

Miami-Dade County Public Schools

Ernest R. Graham K 8 Academy



2017-18 Schoolwide Improvement Plan

Ernest R. Graham K 8 Academy

7330 W 32ND AVE, Hialeah, FL 33018

<http://erg.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)
Combination School PK-8	Yes	88%
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	A	A	B*	A

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Ernest R. Graham K 8 Academy

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.

At Ernest R Graham K-8 Academy, we provide high quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the school's vision statement.

We, the faculty and staff at Ernest R Graham K-8 Academy, are committed to provide educational excellence for all students.

2. School Environment

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

Randomly selected students complete the School Climate Survey on a yearly basis in order to identify the needs of the students and address them accordingly. Character Education/Culture classroom lessons are conducted by school counselors and teachers in order to assist students in developing positive self image. There is an array of school wide activities throughout the year that encourage teachers and students to build their relationships. Classroom lessons in conflict resolution are conducted by counselors and teachers to resolve issues. Teachers maintain a high rate of positive interactions with students and show genuine interest in their lives, their activities, their goals, and their struggles. Students have an inviting and positive classroom environment, which is consistent across the building. We expose students to a variety of cultural activities among the cultural activities that we expose our students are Hispanic Heritage celebration and African American luncheon.

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

Ernest R Graham K-8 Academy provides a safe environment for its students by having security for students in the mornings beginning at 7:30 am, throughout the day, and after school to ensure that all students go home safely. As students enter the building, there are designated areas where each class sits, supervised by an adult, starting at 7:30 am. Safety Patrols are also available at designated posts and also help escorting primary students to their classrooms. All gates around the school site are locked throughout the day, except for the front entrance. This directs all guests to enter the building through the same location, sign in, and receive assistance as needed. At dismissal, teachers are assigned bus duty or parent pick-up duties to supervise students during dismissal procedures. A Principal Operated After School Program provides after-school services for students until 6:00 pm.

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.

Ernest R Graham K-8 Academy implements the Code of Student Conduct to ensure a safe learning environment and academic success of all students. Positive student behaviors are promoted through the implementation of the Discipline Blueprint for Student Success Program. There is a school wide Alternative to Suspension Plan with an array of strategies to support teachers and parents. The Roadmap to Progressive Discipline has been implemented to provide specific guidance regarding

programs available to assist students such as Student Success Centers and Pathways. Teachers have in place an effective behavior management plan for minor classroom infractions. School counselors are available to support our students, teachers, and parents with behavior modification plans, as needed. Teachers support the implementation of the Values Matter Miami Initiative.

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.

Ernest R Graham K-8 Academy ensures the social-emotional needs of all students by assigning our counselors to various grade levels to ensure that the counseling programs/services are accessible to all students. Our counselors engage in classroom lessons aligned to the Student Services Framework that relates Values Matter Miami, bullying, and self-esteem. Our counselors provide group sessions, individual sessions, and also provide parents with referrals to outside community agencies designated to supporting and assisting families.

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.

1. Attendance below 90 percent
2. One or more suspensions
3. Course failure in ELA or Math
4. Level 1 on statewide assessment
5. Students exhibiting two or more indicators

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	0	7	6	8	10	7	11	7	3	0	0	0	0	59
Level 1 on statewide assessment	2	10	22	27	42	36	40	40	58	0	0	0	0	277

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	10	21	11	41	41	37	42	51	0	0	0	0	254	

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

- Parent Conferences
- School Attendance Action Plan
- Intensive Reading and Intensive Math for students with FSA Levels 1 or 2
- Developmental Reading course for ELL students in Grades 6-8

