

Miami-Dade County Public Schools

# Dr. Carlos J. Finlay Elementary



2017-18 Schoolwide Improvement Plan

## Dr. Carlos J. Finlay Elementary

851 SW 117TH AVE, Miami, FL 33184

<http://cjfinlay.dadeschools.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	84%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	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 Dr. Carlos J. Finlay Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Dr. Carlos J. Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

##### b. Provide the school's vision statement.

Our vision at Dr. Carlos J. Finlay Elementary is to have our students become bilingual/biliterate; responsible and productive citizens in a global society.

#### 2. School Environment

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

Building relationships between administration, teachers, and students is a powerful component of our school's culture. It is our belief that students' academic, as well as emotional needs, can best be met by establishing strong relationships. The process by which we learn about our students' cultures and build relationships is multi-faceted and takes place on many levels. For Pre-Kindergarten and Kindergarten students, the process is set in motion through a "Transition into Pre-Kindergarten and Kindergarten" meeting. At this time, teachers are able to meet with parents and students and provide guidance regarding pre-requisite academic skills. In addition, classroom teachers become acquainted with their students early in the school year through Personal Student Information Questionnaires and surveys. Teachers come together in committees to learn and plan for Hispanic Heritage and Black History Month activities. Moreover, several members of our staff live in the community that we service and, thus, provide us with pertinent information regarding students and their families.

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

The school creates an environment in which students feel safe and respected before, during, and after school by assuring that adult supervision is present and visible at all times. Before school begins, a security monitor and another member of our instructional staff are present to supervise students as they arrive to school. School staff are responsible for supervising classes in the hallway in front of their classroom until their teachers open their doors. In addition, the administrative team strategically stands in high traffic areas to greet parents and students. School patrols assist in directing parents and students to the appropriate areas and assist with escorting younger students from the cafeteria to the classrooms. During the school day, school security is situated at the front entrance to check the ID of all visitors, in the cafeteria to assist with supervision, and regularly conduct perimeter checks. In addition, reinforcement of school rules through a system of rewards and consequences assists in maintaining a safe and respectful school environment. Our school participates in various programs such as the "Do The Right Thing" campaign wherein students who consistently uphold the core values of the school are highlighted, daily messages focusing on the core values are communicated to all students on our morning announcements, weekly "Skeeterrific Shout Outs" are made on the morning announcements for students that exemplify one of the Values Matters Miami character traits, and grade level "Character Talks" in which students are given strategies to use when socializing with others and wherein the expected rules and procedures of the

school are clearly defined. The counselor also conducts one on one, small group, and/or whole group conversations whenever necessary to ensure that the students are heard and respected during the school day. After school, all instructional staff is assigned to their designated areas to assure a safe dismissal. Additionally, an after school care program is provided for our students onsite.

**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.**

A school-wide behavioral system is in place to minimize the disruption of instructional time and to maximize learning. School-wide rules are also communicated to students and clear behavioral expectations are established. In addition, based on these school-wide rules, teachers develop a set of classroom rules with their students. These rules are displayed in the classroom and visible for all to see. Students that are unable to follow either school-wide or classroom rules are given consequences after receiving three warnings. Consequences may include a note home to parents, a phone call, lunchtime or after school detentions, removal from special activities, or alternate assignment from class. Students engage in peer mediation and conflict resolution with the counselor to reinforce appropriate behavior. Each child in grades 2 through 5 receives an agenda, and it is the common practice within the school to advise parents of students' misbehaviors through short notes in their agendas. If the behavior persists, parents are invited to participate in a parent/teacher conference to discuss the child's behavior. Students that persistently misbehave are often placed on a behavioral plan. If the behavior escalates or requires immediate attention, the child is sent to the main office to receive disciplinary action from the administration. Students exhibiting model behavior are recognized during morning announcements, during our reward ceremonies quarterly, and qualify to participate in various incentives throughout the school year.

**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.**

The staff at our school is hyper vigilant about assuring that the social and emotional needs of all students are met. It is an established practice within our school to report any concerns to the school's counselor. The counselor will often meet with students in order to determine the emotional state of the child and any outside factors that may be adversely affecting the student. When an issue is beyond the scope of our counselor's expertise, parents are referred to outside agencies. These outside agencies provide services in the emotional and behavioral domains and will come out to our school to provide direct services. These individual agencies consult with teachers and the school counselor to provide techniques and/or insights to better target the students' academic and emotional needs.

