Miami Heights Elementary School

2017-18 Schoolwide Improvement Plan

Miami Heights Elementary School

17661 SW 117TH AVE, Miami, FL 33177

http://miamiheights.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	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Miami Heights Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Miami Heights Elementary School is a high quality school that is dedicated to excellence in education for all students. Realizing that literacy is the key to excellence, the administration, professional staff, community leaders, and all other stakeholders are deeply committed to providing every student with educational opportunities and learning experiences that focus on literacy.

b. Provide the school's vision statement.

The vision of Miami Heights Elementary School is to prepare students academically, socially, physically, and emotionally, in order for each student to reach their maximum potential. It is our intention to produce thoroughly educated citizens who are able to meet the challenges faced by society on a daily basis.

2. School Environment

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

Miami Heights Elementary builds relationships between teachers and students by fostering a safe and comprehensive learning environment. The school provides opportunities for the student to engage with teachers throughout the school day. Teachers provide differentiated instruction within small group settings. This allows the student to collaborate with his/her teacher in a smaller group and to develop a more individualized relationship between the two. Through the small groups, teachers learn about various cultural differences and the diversity of our students. The delivery of instruction is data driven. Teachers meet with students on a continuous basis to set goals and discuss academic progress. Teachers collaborate to plan effective multicultural activities so that students gain awareness of the diverse culture at the school.

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

Miami Heights Elementary creates an environment where students feel safe and respected before, during and after school.
• Morning care will be implemented to provide students supervision by trained personnel. Students attending morning care will report to the Main Office.
• The school established an arrival plan for all students. Upon arrival, students report to their designated cafeteria. Students in grades Pre K through 1 report to Cafeteria A and students in grades 2 through 5 report directly to Cafeteria B. Supervision in both cafeterias is provided by guidance counselor, support staff and safety patrols. The assistant principals manage the east and west entrance of the school. The security guards manages the students arriving to on bus and the teacher parking lot. Teachers in the primary grades report to Cafeteria A to retrieve students. Students in third through fifth grade are released from the cafeteria to their designated areas in the main building at 8:05 am and students in second grade are picked up by their teachers at 8:20 am. This transition is conducted in an orderly manner. Once students arrive at their designated areas, they sit and wait for the arrival of the teacher while being supervised by support personnel and patrols.
• As the day begins, the names of 2 students are drawn for an attendance incentive. In order to retrieve his/her incentive, the student must be present in school.
• The counselor is available to support students throughout the day for one on one or group

remediation.
• Throughout the day, teachers reinforce the discipline plan to aid in maintaining a safe and respectable learning environment for all students.
• At the conclusion of the school day, teachers and students report to their designated areas for private and public transportation, parent pick up and walkers to ensure a safe dismissal. Parents picking up students have color coded rearview mirror decals to indicate the student's grade level. Students are given name pins or tags to identify their dismissal procedure. Once the parents are present, the teachers retrieve the artifacts from the students when in the hands of their parents.
• After-school care is also offered to parents who cannot pick up their students at dismissal. Students participate in extra-curricular activities and complete home learning assignments supervised by trained personnel. These are the plans that the school has in place to ensure a safe and respectful environment for all students.

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.

Miami Heights Elementary has a behavioral plan in place that minimizes distractions in order to maintain a positive learning environment for all students. At the beginning of the school year, teachers review classroom expectations and consequences. The review is conducted to ensure that students are aware of the behavioral expectations as well as the incentives/consequences for both positive and negative behavior. Also, students are engaged in peer mediation and conflict resolution with counselors to reinforce expected behavior.

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.

Miami Heights Elementary has one school guidance counselor who ensure that the students' socio-emotional needs are being met throughout the school year. The counselor meet with students in small groups to provide support and guidance for students who are identified as needing assistance with their socio-emotional well-being. Our counselor provide whole group class discussions that involves bully awareness, stress management, and test taking strategies. The counselor provide and promote a safe environment to communicate with students and aid in building positive and meaningful relationships.