- Wonderworks Intervention groups for students in Grades 3-5 with FSA Levels 1 or 2
- Wonderworks Intervention for students in Kindergarten scoring below 40th Percentile on assessments
- Wonderworks Intervention for students in Grades 1-3 scoring below 40th Percentile on assessments
- i-Ready Program in Reading and Math
- i-Ready Growth Monitoring for Elementary students in Reading and Mathematics
- i-Ready Growth Monitoring for Middle School students in Mathematics
- Tutoring for ELL students Grades 3-8
- Imagine Learning for ESOL Level 1 students
- Achieve 3000 for ESOL Levels 2-4
- Credit recovery for Grades 6-8 through Florida Virtual School or Summer Program
- Counselors meets with students identified with any of these at risk behaviors
- Community Involvement Specialist assists with parent and student attendance issues/Behavior

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

The faculty and staff of Ernest R Graham K-8 Academy strongly believe in the benefits of parent involvement. Therefore, the leadership team has taken steps to ensure that meetings, parent academies, and school-wide activities take place at a varied time schedule. The Parent Resource Center is open and available for parents throughout the school day and during evening events. Parents are involved in the development of the Parent and Family Engagement Plan (PFEP) in order to discuss the implementation of activities that will build the capacity for strong parental involvement and the community to improve academic achievement.

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.

Ernest R Graham K-8 Academy developed a close partnership with the Education Fund in order to increase student awareness of core values. Students learn to be responsible and respectful leaders. Parent Academy meetings are scheduled on a regular basis involving parents and community leaders. Community stakeholders are involved in our ESSAC meetings. Our school reaches out to community agencies in order to assist parents and 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
Alfaro, Mayra	Principal
Urbanik, Erika	Assistant Principal
Rodriguez, Rita	Assistant Principal
Valdes, Mildred	Instructional Coach
Mckenzie, Andrew	Instructional Coach
Julia, Yailen	Instructional Coach
Sanchez, Rosa	Instructional Coach
Reyes, Marlene	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.

Members of the leadership team serve specific roles in order to assist and support instructional leaders.

Principal: Mayra Alfaro

Along with the administrative team, collaborates with teachers in desegregating, analyzing, and interpreting data. Ms. Alfaro provides feedback and monitors the appropriate implementation of academics programs to ensure student achievement.

Assistant Principal: Erika Urbanik

Schedules regular Rtl meetings, ensures attendance of team members, and monitors follow up of action steps. Ms. Urbanik monitors the implementation of the SPED program in order to verify students' IEP are met accordingly.

Assistant Principal: Rita Rodriguez

Ensures proper implementation of the ELL program, schedules ELL meetings, and monitors program guidelines.

Middle School Reading Instructional Coach: Mildred Valdes

Oversees reading program, analyzes data to provides support to teachers and students.

Elementary Math Instructional Coach: Andrew McKenzie

Analyzes and monitors data in order to provide assistance to teachers and students.

Middle school Math and Science Instructional Coach: Yailen Juliia

Analyzes and monitors data in order to provide assistance to Middle School teachers and students.

Elementary Reading Instructional Coach: Rosa Sanchez

Monitors student progress in Reading. Analyzes data in order to provide resources and curriculum support to teachers and students.

ELL Chair: Marlene Reyes

Ensures that the language development needs of ELL students are met, and schedules ELL meetings to develop strategies based on individual student needs.

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.

Rtl/MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, and attendance. School resources are allocated in direct proportion to student needs. Rtl/MTSS uses increasingly in-depth instruction and interventions. The first level of support is the core instructional and behavioral methodologies, and practices, designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions provided in addition to core instruction. Behavioral support is provided to groups of targeted students who need additional instruction. The Rtl/MTSS Leadership Team meets with the school administrative team to address any concerns that may impact the students academic achievements. The Rtl/MTSS team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, and Relationship); facilitates the development of a systematic approach to teaching (Gradual Release, Essential Questions, Interactive Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and processes and procedures.

Title I:

Ernest R Graham K-8 provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. School based, Title I funded Community Involvement Specialist (CIS) serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. She schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working 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 Family Engagment Policy (PFEP – which is provided in English and Spanish at our school), the school improvement process and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year.

