

Miami-Dade County Public Schools

Everglades K 8 Center



2017-18 Schoolwide Improvement Plan

Everglades K 8 Center

8375 SW 16TH ST, Miami, FL 33155

<http://evergladesk8.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	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Everglades K 8 Center

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 is to prepare students with the knowledge and skills students need to reach their highest level of academic success, to help maximize their physical and socio-emotional competence, and to make every effort to identify and secure resources, including competent administrators, highly-qualified teachers, and involved parents to achieve our goals.

b. Provide the school's vision statement.

It is the vision of Everglades K-8 Center to attend to the needs of each student utilizing research-based comprehensive programs that facilitate the delivery of individualized instruction. This instruction is delivered in an environment that promotes the development of strong character through the appreciation of values, the dignity of duty, the understanding of self-respect, and the commitment to service. Consequently, each student can achieve their highest intellectual potential and become productive members of society.

2. School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students is ongoing throughout the school year. Our school honors the diversity of our students' cultures through events such as Hispanic Heritage and African American History celebrations. On these occasions, children dress in their country's native attire, share customs and traditions, and taste different ethnic cuisines. Grandparents' Day is another event which allows the school to interact with families and learn more about their culture. Abuelas in Action, a group of grandparents, assist in the classroom and the cafeteria. Take Your Child To Work Day and Dads Walk Your Child to School Day are both celebrated at Everglades K-8 Center. Furthermore, our Media Center is a valuable resource that provides a wealth of multicultural literature which shows students not only how people are different, but more importantly how they are alike. Relationships between teachers and students grow through open lines of communication. By establishing an environment of mutual respect between educators and learners, students feel confident in the classroom setting. This environment promotes maximum learning to occur since students do not feel threatened by making mistakes; rather, they learn from them. Individual teachers' websites also allow for communication between the school and home. Students can check their homework assignments and upcoming class events from the convenience of their own house allowing them to be prepared for school each day and optimizing chances of success.

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

Everglades K-8 Center creates an environment where students feel safe and respected before, during, and after school in various ways. First and foremost, the school builds positive relationships with students through honesty, respect and compassion. At the start of the school year, assemblies are held by grade level, detailing rules and setting standards of expected behavior. Additionally, there is a "Bully Box" placed in the main hallway of the school where students can anonymously report an alleged bully incident. The counselors then follow school and district protocol in conducting an investigation. Whenever necessary, the counselors will conduct in-class presentations on conflict

resolution, self-respect, and role playing to solve problems. Character education is an integral part of our school's strategy to create a safe and respectful environment. Each morning, over the public address system, a short description is read about one of the character education traits such as responsibility, citizenship and honesty. Our use of the "Spot Success" and "Do the Right Thing" programs encourage students to act with integrity at all times. Most importantly, having our campus well supervised by security monitors, administrators, faculty and staff gives students a sense of safety and security.

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.

Everglades K-8 Center promotes and follows the Miami-Dade County Public Schools' Code of Student Conduct. In addition, school site administration and staff have developed a 6-step protocol for schoolwide disciplinary actions related to particular incidents. Assemblies are held by grade level and counselors visit classrooms to explain the expectations. Student services personnel are assigned to specific grade levels and provide assistance and training to staff to ensure that the system is fairly and consistently enforced. Student services personnel work with individual classrooms, small groups and individual addressing needs and/or concerns.

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.

Everglades K-8 Center places emphasis on the social-emotional needs of all students. Counseling and mentoring of students and teachers is provided in a routine non-threatening manner. The well-being of the students, family and staff is of utmost importance in all activities at the school site. For example, food baskets are provided periodically to needy families at the school and surrounding neighborhood. Mentoring projects are student driven with activities through organizations and classroom projects. Teachers, parents, and community members help to ensure that students are involved and understand the importance of helping others in a positive way. In addition, presentations are made by district, region and other support personnel in classrooms. Evening, morning and after school events will also be held to provide guidance enabling parents to help their children. Different times will allow parents to attend meetings/activities that are most convenient for their individual schedules.

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.

At Everglades K-8 Center we strive to improve attendance regularly. The Multi-Tiered System of Supports (MTSS) Team at the school meets monthly to review the data and problem solving system as it relates to students' attendance to maximize the success of all students. We have attendance contests, rewards and discuss the importance of being at school daily with the parents and students. During the 2016-2017 school year, the District average attendance was 94.57% and Everglades K-8 Center was 95.49% showing a positive difference of 0.95%. Suspension rates over the last two years have also shown a decline. During the 2016-2017, Everglades K-8 Center had 0% rate of suspension.

