for Natural Bridge to be used by ELL students and recently arrived immigrant students (K-5, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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 Education Program provides assistance to Natural Bridge Elementary to ensure a successful educational experience for homeless children by collaborating with parents, schools, and

the community.
• The Homeless Education Program assists Natural Bridge Elementary with the identification, enrollment, attendance, and transportation of homeless students.
• The Staff in the Homeless Education Program provides annual training to: 1) The Natural Bridge Elementary Registrar on the procedures for enrolling homeless students, 2) The Natural Bridge Elementary School Counselor on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3)The Natural Bridge Elementary School Counselor will provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to Natural Bridge Elementary School. Our school is provided a video and curriculum manual.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs
• The Safe and Drug-Free Schools Program at Natural Bridge Elementary addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors.

Nutrition Programs
• Natural Bridge Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute, is taught through physical education.
• 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 Food and Nutrition Policy.

Other Health Connect in Our Schools

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

Miami Lighthouse/Heiken Children's Vision Program

• Heiken Children's Vision Program provides free complete optometric exams conducted at Natural Bridge Elementary via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Additional school wide programs:

• Youth Crime Watch-partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence. Students at Natural Bridge Elementary are rewarded through the Do The Right Thing recognition program.

District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere at Natural Bridge Elementary in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• The Administrators at Natural Bridge Elementary begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Natural Bridge Elementary implements 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.
• An anonymous Bully Box is provided for students, as well as individual and group counseling. In addition, Core Values are included in the daily morning announcements.

Safer, Smarter Kids
• Natural Bridge Elementary participates in the Safer, Smarter Kids school-based sexual abuse prevention curriculum for Kindergartners that introduces key concepts of prevention and safety through lessons that incorporate information and skills-based learning, parental involvement and home-based lesson reinforcement. The curriculum is taught via webcast by trained teachers, school social workers and school counselors.

Moving On:
"Transition Strategies for 5th Grade Students" is a transition manual including four (4) lesson plans and Student Personal Reflection Guide. Lessons include: Requirements for Middle School; Organizational Skills; Confronting/Resolving Fears and Insecurities; and Interpersonal and Communication Skills for dealing with new people and new experiences. All lessons incorporate literacy skills, home learning/parent components and accommodations for diverse learners and are aligned with the Standard-Based Student Development Program. The curriculum will be implemented by the guidance counselor at Natural Bridge Elementary.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Frank MacBride	Principal
Vernescia Smith	Education Support Employee
Lynda Bandy	Teacher
Marie Fiefie	Teacher
Mayeva Smith	Teacher
Carol Cavero-Santana	Teacher
Carol Williams	Education Support Employee
Kaleena Tramell	Parent
Chante Ferguson	Parent
Khalid Salahiddin	Business/Community
Jasmine Naylor	Parent
Debra McEathron	Teacher
Senica Moss	Teacher
Janet Berger	Teacher
Jessica Everett	Education Support Employee
Judith Higgins	Parent
Luigi Florez	Parent
Roseline M. Coulange	Parent
Ruth Manigat	Parent
Moses Naylor	Student
Brianna Higgins	Student
Ralph Higgins	Business/Community

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 committee evaluated last year's school improvement plan and reviewed successes and areas of improvement. School performance data was analyzed and SAC reviewed goals and strategies to determine the effectiveness on student performance.

b. Development of this school improvement plan

SAC members will review school improvement plan and all stakeholders will provide feedback for adjustments to be made based on data analysis and students' needs. All SIP reviews and decisions will be documented in SAC minutes. SAC members also provide final approval of SIP.

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

The SAC committee reviews the school's annual budget and provides input on the allocation of funds. SAC members also take into consideration data results, student performance, personnel needs and academic resources to estimate the most effective use of the budget.