3. Early Warning Systems

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

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

Our school addresses all the early warning systems such as attendance, suspensions, retention, reading below grade level, and behavioral referrals. Students who develop a pattern of non-attendance will be referred to the counselors. Students will also be rewarded for their attendance through a daily attendance drawing. The school will follow the guidelines according to the District's Suspension Plan. Students who demonstrate course failure in English Language Arts or Mathematics will be referred to the retention process. Additionally, these students will receive supplemental instruction during Differentiated Instruction and 30 minutes of Reading intervention in addition to their required curriculum block. Students who score a Level 1 on the statewide Reading/Language Arts assessment will receive an additional 30 minutes of intervention utilizing Wonder Works and I-Ready. Finally, students who receive two or more behavior referrals will be referred to the discipline committee. Consequences will be implemented according to the behavior infractions. Students will be rewarded through a school-wide behavioral incentive program.

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	16	10	11	10	18	0	0	0	0	0	0	0	67
Level 1 on statewide assessment	3	19	24	23	25	29	0	0	0	0	0	0	0	123

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	3	20	17	13	34	26	0	0	0	0	0	0	0	113

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

Students who demonstrate course failure in English Language Arts or Mathematics will be referred to the retention process. Additionally, these students will receive supplemental instruction during Differentiated Instruction and 30 minutes of Reading intervention in addition to their required curriculum block. Students who score a Level 1 on the statewide Reading/Language Arts assessment will receive an additional 30 minutes of intervention utilizing Wonder Works and I-Ready. Additionally, students scoring a Level 1 on the statewide Reading/Language Arts assessments in 3rd grade are enrolled in IA courses.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Miami Heights Elementary will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. These activities that will be held are Open House, Resource Fair, Title I Informational, Parent Leadership, Academic Workshops (reading, math, science, and writing), Pre-K to K Transition, PTA, and a Community Fair. The targeted events will be conducted in the morning, afternoon and night so that all parents will have the opportunity to attend. Child care will be provided by instructional staff members to parents in need of the service.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Miami Heights Elementary School has partnered with Knowledge Builders which allows a continued partnership with local community members. Knowledge Builders partners meet with the school on a monthly basis to discuss the needs of the school and how the school together with the partners can work to build and sustain student success.

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
Saunders, Jason	Principal
Reed, Deidre	Assistant Principal
Varona-Perez, Amie	Assistant Principal
Martinez, Maria	Instructional Coach
Ruiz, Danelle	Instructional Coach
Rodriguez, Rina	School Counselor

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)

• Administrator(s): Ms. Renita Lee, Principal; Mrs. Deidre Reed, Assistant Principal) and Mrs. Amie Varona-Perez, Assistant Principal
• School Reading, Math, Science, and Writing Specialists: Maria Martinez, Danelle Ruiz
• Special Education Personnel: Vivian Aenllerocha (SPED Chair)
• School Guidance Counselor: Rina Rodriguez
• School Psychologist: Yesenia Joyas
• School Social Worker: Elizabeth Nazario-Ruiz
• Member of advisory group, community stakeholders, parents: Latanya Trent
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (Bi-weekly) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
Rina Rodriguez, Elizabeth Nazario-Ruiz and Yesenia Joyas will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected, teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST
Rina Rodriguez, Elizabeth Nazario-Ruiz and Yesenia Joyas of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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.
4. Responding 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. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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 supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets which are completed three times a 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 ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student needs 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 later grades performance and student engagement.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (In-School tutoring, after-school programs, or summer school). Curriculum Coaches develop, lead, and evaluate school core content standards/ programs and provide professional development to teachers; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of intervention; and provide support for assessment and progress monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program and Supplemental Educational Services.
Title I, Part C: N/A
Title I, Part D: N/A

Title II: The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning
Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III: Miami Heights Elementary offers after school tutorial programs to enhance educational programs and to assist ELL students by utilizing supplementary reading instructional materials and technology software. Additionally, parent outreach courses and activities are offered with the assistance of the Parent Academy and Bilingual Department.

Title IV, Part B: N/A
Title X - Homeless: Miami Heights Elementary receives services as needed from Project Upstart Homeless Children and Youth in Transition for identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars 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. Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the Homeless Trust-A- Community Organization. At this time, no students are identified to receive services.

Supplemental Academic Instruction (SAI): N/A

Violence Prevention Programs: Peer Mediation, Anti-Bullying Campaigns and Curriculum, and Character Education are all used at Miami Heights Elementary School to decrease the number of violent occurrences at the school. The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors.