In the Middle Learning Center (Grades 6-8), 98.6% of the students passed Language Arts and Reading. Three sixth graders (1.4% of sixth graders) did not pass the Language Arts course. In grades 6, 7 and 8, 100% of the students passed Science and Social Studies. In grades 6 - 8. 97.5%

of the students passed Mathematics. All students in grades 6-8 were promoted to the next grade level during the 2016-2017 school year.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	2	2	2	5	5	3	2	7	0	0	0	0	29
Level 1 on statewide assessment	1	5	8	8	18	23	57	40	43	0	0	0	0	203
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	5	3	20	22	59	42	52	0	0	0	0	205

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

Everglades K-8 Center has a reading intervention program that involves the identification of students in grades K-3 that scored below the 40th percentile on the SAT, have been retained or are in the SST process. Students in grades 4-5 are placed on reading intervention based on FSA results. These students are given an additional 30 minutes of reading intervention on a daily basis. Students in grades 6-8 receive intervention based on FSA math and reading results. The i-Ready program provides another progress monitoring assessment for students every 20 school days to determine if current remediation strategies are showing improvement for the student. If improvements are not noted, intervention strategies are reviewed and changed if needed. These students are placed in Intensive Reading and/or Math based on their grade level. In addition, Title II, offers students in the ELL program tutoring daily before and/or after school. Students are monitored by the classroom teacher, counselor and/or administration.

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

Parents will be engaged in many activities including meetings in both Spanish and English. These will be held during different times of the day. Bilingual Connect-Ed calls will be made informing parents of upcoming events. Monthly calendars will be sent home and posted on the Everglades K-8 Center website.

Many parents find it difficult to become involved in school activities due to work schedules, family situations or other issues. Everglades K-8 Center conducts bilingual parent meetings and training. Events are scheduled at various times, which are convenient to working parents. We share information with parents with ample time to plan on attending the school-sponsored events. Bilingual workshops sponsored by The Parent Academy will be held at Everglades K-8 Center. The use of Connect-Ed, marquee, school web page and monthly calendar are used to communicate and promote monthly school events. Relevant community information is provided to parents through a Resource Fair held during Open House. Middle School Parents are provided the opportunity to attend quarterly Magnet Fairs, to inform parents of future educational opportunities for their child.

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.

Everglades K-8 Center has established a Business Partnership Program with local and national businesses. These include but are not limited to Home Depot, Target, Chick-fil-A, Publix, Mass Mutual, Pan American, Costco, i 9, Executive PASS, and Carrabbas Restaurant. These partners have provided support to the teachers and students by providing resources and guidance. They also volunteer at the school providing in-kind services. The school holds periodic breakfast meetings to discuss the school's and business partners' needs and how to improve the partnership.

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
Garrigo, Ramon	Principal
Sindelar, Edward	Assistant Principal
Colucci, Monica	Teacher, K-12
Romay, Fatima	Teacher, K-12
Henao, Carmen	Teacher, K-12
Rodriguez, Rina	Teacher, K-12
White, Kay	Teacher, K-12
Fernandez, Daniela	Teacher, K-12
Lugo, Rita	School Counselor
Cruz, Vilmaris	School Counselor
Byrnes, Anne	Teacher, K-12
Suarez, Hailey	Teacher, K-12
Gancedo, Irene	Assistant Principal
Kramer, Dana	Teacher, ESE
Monnott, Yasmine	Teacher, K-12
Veliz, Rosa	Teacher, K-12
Aloma, Mayra	School Counselor
Perez, Mabel	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.

Each subgroup represents a key component for an effective School Leadership team. The School Leadership team meets monthly to discuss data, current needs, school activities, and grade level concerns. In addition, all teachers are invited to express their opinions/concerns to any member of the team. We strive to have all staff be active members of our school community.

Administration

The administration provides a set time for monthly meetings. Agendas are designed with input from the previous meetings, and current concerns and items of importance.

Grade Level Chairs and Department Chairs

Grade Level Chairs and Department Heads are the voice of their team. Bringing achievement goals, data points, and current concerns within the grade level or department to the meetings.

Student Service Personnel

Student Service Personnel have the responsibility to inform the Leadership Team about concerns regarding their students. Topics include, but are not limited to are: attendance, behavior, SST process, MTSS, counseling, and there effects on student achievement.

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.