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

School improvement funds were utilized to purchase motivational awards and incentives for improving achievement ($712.00). School improvement funds were also utilized to purchase an outdoor speaker system for the physical education program ($600.00). SAC members will review request for funds and then schedule a meeting to discuss and vote for approval of expenditures.

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
Mesa, Melissa	Principal
Cavero-Santana, Carol	Instructional Coach
Bandy, Lynda	Teacher, K-12
Kopelakis, Tom	Instructional Media
Charles, Anastasia	Teacher, K-12
Marcus, Ellen	School Counselor
D'Pierre, Fabienne	Assistant Principal
Gomez, Kadienne	Teacher, K-12

b. Duties

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

Students are assessed using the end of year state assessmment and i-Ready Assessment Window 1 in order to identify intervention groups. Students are then monitored through school assessments and i-Ready growth monitoring. Using the i-Ready data, the LLT will identify the benchmarks in need of improvement according to the disaggregated data and develop intervention/strategies to address the deficiencies identified. The LLT will also assist in developing cross-curricular activities that promote literacy (i.e. Literacy in Science), promote the use of computer based literacy software, as well as monitor the intervention process. The LLT will provide professional development to staff on monitoring and implementing differentiated reading strategies as well as conduct daily curriculum walkthroughs.

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 common planning built into their schedule so that they can collaborate in the planning and instruction of the curriculum. Instructional coaches provide support, professional development and modeling to facilitate the implementation of the curriculum appropriately and that it is aligned with district and state standards.

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

National Board Certified teachers will provide support to faculty. Professional Development will also be provided by District Personnel and Instructional Coaches (Ms. Santana and Ms. Vizcaino) for Reading and Math Florida Standards. In addition, Grade Level Chairpersons and Leadership Team will conduct collaborative planning and lesson studies to be utilized among teachers in order to implement best practices. Furthermore, Instructional Coaches and Administration will implement classroom walk-throughs to assist with rigor in the classroom and provide feedback. Finally, Administration will attend Career Fair and post positions on employee portal.

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

The MINT mentors are experienced teachers (Dr. Cukierkorn and Dr. Okerson) who readily provide coaching and mentoring opportunities to the beginning teachers.

The beginning teacher will also be monitored by the instructional coaches. Collaborative meetings with mentor and leadership team will be held, as well as professional development with the instructional coaches.

Teachers in year two and three will be paired up with a buddy teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school ensures its core instructional program and materials are aligned to Florida Standards by utilizing district provided research based text. Teachers are trained on the proper use and availability of resources across all content areas. Instructional coaches provide ongoing support to ensure the core instructional program is implemented with fidelity. Walk-throughs are utilized to provide corrective feedback and to monitor alignment with the district pacing guides.

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.

Math topic assessments, McGraw-Hill reading e-assessments, state assessments, i-Ready, weekly/ unit assessments, and growth monitoring data reports are used throughout the year to guide instruction. Individual student performance is used to formulate differentiated instructional groups.

Differentiated groups will consist of activities for students at the approaching, on level , and beyond. Students in the lowest 25% will receive small group intervention as well as go through the RtI process to monitor progress. Moreover, the high achieving students will receive enrichment. The Leadership Team will monitor the implementation of differentiated instruction.

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: 2,400

The before school fifth grade program offers assistance and enrichment in reading and mathematics for all fifth grade students.

Strategy Rationale

Providing additional instruction in core academic subjects will reinforce skills taught throughout the school day.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mesa, Melissa, pr3661@dadeschools.net

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

Data will be reviewed periodically and adjustments will be made to meet the most deficient needs as identified by i-Ready reports, math topic assessments and McGraw-Hill reading e-assesments.

Strategy: Weekend Program

Minutes added to school year: 1,800

The school offers a Saturday Academy for the lowest 25% students in third and fourth grade to prepare for the Reading and Math FSA test components.
A Science Academy is also provided for the top 45% of the fifth grade students based on the Science Baseline Assessment.