Title III:

At our school we will utilize Title III funds to supplement and enhance the programs for English Language Learners (ELL) and recently arrived immigrant children and youth. Funds will be used for:

- Tutorial programs

Title I, Part C- Migrant

Ernest R Graham K-8 currently has no migrant students. However, the school is able to provide services and support to migrant students and parents if needed.

Title X- Homeless:

Miami-Dade County's 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 seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

The District's Homeless Education Program assist Ernest R Graham K-8 with the identification, enrollment, attendance, and transportation of homeless students as needed. The school's registrar, and our CIS, both attend annual meetings provided by the Homeless Education Program. They are able to address issues such as procedures for enrolling homeless students and 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. The CIS, who serves as our Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs

- Ernest R Graham K-8 participates in the District's Bullying Prevention Program.
- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers.
- Students participate in activities such as "Wear White for Abuse" and Red Ribbon Week Say No to Drugs .

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 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 in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Ernest R Graham K-8 has a Bully Box where students are able to place their concerns anonymously. Lessons are presented to the students by the counselor on bullying and its effects.

Nutrition Programs:

The school 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 Wellness Policy. Additionally, through the Education Fund, Ernest R Graham K-8 has an edible garden which grows vegetables and fruits.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mayra Alfaro	Principal
Diane Berkley	Teacher
Sharon Barnett	Teacher
A'Shonda Bivens	Teacher
Rosa Sanchez	Teacher
Jane Sawyer	Teacher
Maria Sarduy	Teacher
Nora Cohen	Teacher
Soraya Cibrán	Education Support Employee
Sara Uria	Education Support Employee
Maria Valdes	Parent
Ana Mederos	Parent
Lilybeth Herrera	Parent
Sissi Macias	Parent
Noelvis Ayala	Parent
Amelia Valdes	Parent
Melissa Deinys	Student
Emilio Nuñez	Student
Brenda Perez	Business/Community
Noah Kahn	Business/Community
Kristi Gomez	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

Members of the SAC partake in the evaluation of last year's school improvement plan. The SAC met during last school year to review and recommend changes to the SIP. Committee members were organized into groups of three to four. Each group was provided a copy of the school's data and a copy of the SIP. The groups worked collaboratively to analyze the data for the development of the current School Improvement Plan.

b. Development of this school improvement plan

Members of the SAC partake in the School Improvement Plan Writing Committee. Therefore, they collaboratively develop the framework with input from all stakeholders. The School Advisory Council monitors and approves all goals and initiatives included on the plan. The School Advisory Council is the sole body responsible for the final decision making at the school relating to the implementation of SIP goals and strategies. The school's annual budget is also reviewed by the SAC. Furthermore, the School Advisory Council reviews programs and concerns to provide support for the academic achievement of the student body and approves any adjustments necessary throughout the school year.

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

Members of the SAC partake in the annual budget and plan accordingly. The school annual budget is also reviewed by the SAC annually. The SAC committee will meet during the next SAC meeting in October to discuss the annual budget.

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

The SAC committee allocated the SAC funds, in the amount of \$6,840.00, used towards the purchase of additional computers.

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
Alfaro, Mayra	Principal
Urbanik, Erika	Assistant Principal
Rodriguez, Rita	Assistant Principal
Reyes, Marlene	Teacher, K-12
Sanchez, Rosa	Instructional Coach
Mckenzie, Andrew	Instructional Coach
Valdes, Mildred	Instructional Coach
Julia, Yailen	Instructional Coach
Hernandez, Rosa	Teacher, K-12
Bivens, Ashonda	Teacher, K-12
Bacallao, Marilyn	Teacher, K-12
Wilson, Lovietta	Teacher, K-12
Pumar, Maria	Teacher, K-12
Verdugo, Veronica	Teacher, K-12
Miro, Maylin	Teacher, K-12
Berkley, Diane	Teacher, K-12
Morales, Caridad	Teacher, K-12
Solano, Yvette	Teacher, K-12

b. Duties

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

The LLT promotes literacy within the school by continuously monitoring academic progress through data analysis, classroom walkthroughs, and ongoing professional development.