Administrators, teachers, and other staff members are placed at the school site on the basis of FTE counts, qualifications and certification. Curricular needs are met through the purchase and distribution of state adopted materials enabling the instructors to deliver rigorous and higher-order thinking skills through the use of materials and resources. In order to meet the needs of all students and maximize desired students' outcomes, teachers disaggregate data and determine which students need additional instruction or intervention. Budgetary constraints are based on student enrollment numbers and FTE funds. In addition, this year Everglades K-8 Center has been designated a Title I school and additional resources have been given to the school. The SIP is structured to address the effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs:

The Leadership Team uses the Problem Solving Process to set goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the Four Step Problem Solving Process as the basis for goal setting, planning, and program evaluation during all team meetings while focusing on increasing student achievement or behavioral success.
3. Determining how staff will know if students have made expected levels of progress toward proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tier Levels to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using the Tier 2 Problem Solving Process after each OPM.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Problem solving meetings occur monthly to:

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

Title I, Part A

Everglades K-8 Center provides services to ensure that the needs of all students are identified and met. Students requiring additional remediation are assisted through extended learning opportunities. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. The Curriculum Team develops, leads, and evaluates school core content standards and programs. It also identifies and analyzes existing literature on scientifically based curriculum and behavior assessment as well as intervention approaches. Those on the team:

- identify systematic patterns of students' needs while working with District personnel to identify appropriate evidence-based intervention strategies;
- assist with whole school screening programs that provide early intervening services for children 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.

Other components that are integrated into the school-wide program include an extensive parental program.

Title II

The District uses supplemental funds for improving basic education as follows:

- Providing training to certify qualified mentors for the New Teacher (MINT) Program training for add-on endorsement programs, such as Reading, Gifted, ESOL;
- Providing substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation; and
- Implementing Lesson Study Group and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials(K-12)

The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application(s).

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.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary and middle school teachers, administrators, counselors, and/or TRUST Specialists are also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

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.

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.

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ramon J. Garrigo	Principal
Jorge Pineda	Parent
Carlos Temperan	Business/Community
Jean Dawson	Teacher
Kay White	Teacher
Lourdes Garcia	Business/Community
Martha Ricardo	Teacher
Dennis Horton	Teacher
Jacqueline Moore	Education Support Employee
Lilliana Barrios	Parent
Maddine Reyes	Parent
Humberto Monzo	Business/Community
Sandra Larosa	Student
Anne Byrnes	Teacher
Isabel Perez-Medina	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

The EESAC brought together all stakeholders and involved them in an authentic role in decision making which impacted instruction and the delivery of programs. The SAC committee members reviewed the current School Improvement Plan and made recommendations for improvements to the members. Recommendations were discussed and incorporated into the plan, where applicable.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. They review the School Improvement Plan at every monthly meeting. Suggestions are made and incorporated into the School Improvement Plan.

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

EESAC funds totaling \$7000, have been tentatively earmarked for the achievement of students and the involvement of parents. The resources have been allocated to enhance our technology program within the building. Ensuring students have adequate time on task with technology resources. Computers are available on campus for parents to access student grades, class assignments, and overall information.

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

ESSAC funds targeted \$1,000 for technology supplies and/or equipment for the students.

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
Perez, Mabel	Teacher, K-12
Byrnes, Anne	Teacher, K-12
Fernandez, Daniela	Teacher, K-12
Sindelar, Edward	Assistant Principal
Rodriguez-Hazan, Martha	Instructional Media
Garrigo, Ramon	Principal
Gancedo, Irene	Assistant Principal

b. Duties

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

The major initiatives of the LLT this year will include: (1) aligning literacy with the Florida Standards (2) increasing learning gains among students in grades K-8, (3) implementing best practices to target instruction in the weakest content categories. Activities are held to encourage students and parents to read and improve literacy skills. These include having dedicated Media Center hours, book fairs, Dr. Seuss celebrations, daytime and evening events, buddy reading, and author visits.

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.

The Everglades K-8 Center staff has implemented specific designated times for common planning . Teachers meet and discuss current curriculum objectives in all subject areas and pacing of material. Teachers review data with the administration, individually and also by grade level and department. In addition, teachers meet with administration to review instruction, quarterly curricular goals, and strategies.

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

The Principal and Assistant Principals will be responsible for setting up a mentoring program for new teachers and/or teachers who have recently entered the teaching profession. A mentor will be assigned to each one. In addition, observations of teachers in their department/subject area will take place during the first few weeks of school. Best Practices will also be discussed at Faculty Meetings.