Nutrition Programs:
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy

Food and Beverage Guidelines as adopted in the District's
Wellness Policy.
4) The school participates in the Healthy Schools grant program.

Housing Programs: N/A
Head Start: N/A
Adult Education: N/A
Career and Technical Education: N/A
Job Training: N/A
Other: N/A

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Renita Lee	Principal
Stephanie Meagher-Garcia	Teacher
Lanna Andre	Teacher
Latanya Trent	Teacher
Olive Cooper	Business/Community
Leslie Schwartzman	Teacher
Elena Cairo	Teacher
Ana Ballate	Education Support Employee
Adriana Lopez	Parent
Denfield Henry	Teacher
Jessica Fernandez	Teacher
Andrea Carey	Parent
Naylet Sanchez	Parent
Muriel Selva	Parent
Maria Romero	Parent
Abigail Pereira	Student
David MacDonald	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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

A variety of stakeholders participate in the evaluation of last year's School Improvement Plan. Additionally, the SAC reviews, discusses, reflects, and approves the end of the year School Improvement Plan.

b. Development of this school improvement plan

The School Advisory Council (SAC) was involved in the development of this School Improvement Plan (SIP) throughout the entire process. The SAC met periodically to review the objectives and strategies in the SIP. Additionally, the SAC reviewed performance data to assist in writing SIP goals and make recommendations, as appropriate, regarding adjustments to strategies delineated in the previous year's SIP.

The SAC approved the EESAC budget to be used to fund additional instructional materials that would enhance and increase the academic achievement level of all students. The SAC also reviewed the school budget and made recommendations regarding expenditures for the 2017-2018 school year.

The SAC will monitor the implementation of the 2017-2018 School Improvement Plan.

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

The school budget is distributed, viewed, and discussed by the SAC committee. The SAC budget is recommended, distributed, viewed, and approved by all members.

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

The total allocation of funds for 2016-2017 was $8,000.
Fund were used to purchase laptop cart and laptops in the amount of $7,999.92.

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
Saunders, Jason	Principal
Reed, Deidre	Assistant Principal
Varona-Perez, Amie	Assistant Principal
Agostini, Stacey	Teacher, K-12
Buitrago, Marie	Teacher, K-12
Ruiz, Danelle	Instructional Coach
Robinson, Stephanie	Teacher, K-12
Fernandez, Jessica	Teacher, K-12

b. Duties

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

The LLT will closely monitor intervention students, to model and mentor developing teachers, and to analyze data to ensure progress of at risk (tier 2 & 3) students in the lower quartiles of performance. To communicate effectively with the MTSS/RtI team to ensure student identification, remediation, and academic success. To increase student performance in effective writing and vocabulary acquisition

for holistic literacy attainment.

The principal, assistant principals and reading coach will utilize student assessment data, classroom observational data, and the professional development listed on the teachers' IPEGS Deliberate Practice Growth Target (DPGT) form, and School Improvement Plan, when planning professional development for the school. The principal, assistant principals, curriculum coaches will meet regularly to discuss and review the needs of teachers and students. During these meetings the reading coach will advise the principal regarding professional development planned based on follow up visits from classroom observations. The principal will also update the assistant principals and reading coach about district and state reading requirements that could impact reading instruction at the school. Additionally, the principal, assistant principals, and reading will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including progress monitoring data i-Ready data, observational data, and in-program assessment data. Progress monitoring will be collected a minimum of three times per year. Observational data is collected via principal and assistant principals classroom walk-throughs. In-program assessments will be administered based upon program guidelines/requirements (weekly, bi-weekly, or monthly). This data will be used to determine intervention and support needs of students by:
• participating in Data Analysis Team meetings after each I-Ready/District Interim assessment period;
• analyzing progress monitoring data with the reading coach;
• directing the reading coach to meet with each grade level to review their progress monitoring I-Ready data;
• monitoring that the reading coach uses available data to differentiate teachers' support as evidenced by the coach's log, daily/weekly schedule, classroom visitations; and
• monitoring the teacher's use of data driven instruction during classroom visitations
• participating in data reviews of all ACCESS 2.0 ELL results