To successfully promote literacy the LLT works to guarantee fidelity of the implementation of the K-12 CRRP. In an effort to achieve reading success, the administration team carries out classroom walkthroughs and observes various elements of the CRRP such as print rich environment, classroom libraries, effective implementation of intervention programs, and differentiated instruction.

Curriculum meetings and Professional Development opportunities are also provided to align with literacy needs. These opportunities expand to all content areas and include topics such as effectively utilizing reading and writing strategies, differentiating instruction, utilization of technology and digital resources, using the Gradual Release of Responsibility Model, and various strategies to increase rigor and text complexity.

Ernest R Graham K-8 celebrates literacy by implementing the following activities school-wide: Read for the Record; Character Parade; PJ Story Night; Book Fair; 100 Day of School and Dr. Seuss Month celebration.

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.

Instructional Coaches meet with grade levels to determine areas of students' strengths and weaknesses as demonstrated by classwork assignments and assessment results. Teachers meet on a weekly basis to plan and collaborate together by grade levels and subject areas. Their meetings focus on the implementation of the Florida State Standards through explicit instruction and model lessons. During department/grade level meetings teachers share best practices and work collaboratively to ensure academic achievement. Curriculum meetings by departments are held on a monthly basis to discuss new District resources and guidelines. Teachers are given the opportunity to observe and visit model classrooms.

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

To recruit, develop and retain highly qualified, certified-in-field, and effective teachers, Ernest R Graham K-8 Academy recruits from local State and Private Universities, and the Teacher Match Online System. Ongoing professional development is provided to ensure professional growth. Highly Qualified teachers are encouraged to be active participants of the school's decision making process, where their level of expertise is recognized and valued.

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

Ernest R Graham K-8 Academy has implemented various programs to provide new teachers with high quality mentoring support needed to develop effective educators. New teachers are paired with grade level/department chairs to develop curriculum strategies and provide classroom management support. Grade level planning is also implemented at the school site in grades K-8 weekly to facilitate teaching partnerships, encourage the exchange of ideas, and share best practices. In addition, teachers participate in the District's MINT, NEST, and i3 Mentoring Programs.

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.

Ernest R Graham K-8 Academy's instructional programs are aligned with the Florida Standards by ensuring that all teachers include the benchmarks that pertain to the subject being taught each day in their lesson plans. District's Pacing Guides are utilized as a tool to guide standard based instruction. In addition, formal and informal observations are conducted in order to ensure the proper alignment of the core programs. Grade level and department meetings are held weekly in order to facilitate teachers with the appropriate tools that will align curriculum to the Florida standards. Specific instructional and assessment tools are utilized to direct instruction and differentiate according to the student levels as measured by formal and informal assessments. Analysis of the student performance data determines instructional placing and remediation strategies for Math and Reading.

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.

The administrative team desegregates school wide data to review and analyze the FSA/SAT results in order to target specific instructional goals and objectives for curriculum planning. Students performing below grade level will be monitored to determine the effectiveness and fidelity of the Reading and Math intervention programs such as Wonder Works Reading Intervention, Ready Florida MAFS and iReady Math. Teachers participate in data chats in order to create differentiated instructional groups. Furthermore, data chats allow teachers to design specific lessons that will address academic deficiencies. Classes are scheduled into the computer lab on a rotational basis to infuse technology in the learning process. Instructional and digital resources available within core programs are utilized to enhance instruction, provide intervention and improve student achievement. Instructional staff participates in curriculum meetings and professional development that is centered on differentiated instruction, utilizing available reports and resources in order to provide needed interventions.

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: 1,080

Title III ELL Tutoring Program

Strategy Rationale

Students participating in the Title III tutoring program engage in additional learning opportunities fostering both their acquisition of language and academic skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rodriguez, Rita, rirodriguez@dadeschools.net

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

Reports from Imagine Learning, Achieve 3000 and i-Ready Reading/Math Response to Intervention is used to analyze the effectiveness of the strategy.

