

Miami-Dade County Public Schools

Gloria Floyd Elementary School



2017-18 Schoolwide Improvement Plan

Gloria Floyd Elementary School

12650 SW 109TH AVE, Miami, FL 33176

<http://gloriafloyd.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	No	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	26

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 Gloria Floyd 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.

Our mission at Gloria Floyd Elementary, in cooperation with the parents and the community, is to provide a well - rounded education, in a safe learning environment which will enable all of our students to reach their highest potential.

b. Provide the school's vision statement.

At Gloria Floyd Elementary School, we envision our students receiving a state of the art educational experience, in a multicultural setting, which will nurture and encourage them to become effective communicators, critical thinkers, and productive citizens.

2. School Environment

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

Students are encouraged to research and share aspects of their culture through projects, presentations, and research reports. Cultural heritage night events showcase students' diverse backgrounds, and allow parents to be engaged in student learning. The Values Matters curriculum is implemented throughout the school day.

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

We are committed to uphold the core values of honesty, integrity, and help students develop positive attitudes while fostering cooperation among students. Our continued goal is to challenge our students intellectually, to encourage them to develop socially, and to guide them toward independent thinking and problem solving. As we strive to promote positive development in all aspects of each student's life, it is our goal to develop a school community of respectful, responsible, and caring learners who make good choices and decisions resulting in successful outcomes. We encourage students to give their best, every moment of every day. We want to instill within our students a sense of personal pride, academic responsibility, as well as love for our school.

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.

Gloria Floyd Elementary is committed to providing an engaging teaching and learning environment for students, staff, and members of the community. Instructional time interruptions are kept to a minimum. Our school utilizes the Code of Student Conduct which identifies, recognizes, and rewards model student behavior within a framework of clearly established and enforceable rules and policies. We advocate a holistic approach to promoting and maintaining a safe learning environment and requires active participation from students, parents/guardians, and school staff. In addition, students are nominated to Do The Right Thing program, anti-bullying campaigns, initiatives that support civic, moral and ethical values, encourage a positive and supportive school climate, and allow all school personnel to recognize and reward students for exemplifying model student 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.

Counseling services are provided to all students as needed. The 5000 Role model program allows teachers to mentor minority boys in order to help them become productive functioning members of society. Social workers, psychologists, and teachers work together collaboratively in order to monitor student progress, and provide academic and social services to meet the needs of all the students. Counselors continue to link child-serving and community agencies to the schools and families to support the children's academic, behavior, and social success. They monitor the RtI process, collaborate with teachers, and attend or conduct meetings with parents to review data and discuss educational strategies for intervention/remediation of SIP goals.

3. Early Warning Systems

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

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

Attendance- 10+ absences; Parents are informed at the beginning of the school year of the school's attendance policy and plan. Students with 5 or more absences receive a letter home, followed a sequential series of steps (phone calls, home visits, counseling referrals, and detentions) for continued tardies/absences.

Performance - Students who are retained or identified as a Tier 2 or Tier 3 student receive intensive intervention.

Performance - Students score at below proficiency in either ELA or Math receive intensive intervention.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	7	3	6	8	1	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	2	6	5	14	11	15	0	0	0	0	0	0	0	53

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	4	7	4	5	18	11	0	0	0	0	0	0	0	49

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

Supplemental instruction and interventions are provided in alignment with effective core instruction and behavior supports to groups of targeted students who need additional instruction. All "at risk" students receive intervention through the Wonders Intervention program, I - Ready, during / after school tutoring, and differentiated instruction.

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 school will offer meetings/workshops before, during and after school. Furthermore, incentives will be used to enhance attendance at these workshops. Parent nights will be utilized each quarter to bring parents into the school. In addition, the school's website is updated on a weekly basis. Administration consistently utilizes the Blackboard Connect system to inform families of school news and events. The following media are also used to disseminate information: school calendars, flyers, and the marquee.

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.

Business and Community representatives are invited to be on the EESAC, and are encouraged to attend all meetings. Business partners are involved with Open House, Resource Fair, and other night time activities . Business support is also provided through fundraisers.

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
Dovale, Mayte	Principal
Valerio, Maria	Assistant Principal
Murali, Latha	Teacher, K-12
Gul, Angelina	Teacher, K-12
Medina, Jorge	Teacher, K-12
Munoz, Rosanna	Teacher, K-12
Sami, Golnaz	School Counselor
Gonzalez, Nicole	Teacher, K-12
Whipple, Jennifer	Teacher, K-12
Llorca, Marlyn	Teacher, PreK
Martinez, Monica	Teacher, K-12
Walker, Chiquita	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.

Mayte Dovale (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities and SIP goals.