The principal will take an active role in promoting library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide reading promotion campaigns. The principal The principal will work with the reading coach and the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Miami Heights Elementary utilizes a variety of strategies to maintain a positive working relationship and environment between teachers. At the beginning of the school year, teachers join two committees to help foster and maintain a positive working and learning environment. Committee meetings are held at least three times a year. During the committee meetings, teachers become active participants and take the lead in organizing events and school-wide plans. Teachers collaborate weekly during common planning within their grade levels. With the exception of kindergarten, all grades are departmentalized for core subject areas. At the onset of the planning, teachers meet as a whole to discuss information concerning the grade level. Teachers are dispersed to their respective subject area for collaborative planning. After unit assessments, chapter assessments and interim assessments, teachers have data chats within their respective subject area colleagues to discuss best practices for tested standards. Once a month, a faculty meeting is designated for professional development. In the session, teachers are provided with best practices, resources, strategies and technology assistance that can be implemented during delivery of instruction. The administration and instructional coaches play an active role in organizing the professional development opportunities offered to teachers based on the Needs Survey.

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

1. Teachers participate in collaborative planning. Teachers plan effective lessons, share supplemental materials, evaluate assessments, review responses in interactive journals, address areas of concern.
2. Provide Professional Development to teachers based on the Needs Survey. Teachers will be afforded the opportunity to implement learned strategies during delivery of instruction.
3. Provide Professional Learning Communities in which teachers share best practices between colleagues, utilize and interpret data for planning, address and meet the needs of diverse learners, and addressing concerns with corrective feedback.

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

The New Teacher Center Investing in Innovation (NTC i3) designed to improve instructional practice of teachers, improve teacher retention, build teacher capacity, and support best practices. The mentor and mentee meet bi-weekly in a professional learning community to discuss, develop and implement instructional evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. During planning sessions, techniques for delivery of instruction are reviewed. The alignment of the Florida Standards with the Pacing Guide in addition to the Gradual Release Model is discussed.
The mentee was paired with the selected mentor who was selected to participate in the NCT i3 program, and or is a National Board Certified Teacher (NBCT), has received training in clinical supervision and had the opportunity of serving as the mentee's clinical supervisor during internship.

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.

Miami Heights Elementary ensures that its core instructional programs and materials are aligned to the Florida's Standards. Teachers use pacing guides and item specifications to assist in the planning of each lesson. The pacing guides outline the Florida Standards and the NGSSS that will be taught in Reading, Mathematics and Science. The guides also provide a framework and timeline by which to deliver instruction.

The GO Math Florida series is used as the instructional tool for mathematics for students in grades K-5. To facilitate differentiated instruction in mathematics, teachers utilize enrichment and re-teach activities from the series. The i-Ready program which is aligned to the Mathematics Florida Standards is web-based and provides lessons that remediate students based on an initial mathematics skills assessment. Another online technology resource is Reflex Math which is also being implemented in grades 2-5 to build fluency in mathematical operations.

For Science, District Science Department Resources together with the Scott Foresman Science textbook is used as the instructional tool for students in grades K-5. To enhance the learning process in science, several components are also employed. These include Essential Labs and District PowerPoint presentations for each topic. Technology-based components include Gizmos and Discovery Education.

For Reading/Language Arts, the Wonders Reading series is used as the instructional tool for students in grades K-5. To facilitate differentiated instruction in Reading/Language Arts, teachers utilize

enrichment and re-teach activities from the series. The i-Ready program which is aligned to the Reading/Language Arts Florida Standards is web-based and provides lessons that remediate students based on an initial Reading skills assessment. MyOn Reader is implemented as an technology resource. Additionally, WonderWorks is utilized for intervention of reading for those students in grades 1-3 who scored in the lowest 40th or below percentile in the SAT Reading assessment, students in grades 4-5 who scored a level 1 or 2 in ELA FSA Reading assessment, and students in Kindergarten who scored in profile 1-3 on the iReady Diagnostic window 1.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Miami Heights Elementary uses student data to provide and differentiate instruction to meet the diverse needs of students. Students are given unit assessments in Reading and topic assessments in Math. Additionally, quarterly are given to students to monitor their academic progress in science. Students use answer documents to record their responses which are scored using G2D (previously Thinkgate) for the quarterly science and math topic assessments. After all documents are scanned, the system generates student data for teachers. Students' scores are exported to Excel and are readily accessible to the leadership team. Data chats are conducted after the administration of iReady diagnostics. The data chats held at Miami Heights Elementary are one to one with teacher and student as well as with teacher and administration. Furthermore, teacher and subject area coach conduct data chats on a regular basis throughout the year based on unit and topic assessment results. Conversations are focused on the strengths and or weaknesses of students according to the data obtained. Strategies and supplemental materials are recommended to teachers in order to maintain levels of achievement and to remediate struggling students. Materials and strategies provided to teachers are implemented during differentiated instruction.