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

The assigned mentor and mentee will meet to discuss needs and new ideas to help the mentee. Opportunities will be arranged for the mentee to observe mentor and other teachers. Best practices will also be shared.

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.

Curricular materials are aligned to state standards. Teachers are updated and trained on the Florida Standards. Administrative walkthroughs, instructional rounds, and observations occur throughout the instructional day. Upon the completion of the administrative rounds, administrators meet with instructional personnel to review and reflect upon what was noted during the visit. The school purchases instructional materials from Miami-Dade County Public School's instructional material department. District developed Pacing Guides for all curricular areas and the Florida Standards are utilized by teachers to guide instruction.

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 Everglades K-8 Center Leadership Team meets and utilizes district and state level data to identify its strengths and weaknesses from the prior school year. Department and Grade Level Chairs review and reflect upon state and district data. The Chairs then meet with their specified team to review school-wide data. In addition, quarterly data chats are held with the administration to review student achievement and data results. Once teachers are knowledgeable about school data, they begin to review individual achievement levels. Data based groups are developed and later identified as Tier 2 and 3. Teachers also hold data chats with individual students so that they understand and take ownership of their performance results. Additional instructional time is given to students who fall under the Tier 2 and 3 categories. Teachers use the WonderWorks Program for the reading intervention in the elementary grades (K-5). Middle Learning Center students are placed in intensive math and reading courses. Based on strengths, weakness, and IEP goals, accommodations are given to students. When teachers are planning, data is considered and differentiated instruction is planned and occurs during the instructional block.

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

Strategy: After School Program

Minutes added to school year: 2,400

Selected students are offered intensive remediation through an tutorial/enrichment program. Identified students work in a small group setting with highly qualified teachers to promote mastery of benchmarks by grade level and subject area. Participation in annual academic clubs offer select students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, and geography. Monthly professional development is provided for all faculty to ensure understanding of instructional practices. Faculty members participate in best practice sessions, vertical and horizontal planning sessions and curricular information sessions.

Strategy Rationale

Additional instructional time will extend the learning day and provide support and opportunities for students to expand their knowledge and skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sindelar, Edward, esindelar@dadeschools.net

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

In order to determine the effectiveness of this strategy, data is collected monthly. The School Leadership Team meetings provide an opportunity for dialogue and to utilize the Four Step Problem Solving Process as the basis for goal setting, planning and program evaluation. The team collaborates to identify additional needs and focus for instructional decisions. The team will also review progress monitoring data, (Topic Assessments, i-Ready, etc.) at each grade level to identify students who meet or exceed benchmarks or students who need additional strategies in order to reach targeted instructional goals.

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.

Everglades K-8 Center's administration designates funds beyond those provided by the State of Florida's funded Voluntary Pre-Kindergarten Program (VPK). In addition, the school houses a Title I VPK program, Students With Disabilities (SWD) Pre-K Role Model Programs to instruct SWD students combined with standard curriculum students (role models). Funds are used to provide extended support through the hiring of full-time highly qualified teachers and paraprofessionals. The professionals assist in providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to obtain knowledge through initiatives shared with supportive adults. Plans for assisting pre-school children and their parents with the transition from early childhood to elementary school programs are offered for both General Education and Exceptional Student Education students. The parents of General Education Students are invited to a Kindergarten Orientation, while the parents of Exceptional Education Students. Children attend support meetings offered by the Pre-Kindergarten Program for Children with Disabilities and a

Kindergarten Orientation meeting held annually at the school. Students With Disabilities have an Individual Educational Plan (IEP) which includes input from parents, current and future teaching staff, and other service providers. The Kindergarten IEP is written at that meeting to ensure the best possible placement and that all needs will be met as special needs students transition to their new classroom. Everglades K-8 holds an articulation meeting for parents and preschool representatives to discuss upcoming registration procedures and academic requirements.

All grade level teachers meet throughout the school year to discuss horizontal and vertical planning. Parents are invited to visit and discuss concerns they have with the administration, teacher and/or counselor regarding the next school year transition. In all grade levels, orientations take place near the end of the school year. In addition to Pre-K, articulation occurs in Kindergarten, fifth and eighth grade. Fifth graders have a walk-through of the middle school. This allows the students to understand requirements such as credits, class offerings, clubs, and times. During students' seventh grade Civics course, career choice options are presented as a unit. This allows students to understand what varying schools offer to potential ninth grade students. In eighth grade, articulation meetings are provided and a Magnet Fair is held at the school. The Magnet Fair exposes students to options available through the Miami-Dade County Public Magnet Schools. Administrators, teachers, and counselors guide the students based on their career goals. An orientation is held before the opening of the school year for all new students and parents.