Maria Valerio (Assistant Principal): Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities regarding strategies outlined in the SIP.

Marlyn Llorca, Monica Martinez, Nicole Gonzalez, Chiquita Walker (Grade Level Chairs) (PreK/ K-5th): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Rosanna, Munoz, Latha Murali (Exceptional Student Education (ESE) Teachers): Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching, collaboration, and goal setting. Latha Murali, Nicole Gonzalez, Jorge Medina, (Reading Liaison, Mathematics and Science Liaisons):

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring as per the SIP.

Golnaz Sami (Counselor): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to

support the child's academic, emotional, behavioral, and social success. They monitor the RtI process, collaborate with teachers, and attend or conduct meetings with parents to review data and discuss educational strategies for intervention/remediation of SIP goals.

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 Gloria Floyd Elementary MTSS Team will meet on a monthly basis to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The team will use Tier 1, 2, and 3 Problem Solving processes to systematically examine available data with the goal of increasing student achievement.

The Gloria Floyd Elementary MTSS/RtI Team will meet quarterly to assess instruction and interventions in proportion to the student needs. Below are some of the levels of support:

1. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The team will Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. Also, the team will 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.

2. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavior supports to groups of targeted students who need additional instruction and/or behavioral support. The team will review Tier 2 data and evaluate whole group and individual student progress, as well as select students for SST Tier 3 intervention.

3. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual's rate of progress academically and/or behaviorally. SST will be recommended for students not demonstrating adequate progress at this level of intervention.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Title III funds and resources will be utilized to provide tutoring services to ESL students after school.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mayte Dovale	Principal
Angelina Gul	Teacher
Cornelius Hines	Education Support Employee
Eliset Machin	Teacher
Latha Murali	Teacher
Patricia Solares	Education Support Employee
Rosa Bendezu	Teacher
Jackie Costa	Teacher
Becky Vignau	Parent
Iris Coronado	Parent
Ed Torres	Business/Community
Latoya Kilgour	Student
Golnaz Sami	Education Support Employee
Deborah Green	Education Support Employee
Marlyn Llorca	Teacher
Ricardo Costa	Business/Community
Liz Esteban	Parent

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

Last year's school improvement plan had a positive impact on student achievement. 71 percent of the students were proficient in FSA ELA , and 71 percent of the students were proficient in FSA Mathematics. This was an 1% increase in Reading, and 3% in Mathematics from the previous year.

b. Development of this school improvement plan

The SAC is actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget. Special attention to budget expenditures is given to providing tutoring / resources for students in need of assistance.

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

The SAC has allocated approximately \$3000 in funds that will be used to improve student performance on state assessments.

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

\$2300, class sets of Ready Reading supplemental resources for reading instruction were purchased in 2016-17 school year.

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.

Elections will be scheduled to bring the school into compliance 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
Dovale, Mayte	Principal
Valerio, Maria	Assistant Principal
Murali, Latha	Teacher, K-12
Munoz, Rosanna	Teacher, ESE
Gul, Angelina	Teacher, K-12

b. Duties

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

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Teachers and teacher leaders will develop lessons that provide students with opportunities to incorporate writing throughout the curriculum, while encouraging teachers to unpack standards and provide a rigorous curriculum. Emphasis will be placed on intervention strategies to increase learning gains.

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.

Common planning time is built into teacher schedules, and collaborative planning is encouraged and supported by administration. Professional Learning Communities are encouraged and supported by administration.

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

Open positions are advertised through the district HR portal. Administration interviews eligible candidates from the interview pool and selects finalists based on certification, experience, and qualifications of the position. Staff is retained based on areas of certification and expertise, as well as statement of interest from the staff member. (Principal)

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

New teachers and teachers in need of improvement are provided mentors. Teachers are paired based on assignment and grade level. Mentor teachers have proven themselves to be highly effective teachers. There are currently no novice teachers or teachers in need of improvement.

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.

Teachers plan collaboratively on a weekly basis to ensure that classroom instruction is based on district adopted instructional materials and pacing guides. Teachers' lesson plans provide evidence of classroom instruction that is aligned with Florida's standards.

b. Instructional Strategies

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

Data is used to identify students for targeted remediation and enrichment. Small group instruction, after school and in house tutoring, Wonderworks intervention, and differentiated instruction is also provided through technology and computer based programs such as I-Ready and Reflex math. Enrichment is provided in core subject areas through clubs, reading contests, and district purchased software to enhance student performance.

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: Extended School Day

Minutes added to school year: 4,800

1. Daily intensive instruction in core subjects - Reading (twice a week) and Math (twice a week)- to increase instructional time in deficient benchmarks for grades 3-5.