For example, if an entire class demonstrates below mastery on the math topic assessment, the math coach will use the coaching cycle and plan with the teacher, model the particular lesson for the teacher and students, and return to observe the teacher instructing the same skill. This coaching cycle can be conducted for whole group or small group instruction. Another example is, if a class demonstrated below mastery in reading on story elements, the reading coach provides teachers with supplemental materials to remediate students on the particular skill. Teachers are provided with mini-lesson activities that focus on story elements.

Weekly, curriculum coaches and teachers in all grade levels plan collaboratively to guide whole group and small group instruction. The administration conducts class walk-throughs to monitor instruction, review students' interactive journals, classwork folders and differentiated folders for examples of enrichment and remediation activities based on the students' assessment data collected throughout the year.

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

Strategy: After School Program

Minutes added to school year: 2,580

Miami Heights Elementary will provide Title III tutoring after school for ELL students in Levels 1 and 4 on Tuesdays and Thursdays from 3:25 p.m. - 4:25 p.m. During this tutoring program students will receive additional support in reading and mathematics. Teachers will be provided the opportunity for planning effective lessons at the conclusion of each tutorial session. Teachers will support the development of student learning in reading by implementing ESOL strategies, utilizing effective reading comprehension strategies, and providing critical thinking strategies during delivery of instruction.

Strategy Rationale

Trends for ELL students indicate a deficiency in vocabulary and the ability to use context clues in the English Language. Minimal understanding of vocabulary terms has impeded student academic growth. Although prior results have indicated out students have met the Annual Measurable Objectives (AMOs), students would benefit from additional reading and mathematics instruction to maintain and enhance their academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Varona-Perez, Amie, vpereza@dadeschools.net

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

Conducting ongoing progress monitoring of weekly lessons and conducting meeting to review the intervention curriculum will be held with teachers to monitor the effective of the intervention plan.

Strategy: After School Program

Minutes added to school year: 2,580

Miami Heights Elementary will provide Title I tutoring after school for students scoring a Level 1 and 2 in the 2017 FSA in order to increase student learning gains. Students scoring levels 3, 4 and 5 will participate in enrichment activities in order to maintain high standards. Tutorial and enrichment hours will be held on Tuesdays and Thursdays from 3:20 pm - 4:20 pm for students. During these sessions students will receive instruction in Reading and Mathematics. Teachers will be provided the opportunity for planning effective lessons at the conclusion of each tutorial session. Teachers will support the development of student learning in reading by utilizing effective reading comprehension strategies, and provide critical thinking strategies during delivery of instruction. Teachers will support the development of student learning in mathematics by implementing the use of manipulative, questioning strategies, and problem solving strategies. Technology will also be incorporated into instruction for both core academic subject areas.

Strategy Rationale

By providing Title I tutoring after school, students who scored levels 1 and 2 will receive additional instruction focused on necessary skills to close the achievement gap. Additionally, students in levels 3-5 receiving enrichment will maintain and/or increase their achievement levels in both reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Reed, Deidre, reeddee@dadeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Conducting ongoing progress monitoring of weekly lessons and conducting meeting to review the intervention curriculum will be held with teachers to monitor the effective of the intervention plan

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Miami Heights Elementary held a Welcome to Pre K transition meeting in May, 2017. Students and parents were encouraged to attend the meeting to gain essential information pertaining to the Pre K requirements and curriculum. After the meeting, parents were given the opportunity to visit the classroom and meet the child's teacher. On August 18th, parents and students in grades 1-5 were also afforded the opportunity to visit the new classrooms for the upcoming school year. In addition, Open House was held on October 18, 2017 for parents/guardians and students to visit classrooms, view students' authentic work on display, and to meet the teachers of the students. Parents also had the opportunity to attend the PTA and Title I meeting that was also held on October 18th. Parents were introduced to the PTA board members, given information on fundraisers, initiatives and how to become active members. During the Title I meeting parents were informed about information pertaining to Miami Heights being a Title I school, Parent Involvement Plan (PIP) and the School

Improvement Plan (SIP). The Community Involvement Specialist and other support personnel were available to assist parents with questions regarding the Parent Portal and the process for completing student lunch applications.