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

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.

NA

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.

NA

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

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

Strategic Goals Detail

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

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

 G097020

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0

Targeted Barriers to Achieving the Goal **3**

- Intervention is often interrupted due to teacher availability, conflict of schedules, rigorous program requirements, and technology demands.

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

- State and District Assessment Results; Intervention/Supplemental Programs (WonderWorks), Discovery Education, GIZMOS, Reflex Math, Pearson SuccessNet, i-Ready, Imagine Learning, Achieve 3000, Teachtown, Promethean World, Algebra Nation, Learning Ally; Title III; After-school Tutoring including math, ELL, ballet, and chess, Teen Trendsetters, My oNReader, ICivics, Floridastudents.org, MDCPS Pacing guides, CPALMS, State Adopted Textbooks, FSA.org, FDOE website, Khan Academy; Clubs including FEA, Student Council, Art, Music, Robotics, and Geography

Plan to Monitor Progress Toward G1. **8**

Formative Assessments, District Midyear and End of Year Assessments, FSA Assessments, EOC Assessment, i-Ready Diagnostic Assessments.

Person Responsible

Ramon Garrigo

Schedule

Every 6 Weeks, from 8/21/2017 to 6/7/2018

Evidence of Completion

Results from the 2018 Assessments: Florida Standards Assessments (FSA) in ELA and Mathematics, FCAT 2.0 Science, Algebra and Civics EOC, and i-Ready 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 is increased in all content areas, then student achievement will improve. **1**

 G097020

G1.B1 Intervention is often interrupted due to teacher availability, conflict of schedules, rigorous program requirements, and technology demands. **2**

 B261019

G1.B1.S1 Schedules have to be developed to ensure that all Tier II students, identified by SAT and FSA results are given required intervention, utilizing researched-based reading material, utilized to increase student reading achievement. Students will be able to participate in a structured intervention program based on class and teacher assignment. **4**

 S276379

Strategy Rationale

When teachers are given the time, materials, and support, they can provide quality reading intervention to students. Students in intervention need a structured learning environment. Allowing structured daily time on task for intervention, ensures that students are given the required assistance needed to increase their individual reading achievement.

Action Step 1 **5**

Schedules will be developed ensuring that elementary teachers with Tier II students are given the 30 minutes daily to provide required reading intervention during the school day.

Person Responsible

Ramon Garrigo

Schedule

Monthly, from 8/1/2017 to 6/8/2018

Evidence of Completion

Schedules will reflect scheduled intervention time, and students will be programmed for intervention.

Action Step 2 5

Intervention implementation guidelines and program components will distributed to all teachers.

Person Responsible

Ramon Garrigo

Schedule

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

Evidence of Completion

Evidence to support the action step will include schedules, book-inventory, teacher sign-in sheets, classroom observation, and administrative walk-throughs.

Action Step 3 5

Interventions will be implemented with fidelity and consistency.

Person Responsible

Ramon Garrigo

Schedule

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

Evidence of Completion

Teacher schedules will reflect the 30 minutes of intervention and student schedules will be updated as necessary.

Action Step 4 5

Progress Monitoring will be done with fidelity, using the district provided calendar, and ensuring that all students utilize the technology component to track student growth and/or regression and fidelity.

Person Responsible

Ramon Garrigo

Schedule

Every 6 Weeks, from 10/9/2017 to 6/7/2018

Evidence of Completion

Digital Groups and Progress Monitoring reports are available in the i-Ready platform detailing on going progress.

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

To monitor for fidelity, schedules will be reviewed, intervention classes will be observed, and student data will be monitored for achievement.

Person Responsible

Ramon Garrigo

Schedule

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

Evidence of Completion

Intervention rosters, student logs, data from progress monitoring, classroom, district, and state assessments will be collected..

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

Administrator will meet with grade level chairs and review grade level and student data to determine effectiveness of intervention.

Person Responsible

Ramon Garrigo

Schedule

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

Evidence of Completion

Agendas, sign-in sheets, school, district and state data reports, and classroom observations will serve as evidence of effectiveness.

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

Administrator will meet with intervention teachers and discuss student achievement and concerns.