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.

Ernest R Graham K-8 Academy has one Voluntary Pre-Kindergarten (VPK) class that is funded through Title I. The funds are used to provide a highly qualified teacher and paraprofessional. The VPK program prepares young children to be life-long learners. The teacher and paraprofessional in this class assists preschool children to make the transition into our Kindergarten school program as smooth and supportive as possible. Our Pre-Kindergarten and Kindergarten teachers collaborate to ensure that our students receive a variety of meaningful experiences.

Our Kindergarten Transition meetings are held three times a year to inform parents about the kindergarten curriculum, grade level expectations, assessments and other pertinent information to ensure a smooth transition from the preschool program.

A successful transition of students at Ernest R Graham K-8 Academy from fifth grade to the middle school grades is made possible by providing students with grade level orientations at the beginning of the school year. The student service team also assists students in their transition from one grade to the another to discuss subject selection and available courses. We also have Parent Articulation Night for students and parents that are transitioning into middle school.

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, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

G097006

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	
Middle School Performance in EOC and Industry Certifications	100.0
FCAT 2.0 Science Proficiency	60.0
CELLA Writing Proficiency	37.0

Targeted Barriers to Achieving the Goal 3

- Effective implementation of resources to address individualized student needs based on data findings.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Reading and Math coaches, supplemental instructional materials targeting core instruction such as iReady, Wonder Works, MyON Reader, Accelerated Reader, Reflex Math, Topic assessments, Promethean Board, intensive assessment preparation through the use of bootcamps, computer based instructional programs, computer labs, classroom computers, laptop carts, student tablets, common planning, and professional development.

Plan to Monitor Progress Toward G1. 8

Progress will be monitored using topic and quarterly assessments, usage reports, and intervention assessment data outcomes to determine effectiveness of planning and instructional delivery in all content areas.

Person Responsible

Mayra Alfaro

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

District Assessments, topic assessments, quarterly assessments, computer program generated reports, iReady reports, lesson plans, student folders, and data binders (reports and assessment data).

Action Plan for Improvement



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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

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

 G097006

G1.B2 Effective implementation of resources to address individualized student needs based on data findings. 2

 B260968

G1.B2.S1 Use on-going data to adjust instruction utilizing available reports to maximize student achievement. 4

 S276335

Strategy Rationale

Data from PowerBi indicates a need for differentiated instruction to increase student achievement in all content areas.

Action Step 1 5

Conduct curriculum meetings and professional development during common planning/teacher workdays to increase data awareness in core instruction throughout all content areas.

Person Responsible

Mayra Alfaro

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets, Agenda, Usage Reports, formative and summative assessments, FSA 2018, SAT-10, Topic assessments, Quarterly assessments, EOC Assessments, FCAT 2.0 Science and Mini-classroom assessments, minutes.

Action Step 2 5

Analyze data and align instruction to implement proper usage of available resources that will increase student achievement.

Person Responsible

Mayra Alfaro

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson plans, computer program generated reports and annotations, student work, and assessment data.

Action Step 3 5

Utilize instructional coaches to provide job embedded support to instructors during planning and implementation of core instructional programs.

Person Responsible

Mayra Alfaro

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Coaching logs, lesson plans, walk-through log and assessment data.

Action Step 4 5

Utilize data to provide differentiated instruction to maximize student performance in all content areas.

Person Responsible

Mayra Alfaro

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Logs of Differentiated instruction plans, classroom walk-throughs, lesson plans, lists of flexible groups for differentiated instruction.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

In order to monitor the fidelity of implementation classroom walk-throughs will be conducted.

Person Responsible

Mayra Alfaro

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Formative and summative assessments, iReady reports, SAT-10, EOC Assessments, FCAT 2.0 Science and 2018 FSA.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

In order to monitor the effectiveness of implementation the FCIM model will be utilized, iReady Diagnostic results, topic and quarterly assessments, SAT-10, and FSA data to conduct data chat meetings in order to adjust instruction as needed.