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.

NA

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

NA

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

NA

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.

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1.   If core instruction is improved in all content areas then there will be an increase in student achievement levels.

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 improved in all content areas then there will be an increase in student achievement levels. `1a`

🔍 G096965

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	75.0
FCAT 2.0 Science Proficiency	45.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	73.0
Math Gains	70.0
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of deep standards-based planning in grades K-5 in the area of science.

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

- Reading: CORE: McGraw-Hill Wonders Reading/WonderWorks, Maravillas, ELA/ESOL Pacing Guides SUPPLEMENTAL: Florida Language Arts Standards, Item Specifications, ELL Matrix, WonderWorks, Imagine Learning, myOn Reader and iReady

- Mathematics: CORE: GoMath Common Core Teacher Edition; GoMath MAFS Teacher Resources; Florida Mathematics Florida Standards, Item Specifications; District Pacing Guides, GoMath (Online) - Personal Math Trainer (PMT), iTools, Animated Math Models; GoMath (paper-based) Reteach Book, Enrichment Book SUPPLEMENTAL: Reflex Math, Gizmos (Grades 3-5), iReady, Promethean Boards

- Science: CORE: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, District Elementary Science Instructional Resources http://science.dadeschools.net/elem/ instructionalResources/default.html SUPPLEMENTAL: Supplemental Resources in Pacing Guides, Discovery Education (K-5), Gizmos (3-5), NBC Learn (K-5), PowerMyLearning, AIMS, ScienceSaurus Handbook, Science Fair Handbook

Plan to Monitor Progress Toward G1. `8`

Topic assessment data will be collected, analyzed and monitored in order to determine whether progress towards the goal and annual targets are being met.

Person Responsible
Jason Saunders

Schedule
Biweekly, from 10/1/2017 to 5/31/2018

Evidence of Completion
2016-2017 FSA Proficiency Assessment Scores

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 improved in all content areas then there will be an increase in student achievement levels. 1

🔑 G096965

G1.B1 Limited evidence of deep standards-based planning in grades K-5 in the area of science. 2

🔑 B260861

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

🔑 S276234

Strategy Rationale

To ensure teachers are planning collaboratively for science lessons using the District pacing guides and resources.

Action Step 1 5

Provide effective collaborative planning opportunities for K-5 teachers to plan and implement the 5 E's/Gradual Release model lesson using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals.

Person Responsible

Deidre Reed

Schedule

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

Evidence of Completion

Lesson plans, instructional activities that include technology, student journals, student work

Action Step 2 5

Through professional development teachers will be introduced to the use of core and supplemental technology resources such as instructional resources at the Science Department Website, Discovery Education, NBC Learn and Gizmos.

Person Responsible

Deidre Reed

Schedule

On 10/27/2017

Evidence of Completion

Lesson plans, instructional activities that include technology, student journals, student work, walkthrough notes

Action Step 3 5

Attend ICAD monthly professional development sessions for science content and strategies. Present these resources and strategies to K – 5 science teachers.

Person Responsible

Deidre Reed

Schedule

Monthly, from 9/1/2017 to 4/30/2018

Evidence of Completion

PD registration, follow-up assignment

Action Step 4 5

Disaggregate and analyze student assessment data both formal and informal (observations, probes, teacher-made, Interim, Quarterly Science Benchmark Assessments, etc.) to drive planning and instruction including data chats between administration, teacher and students.

Person Responsible

Deidre Reed

Schedule

Monthly, from 10/1/2017 to 5/30/2018

Evidence of Completion

Student assessments, data binder, student data chat sheets

Action Step 5 5

Conduct weekly routine walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.).

Person Responsible

Jason Saunders

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Walkthrough notes

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

Administrators will conduct classroom walk-throughs, review lesson plans and student work folders to ensure that the strategy is being implemented with fidelity.