Strategy Rationale

Providing additional instruction in core academic subjects will reinforce skills taught throughout the school day.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mesa, Melissa, pr3661@dadeschools.net

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

Data will be reviewed periodically and adjustments will be made to meet the most deficient needs as identified by i-Ready reports, math topic assessments, Science Interims and McGraw-Hill reading e-assesments.

Strategy: After School Program

Minutes added to school year: 2,800

The after school tutoring program offers assistance in reading and mathematics for ELL students who are not making adequate progress on a variety of assessment measures, including the state test.

Strategy Rationale

Providing additional instruction in core academic subjects will reinforce skills taught throughout the school day. ELL students will also have the opportunity to improve speaking, listening, and writing skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
D'Pierre, Fabienne, dpierref@dadeschools.net

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

Data will be reviewed periodically and adjustments will be made to meet the most deficient needs as identified by i-Ready reports, Imagine Learning, math topic assessments and McGraw-Hill reading e-assesments.

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, § 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.

Pre-kindergarten students and parents were invited to a Kindergarten orientation in May 2017.The Leadership Team continue to contact the local preschools in the community in order to invite them to view the curriculum as well as all the Educational Services being provided. Strategies used for assisting students with the transition from preschool into kindergarten include an orientation for incoming students as well as the administration of the statewide kindergarten screening tool (FLKRS) to determine the readiness of each child coming into kindergarten. Support continues to be provided following the assessment. Parents are notified through announcements in flyers, the Connect Ed Program as well as announcements on our school's marquee. 5th Grade students at Natural Bridge Elementary participate in articulation meetings with the counselor as well as participate in assemblies from the Middle Schools in the surrounding area.

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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`

🔑 G096950

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - ED	

Targeted Barriers to Achieving the Goal `3`

- Differentiated instruction is inconsistent.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Qualified Teachers, District Pacing Guides, Math/Science Coach, Promethean Boards, Technology Programs, Computer Lab, Hands On Manipulatives, Go Math! Series, Discovery Education, Learnzillion, Reading Curriculum Support Specialist, Grade Level Chairs, McGraw-Hill Wonders Text, WonderWorks Intervention Kits/Materials, Reading Coach, McGraw-Hill Online Resources, Writer's Workspace, Science Kits, National Board Certified Teachers, Thinking Map Trainers, Before/After School Tutoring, Core Academic Materials, Collaborative Planning Time, Hands On Science Materials, Gizmos, i-Ready, LAFS, Accelerated Reader, FSA Task Cards, MAFS, Scott Foresman Text, MDCPS Website resources,Think Central, Reflex Math, MyOn, laptop carts.

Plan to Monitor Progress Toward G1. `8`

The Leadership Team will analyze data from i-Ready assessments to monitor the effectiveness of DI instruction leading to student progress.

Person Responsible
Carol Cavero-Santana

Schedule
Monthly, from 10/9/2017 to 6/1/2018

Evidence of Completion
Data reports from i-Ready will be used to monitor student progress.

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

G096950

G1.B1 Differentiated instruction is inconsistent. 2

B260821

G1.B1.S1 Provide coaching on how to strategically utilize data reports such as i-Ready, McGraw-Hill e-assessments, AR/STAR reports, G2D, and math topic assessments to drive focus of differentiated instructional groups. 4

S276191

Strategy Rationale

If instructional staff continuously responds to data throughout the year, then student deficiencies will effectively decrease during differentiated instruction.

Action Step 1 5

Provide coaching on how to utilize data to drive focus of differentiated instructional groups.

Person Responsible

April Vizcaino

Schedule

Every 6 Weeks, from 8/21/2017 to 5/4/2018

Evidence of Completion

Differentiated Instructional groups, intervention attendance rosters, and i-Ready growth monitoring groups.

Action Step 2 5

Monitor skill specific activities and fluidity of DI groups according to data.