Person Responsible

Mayra Alfaro








Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Formative and summative assessment: 2018 FSA, SAT-10, EOC Assessments and FCAT 2.0 Science, schedule chats, sign-in sheets, annotations from data chats, list of flexible/fluid groups for differentiated instruction.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M400322	Progress will be monitored using topic and quarterly assessments, usage reports, and intervention...	Alfaro, Mayra	8/21/2017	District Assessments, topic assessments, quarterly assessments, computer program generated reports, iReady reports, lesson plans, student folders, and data binders (reports and assessment data).	6/7/2018 biweekly
G1.B2.S1.MA1  M400316	In order to monitor the effectiveness of implementation the FCIM model will be utilized, iReady...	Alfaro, Mayra	8/21/2017	Formative and summative assessment: 2018 FSA, SAT-10, EOC Assessments and FCAT 2.0 Science, schedule chats, sign-in sheets, annotations from data chats, list of flexible/fluid groups for differentiated instruction.	6/7/2018 biweekly
G1.B2.S1.MA1  M400317	In order to monitor the fidelity of implementation classroom walk-throughs will be conducted.	Alfaro, Mayra	8/21/2017	Formative and summative assessments, iReady reports, SAT-10, EOC Assessments, FCAT 2.0 Science and 2018 FSA.	6/7/2018 biweekly
G1.B2.S1.A1  A372169	Conduct curriculum meetings and professional development during common planning/teacher workdays to...	Alfaro, Mayra	8/21/2017	Sign-in sheets, Agenda, Usage Reports, formative and summative assessments, FSA 2018, SAT-10, Topic assessments, Quarterly assessments, EOC Assessments, FCAT 2.0 Science and Mini-classroom assessments, minutes.	6/7/2018 quarterly
G1.B2.S1.A2  A372170	Analyze data and align instruction to implement proper usage of available resources that will...	Alfaro, Mayra	8/21/2017	Lesson plans, computer program generated reports and annotations, student work, and assessment data.	6/7/2018 weekly
G1.B2.S1.A3  A372171	Utilize instructional coaches to provide job embedded support to instructors during planning and...	Alfaro, Mayra	8/21/2017	Coaching logs, lesson plans, walk-through log and assessment data.	6/7/2018 biweekly
G1.B2.S1.A4  A372172	Utilize data to provide differentiated instruction to maximize student performance in all content...	Alfaro, Mayra	8/21/2017	Logs of Differentiated instruction plans, classroom walk-throughs, lesson plans, lists of flexible groups for differentiated instruction.	6/7/2018 biweekly

V. Professional Development Opportunities

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

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

G1.B2 Effective implementation of resources to address individualized student needs based on data findings.

G1.B2.S1 Use on-going data to adjust instruction utilizing available reports to maximize student achievement.

PD Opportunity 1

Conduct curriculum meetings and professional development during common planning/teacher workdays to increase data awareness in core instruction throughout all content areas.

Facilitator

Instructional Coaches (Rosa Sanchez, Mildred Valdes, Andrew McKenzie, Yailen Julia), ELL Resource (Marlene Reyes)

Participants

Teachers in grades K-8

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Utilize instructional coaches to provide job embedded support to instructors during planning and implementation of core instructional programs.

Facilitator

instructional Coaches (Sanchez, Valdes, McKenzie, Julia) ELL Resource (Reyes)

Participants

Teachers K-8

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Conduct curriculum meetings and professional development during common planning/ teacher workdays to increase data awareness in core instruction throughout all content areas.	\$0.00
2	G1.B2.S1.A2	Analyze data and align instruction to implement proper usage of available resources that will increase student achievement.	\$0.00
3	G1.B2.S1.A3	Utilize instructional coaches to provide job embedded support to instructors during planning and implementation of core instructional programs.	\$0.00
4	G1.B2.S1.A4	Utilize data to provide differentiated instruction to maximize student performance in all content areas.	\$0.00
Total:			\$0.00