Strategy Rationale

Providing students differentiated support with intensive instruction and additional time in the core subjects will help them make student gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dovale, Mayte, mdovale@dadeschools.net

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

The Literacy Leadership Team will create goals, specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of the Annual Measurable Objectives. The LLT will participate in the analysis of student data (on a quarterly basis) and interpret various reports that drive instructional implications across the curriculum. In addition, the LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader, iReady and reading contests. The team will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

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.

Flyers are distributed to local PREK programs to invite 4 year olds to visit the school each Spring. Parents and students are encouraged to attend the Kindergarten orientation in mid-May to prepare incoming Kindergarteners for the upcoming school year. In addition, students and parents are invited to a fall K orientation that occurs the week before school starts. Finally, Open House offers an opportunity for parents to understand key components of Kindergarten transition. Students in Kindergarten are assessed annually with the FLKRS to determine concept mastery in reading. In addition, Interim Assessments measure mastery in Mathematics and Science.

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.

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If core instruction and targeted interventions are increased, then student achievement of the lowest twenty-five percent of the population will improve.

Strategic Goals Detail

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

G1. If core instruction and targeted interventions are increased, then student achievement of the lowest twenty-five percent of the population will improve. 1a

G097009

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0
CELLA Listening/Speaking Proficiency	72.0
CELLA Reading Proficiency	42.0
FSA Mathematics Achievement	72.0
Math Gains	70.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	56.0
CELLA Writing Proficiency	30.0
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - ELL	
AMO Math - SWD	

Targeted Barriers to Achieving the Goal 3

- Data is utilized at a surface level; depth is required.
- Daily interventions require fidelity of instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District personnel , Wonders Reading textbooks, WonderWorks Intervention, Houghton Mifflin Go - Math textbooks, Pearson Science textbooks, teacher editions, technology, Promethean boards , computer labs, at least 3 computers per classroom,professional development, Accelerated Reader, MyOn Readers, I -Ready, Think Central, Khan Academy, IXL, Discovery Education, Gizmos, common planning by grade level.

Plan to Monitor Progress Toward G1. 8

Data from District assessments will be monitored for student progress.

Person Responsible

Mayte Dovale

Schedule

Quarterly, from 8/28/2017 to 6/8/2018

Evidence of Completion

Results of iReady and Topic Assessments

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction and targeted interventions are increased, then student achievement of the lowest twenty-five percent of the population will improve. 1

 G097009

G1.B2 Data is utilized at a surface level; depth is required. 2

 B260977

G1.B2.S1 Quarterly data chats will be utilized to identify, target, and monitor students in the lowest twenty-five percent of the population to ensure learning gains. 4

 S276349

Strategy Rationale

Historically, only 45 percent of the lowest twenty-five percent of the population have made learning gains.

Action Step 1 5

Teachers will engage in data chats with administration and participate in professional development on data analysis.

Person Responsible

Maria Valerio

Schedule

Quarterly, from 9/18/2017 to 6/8/2018

Evidence of Completion

Sign - in sheets and agenda

Action Step 2 5

Teachers will engage in data analysis with students to monitor progress.

Person Responsible

Maria Valerio

Schedule

Quarterly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Student data chat sheets.

Action Step 3 5

Targeted instruction to lowest 25 percent of population will result from data chats.

Person Responsible

Mayte Dovale

Schedule

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

Evidence of Completion

Lesson plans, DI group lists, intervention lists

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

Administration will review the data chat binders, and observe intervention sessions.

Person Responsible

Mayte Dovale

Schedule

Quarterly, from 9/18/2017 to 6/8/2018

Evidence of Completion

Administrative walk-throughs, Observations, and data chat schedules.

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

Teachers and Administrators will review WonderWorks data and IReady reports.

Person Responsible

Mayte Dovale

Schedule

Monthly, from 8/28/2017 to 6/8/2018

Evidence of Completion

Reports from IReady will reflect growth.

G1.B3 Daily interventions require fidelity of instruction. **2**

 B260978

G1.B3.S1 Teachers will learn how to utilize appropriate intervention materials materials for effective and rigorous instruction with Tier 2 and Tier 3 students. **4**

 S276350

Strategy Rationale

Teachers have had difficulty selecting the best materials to be used for intervention with Tier 2 and Tier 3 students. Historically, the lowest twenty-five percent of the population has failed to make significant learning gains.

Action Step 1 **5**

Teachers will be provided with multiple opportunities to gain knowledge on WonderWorks and other materials to be utilized for intervention with Tier 2 and Tier 3 students.

Person Responsible

Mayte Dovale

Schedule

On 9/29/2017

Evidence of Completion

Grade Level meeting sign -in sheets, agenda

Action Step 2 **5**

Teachers will demonstrate utilization of WonderWorks and other appropriate resources to be used for daily interventions.