Person Responsible

Edward Sindelar

Schedule

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

Evidence of Completion

Agendas, sign-in sheets, school, district and state data reports, and classroom observations will serve as evidence of effectiveness.

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

Supplies needed for instruction to implement the program will be monitored.

Person Responsible

Irene Gancedo










Schedule

Monthly, from 9/7/2017 to 6/7/2018

Evidence of Completion

Agendas, sign-in sheets, school, district and state data reports, and classroom observations will serve as evidence of effectiveness

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  M400416	Formative Assessments, District Midyear and End of Year Assessments, FSA Assessments, EOC...	Garrigo, Ramon	8/21/2017	Results from the 2018 Assessments: Florida Standards Assessments (FSA) in ELA and Mathematics, FCAT 2.0 Science, Algebra and Civics EOC, and i-Ready Assessments.	6/7/2018 every-6-weeks
G1.B1.S1.MA1  M400412	Administrator will meet with grade level chairs and review grade level and student data to...	Garrigo, Ramon	8/21/2017	Agendas, sign-in sheets, school, district and state data reports, and classroom observations will serve as evidence of effectiveness.	6/7/2018 monthly
G1.B1.S1.MA5  M400413	Administrator will meet with intervention teachers and discuss student achievement and concerns.	Sindelar, Edward	8/21/2017	Agendas, sign-in sheets, school, district and state data reports, and classroom observations will serve as evidence of effectiveness.	6/7/2018 monthly
G1.B1.S1.MA6  M400414	Supplies needed for instruction to implement the program will be monitored.	Gancedo, Irene	9/7/2017	Agendas, sign-in sheets, school, district and state data reports, and classroom observations will serve as evidence of effectiveness	6/7/2018 monthly
G1.B1.S1.MA1  M400415	To monitor for fidelity, schedules will be reviewed, intervention classes will be observed, and...	Garrigo, Ramon	8/21/2017	Intervention rosters, student logs, data from progress monitoring, classroom, district, and state assessments will be collected..	6/7/2018 monthly
G1.B1.S1.A2  A372293	Intervention implementation guidelines and program components will be distributed to all teachers.	Garrigo, Ramon	8/21/2017	Evidence to support the action step will include schedules, book-inventory, teacher sign-in sheets, classroom observation, and administrative walk-throughs.	6/7/2018 monthly
G1.B1.S1.A3  A372294	Interventions will be implemented with fidelity and consistency.	Garrigo, Ramon	8/21/2017	Teacher schedules will reflect the 30 minutes of intervention and student schedules will be updated as necessary.	6/7/2018 monthly
G1.B1.S1.A4  A372295	Progress Monitoring will be done with fidelity, using the district provided calendar, and ensuring...	Garrigo, Ramon	10/9/2017	Digital Groups and Progress Monitoring reports are available in the i-Ready platform detailing on going progress.	6/7/2018 every-6-weeks
G1.B1.S1.A1  A372292	Schedules will be developed ensuring that elementary teachers with Tier II students are given the...	Garrigo, Ramon	8/1/2017	Schedules will reflect scheduled intervention time, and students will be programmed for intervention.	6/8/2018 monthly

V. Professional Development Opportunities

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

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

G1.B1 Intervention is often interrupted due to teacher availability, conflict of schedules, rigorous program requirements, and technology demands.

G1.B1.S1 Schedules have to be developed to ensure that all Tier II students, identified by SAT and FSA results are given required intervention, utilizing researched-based reading material, utilized to increase student reading achievement. Students will be able to participate in a structured intervention program based on class and teacher assignment.

PD Opportunity 1

Schedules will be developed ensuring that elementary teachers with Tier II students are given the 30 minutes daily to provide required reading intervention during the school day.

Facilitator

Anne Byrnes

Participants

Elementary Teachers K-5 providing intervention during the 2017-2018 school year.

Schedule

Monthly, from 8/1/2017 to 6/8/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Schedules will be developed ensuring that elementary teachers with Tier II students are given the 30 minutes daily to provide required reading intervention during the school day.	\$0.00
2	G1.B1.S1.A2	Intervention implementation guidelines and program components will distributed to all teachers.	\$0.00
3	G1.B1.S1.A3	Interventions will be implemented with fidelity and consistency.	\$0.00
4	G1.B1.S1.A4	Progress Monitoring will be done with fidelity, using the district provided calendar, and ensuring that all students utilize the technology component to track student growth and/or regression and fidelity.	\$0.00
Total:			\$0.00