Person Responsible

Carol Cavero-Santana

Schedule

Every 6 Weeks, from 10/9/2017 to 5/4/2018

Evidence of Completion

Grade level data chat meetings, classroom evidence of DI work/groups, data binders

Action Step 3 `5`

Conduct tutoring services based on data to increase student achievement.

Person Responsible

Melissa Mesa

Schedule

Weekly, from 11/6/2017 to 4/2/2018

Evidence of Completion

Student/teacher sign-in sheets

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

Conduct classroom walk-throughs to monitor the ongoing use of data driven instruction to create skill specific strategies for DI groups.

Person Responsible

Fabienne D'Pierre

Schedule

Biweekly, from 10/9/2017 to 6/1/2018

Evidence of Completion

Data binders, lesson plans, DI groups, and observational walk-through logs

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

Conduct debriefing sessions regarding observation of classrooms. Conduct instructional teacher/ coach conferences and provide feedback.

Person Responsible

Melissa Mesa

Schedule

Every 2 Months, from 10/23/2017 to 6/1/2018

Evidence of Completion

Evidence of data driven DI groups and activities

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.A3 🔍 A371788	Conduct tutoring services based on data to increase student achievement.	Mesa, Melissa	11/6/2017	Student/teacher sign-in sheets	4/2/2018 weekly
G1.B1.S1.A1 🔍 A371786	Provide coaching on how to utilize data to drive focus of differentiated instructional groups.	Vizcaino, April	8/21/2017	Differentiated Instructional groups, intervention attendance rosters, and i-Ready growth monitoring groups.	5/4/2018 every-6-weeks
G1.B1.S1.A2 🔍 A371787	Monitor skill specific activities and fluidity of DI groups according to data.	Cavero-Santana, Carol	10/9/2017	Grade level data chat meetings, classroom evidence of DI work/groups, data binders	5/4/2018 every-6-weeks
G1.MA1 🔍 M399994	The Leadership Team will analyze data from i-Ready assessments to monitor the effectiveness of DI...	Cavero-Santana, Carol	10/9/2017	Data reports from i-Ready will be used to monitor student progress.	6/1/2018 monthly
G1.B1.S1.MA1 🔍 M399992	Conduct debriefing sessions regarding observation of classrooms. Conduct instructional...	Mesa, Melissa	10/23/2017	Evidence of data driven DI groups and activities	6/1/2018 every-2-months
G1.B1.S1.MA1 🔍 M399993	Conduct classroom walk-throughs to monitor the ongoing use of data driven instruction to create...	D'Pierre, Fabienne	10/9/2017	Data binders, lesson plans, DI groups, and observational walk-through logs	6/1/2018 biweekly

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 Differentiated instruction is inconsistent.

G1.B1.S1 Provide coaching on how to strategically utilize data reports such as i-Ready, McGraw-Hill e-assessments, AR/STAR reports, G2D, and math topic assessments to drive focus of differentiated instructional groups.

PD Opportunity 1

Provide coaching on how to utilize data to drive focus of differentiated instructional groups.

Facilitator

Accelerated Reader Enterprise Trainer and PD Liaison

Participants

K-5 Classroom Teachers

Schedule

Every 6 Weeks, from 8/21/2017 to 5/4/2018

PD Opportunity 2

Monitor skill specific activities and fluidity of DI groups according to data.

Facilitator

Instructional Coaches and i-Ready PD Liaison

Participants

K-5

Schedule

Every 6 Weeks, from 10/9/2017 to 5/4/2018

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 coaching on how to utilize data to drive focus of differentiated instructional groups.**					**$0.00**
2	G1.B1.S1.A2	**Monitor skill specific activities and fluidity of DI groups according to data.**					**$0.00**
3	G1.B1.S1.A3	**Conduct tutoring services based on data to increase student achievement.**					**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	120-Classroom Teachers	3661 - Natural Bridge Elementary Schl	Title I, Part A	0.0	$15,000.00	
					Total:	**$15,000.00**	