Person Responsible

Mayte Dovale

Schedule

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

Evidence of Completion

Lesson plans, and minutes of grade level meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walk-throughs will be utilized to observe utilization of appropriate and supplemental resources.

Person Responsible

Mayte Dovale

Schedule

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

Evidence of Completion

Observation documents and informal notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyze quarterly data to monitor the effectiveness of interventions with Tier 2 and Tier 3 students, and the lowest twenty-five percent of the population.

Person Responsible

Mayte Dovale











Schedule

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

Evidence of Completion

Data will reflect student achievement of the lowest twenty-five percent of the population.

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.B3.S1.A1  A372192	Teachers will be provided with multiple opportunities to gain knowledge on WonderWorks and other...	Dovale, Mayte	9/18/2017	Grade Level meeting sign -in sheets, agenda	9/29/2017 one-time
G1.B2.S1.A2  A372190	Teachers will engage in data analysis with students to monitor progress.	Valerio, Maria	10/9/2017	Student data chat sheets.	5/25/2018 quarterly
G1.B2.S1.A3  A372191	Targeted instruction to lowest 25 percent of population will result from data chats.	Dovale, Mayte	10/9/2017	Lesson plans, DI group lists, intervention lists	6/1/2018 monthly
G1.MA1  M400337	Data from District assessments will be monitored for student progress.	Dovale, Mayte	8/28/2017	Results of iReady and Topic Assessments	6/8/2018 quarterly
G1.B2.S1.MA1  M400333	Teachers and Administrators will review WonderWorks data and IReady reports.	Dovale, Mayte	8/28/2017	Reports from IReady will reflect growth.	6/8/2018 monthly
G1.B2.S1.MA1  M400334	Administration will review the data chat binders, and observe intervention sessions.	Dovale, Mayte	9/18/2017	Administrative walk-throughs, Observations, and data chat schedules.	6/8/2018 quarterly
G1.B2.S1.A1  A372189	Teachers will engage in data chats with administration and participate in professional development...	Valerio, Maria	9/18/2017	Sign - in sheets and agenda	6/8/2018 quarterly
G1.B3.S1.MA1  M400335	Analyze quarterly data to monitor the effectiveness of interventions with Tier 2 and Tier 3...	Dovale, Mayte	8/21/2017	Data will reflect student achievement of the lowest twenty-five percent of the population.	6/8/2018 biweekly
G1.B3.S1.MA1  M400336	Classroom walk-throughs will be utilized to observe utilization of appropriate and supplemental...	Dovale, Mayte	8/21/2017	Observation documents and informal notes	6/8/2018 weekly
G1.B3.S1.A2  A372193	Teachers will demonstrate utilization of WonderWorks and other appropriate resources to be used for...	Dovale, Mayte	8/21/2017	Lesson plans, and minutes of grade level meetings	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 and targeted interventions are increased, then student achievement of the lowest twenty-five percent of the population will improve.

G1.B2 Data is utilized at a surface level; depth is required.

G1.B2.S1 Quarterly data chats will be utilized to identify, target, and monitor students in the lowest twenty-five percent of the population to ensure learning gains.

PD Opportunity 1

Teachers will engage in data chats with administration and participate in professional development on data analysis.

Facilitator

I Ready Trainer / Administration

Participants

Teachers

Schedule

Quarterly, from 9/18/2017 to 6/8/2018

G1.B3 Daily interventions require fidelity of instruction.

G1.B3.S1 Teachers will learn how to utilize appropriate intervention materials materials for effective and rigorous instruction with Tier 2 and Tier 3 students.

PD Opportunity 1

Teachers will be provided with multiple opportunities to gain knowledge on WonderWorks and other materials to be utilized for intervention with Tier 2 and Tier 3 students.

Facilitator

Gonzalez, Pelaez, Murali

Participants

Faculty

Schedule

On 9/29/2017

VII. Budget

1	G1.B2.S1.A1	Teachers will engage in data chats with administration and participate in professional development on data analysis.	\$0.00
2	G1.B2.S1.A2	Teachers will engage in data analysis with students to monitor progress.	\$0.00
3	G1.B2.S1.A3	Targeted instruction to lowest 25 percent of population will result from data chats.	\$0.00
4	G1.B3.S1.A1	Teachers will be provided with multiple opportunities to gain knowledge on WonderWorks and other materials to be utilized for intervention with Tier 2 and Tier 3 students.	\$0.00
5	G1.B3.S1.A2	Teachers will demonstrate utilization of WonderWorks and other appropriate resources to be used for daily interventions.	\$0.00
Total:			\$0.00