Person Responsible

Jason Saunders

Schedule

Weekly, from 9/25/2017 to 5/30/2018

Evidence of Completion

Lesson Plans, student work folders and learning targets

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

Conduct data chats to analyze student performance which will determine the effectiveness of classroom instruction

Person Responsible

Jason Saunders

Schedule

Triannually, from 10/1/2017 to 5/30/2018

Evidence of Completion

Assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 A371916	Through professional development teachers will be introduced to the use of core and supplemental...	Reed, Deidre	10/27/2017	Lesson plans, instructional activities that include technology, student journals, student work, walkthrough notes	10/27/2017 one-time
G1.B1.S1.A3 A371917	Attend ICAD monthly professional development sessions for science content and strategies. Present...	Reed, Deidre	9/1/2017	PD registration, follow-up assignment	4/30/2018 monthly
G1.B1.S1.MA1 M400079	Conduct data chats to analyze student performance which will determine the effectiveness of...	Saunders, Jason	10/1/2017	Assessment data	5/30/2018 triannually
G1.B1.S1.MA1 M400080	Administrators will conduct classroom walk-throughs, review lesson plans and student work folders...	Saunders, Jason	9/25/2017	Lesson Plans, student work folders and learning targets	5/30/2018 weekly
G1.B1.S1.A4 A371918	Disaggregate and analyze student assessment data both formal and informal (observations, probes,...	Reed, Deidre	10/1/2017	Student assessments, data binder, student data chat sheets	5/30/2018 monthly
G1.MA1 M400087	Topic assessment data will be collected, analyzed and monitored in order to determine whether...	Saunders, Jason	10/1/2017	2016-2017 FSA Proficiency Assessment Scores	5/31/2018 biweekly
G1.B1.S1.A5 A371919	Conduct weekly routine walkthroughs to monitor and ensure implementation of effective science...	Saunders, Jason	9/1/2017	Walkthrough notes	5/31/2018 weekly
G1.B1.S1.A1 A371915	Provide effective collaborative planning opportunities for K-5 teachers to plan and implement the 5...	Reed, Deidre	8/21/2017	Lesson plans, instructional activities that include technology, student journals, student work	6/8/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas then there will be an increase in student achievement levels.

G1.B1 Limited evidence of deep standards-based planning in grades K-5 in the area of science.

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Through professional development teachers will be introduced to the use of core and supplemental technology resources such as instructional resources at the Science Department Website, Discovery Education, NBC Learn and Gizmos.

Facilitator

Maria Martinez and Jeffrey Velez

Participants

Teachers

Schedule

On 10/27/2017

PD Opportunity 2

Attend ICAD monthly professional development sessions for science content and strategies. Present these resources and strategies to K – 5 science teachers.

Facilitator

District provided Science iCADs

Participants

Select 5th grade science teacher monthly.

Schedule

Monthly, from 9/1/2017 to 4/30/2018

VI. Technical Assistance Items

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

G1. If core instruction is improved in all content areas then there will be an increase in student achievement levels.

G1.B1 Limited evidence of deep standards-based planning in grades K-5 in the area of science.

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

TA Opportunity 1

Provide effective collaborative planning opportunities for K-5 teachers to plan and implement the 5 E's/Gradual Release model lesson using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals.

Facilitator

Maria Martinez

Participants

Teachers

Schedule

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

VII. Budget

1	G1.B1.S1.A1	Provide effective collaborative planning opportunities for K-5 teachers to plan and implement the 5 E's/Gradual Release model lesson using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals.	$0.00
2	G1.B1.S1.A2	Through professional development teachers will be introduced to the use of core and supplemental technology resources such as instructional resources at the Science Department Website, Discovery Education, NBC Learn and Gizmos.	$0.00
3	G1.B1.S1.A3	Attend ICAD monthly professional development sessions for science content and strategies. Present these resources and strategies to K – 5 science teachers.	$0.00
4	G1.B1.S1.A4	Disaggregate and analyze student assessment data both formal and informal (observations, probes, teacher-made, Interim, Quarterly Science Benchmark Assessments, etc.) to drive planning and instruction including data chats between administration, teacher and students.	$0.00
5	G1.B1.S1.A5	Conduct weekly routine walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.).	$0.00
		Total:	$0.00