### 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.**

The following is a list of the early warning indicators used to identify at risk students:

- Attendance below 90 percent
- Course failure in English Language Arts and/or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts and/or Mathematics
- Previous retention(s)
- In grade 1, any ELL student that does not show an increase in the Listening/Speaking Component

of the 2015

Spring ACCESS for ELL's 2.0

- In grade 2 - 5, any ELL student that does not show an increase in any component in the proficiency scale score on the 2015 spring administration of the ACCESS for ELL's 2.0

**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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	4	5	4	6	8	10	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	5	5	5	6	11	11	0	0	0	0	0	0	0	43

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	4	3	2	12	14	0	0	0	0	0	0	0	38

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

The school utilizes various strategies to improve the academic performance of students identified by the early warning system. At the beginning of the school year, Attendance Contracts and Policies are distributed to all families. In addition, the Assistant Principal conducts Attendance Review Committee meetings with parents of students who have excessive tardies or absences. If the problem is not remediated, the school's social worker is included in the process, and a meeting is scheduled between the school's social worker and the parents. In addition, at the beginning of each school year, a list of retained students and students identified as Level 1 and 2 in either English Language Arts or Mathematics is compiled. These students receive intervention during the school day and/or interventions before or after school. During the 2016-2017 school year, we initiated a new 90 minute intervention program, Intensive Acceleration course, in order to better meet the needs of our students in the lowest 25%. For the 2017-2018 school year, we expanded the Intensive Acceleration course offered during the previous school year, by creating two classrooms, one in 3rd grade and one in 4th grade in which all the students within that class are participating in Intensive Acceleration. This course will take place alongside our regular intervention program, in which Tier 2 students receive an additional thirty minutes of intervention and Tier 3 students receive the required additional interventions. Students are also invited to participate in our Title I before and after school tutorial academies, and those students that are English Language Learners are offered tutoring through Title III grant monies. Within the classrooms, teachers incorporate differentiated instruction in order to target the academic needs of our retained and Level 1 and 2 students. Students that are unable to demonstrate academic improvement with the above-mentioned interventions and strategies are referred to the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) process. The MTSS/RtI Leadership Team will conduct a more in-depth analysis and monitoring of academic and behavior data in order to determine and provide clear indicators of student need and student progress. The information generated will assist the teachers in providing the most effective program delivery.



## 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**

In order to foster positive relationships with parents, various activities are planned throughout the year to promote family engagement. Our Community Involvement Specialist (CIS) coordinates monthly parent workshops through the Parent Academy. In addition, the CIS assists in encouraging parents to become school volunteers and a Volunteer Orientation breakfast is held to assist parents in completing the online volunteer form. Our school hosts "Coffee and Conversation with the Principal" three times per year. An annual Magnet Fair is held for our fifth grade parents to inform them of opportunities for their child for middle school. Numerous nightly activities are planned through our P.T.A., such as Family Movie Night and Skeeter Game Night. District opportunities for parent involvement are used to plan school-wide events such as "Dads Take Your Child to School Day" and "Family Engagement Day." Grade levels organize "Craft Days" for parents to promote family engagement in a fun and creative way. Our Parent Resource Center is available to all parents and provides parents with computer use as well as literature on various topics. Home-School communications are made via our monthly calendar and flyers in the students' Take Home Tuesday folders in addition to our social media sites, our website, and via ConnectEd messages.

**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.**

Dr. Carlos J. Finlay Elementary maintains a strong and mutually beneficial professional development relationship with Florida International University. Our school hosts the America Reads program. Students from Florida International University (FIU) that participate in this program are paired up with teachers in the primary grades in order to provide our students with remediation and instruction in English Language Arts. In addition, FIU students complete field hours and student internships at our school. Our partnership also includes the FIU Teach program where students from the university collaborate with our teachers to teach mathematics and science lessons to our students. For the current school year, student volunteers from the College of Computer Science will be offering our students in 2nd-5th grades an after school coding class on Wednesdays and Fridays. Instructional staff at school will be receiving professional development on Dyslexia from Dr. Judith Cohen from Florida International University. Dr. Cohen will be providing teachers with strategies to assist students in Reading. We will also be partnering up with FIU's Office of Engagement. Thus providing us with additional human resources to impact student achievement.

In order to promote school attendance, our school partners with McDonald's. Classes that have perfect attendance for 15 consecutive days receive a happy meal for each student. Through our Perfect Attendance Raffle Program, students that have perfect attendance for one month are entered in a raffle to receive a free happy meal. Additionally, Texas Roadhouse Restaurant provides certificates for a free kids meal as a reading and attendance reward. They also participate in school events with their mascot.

Pizza Hut provides certificates for free individual pizzas for our students through their "Book It" reading program. Florida International University School of Business donates books to our students, and Univision participates with our school to read to our students and donates books through their "Pequeños y Valiosos" program. Christ Fellowship provides disadvantaged students with book bags filled with non-perishable food items for the weekend.

**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
Orth-Sanchez, Marie	Principal
Alonso, Maria Bianca	Teacher, K-12
Del Castillo, Maria V.	Instructional Coach
Escoto, Maria	School Counselor
Tariche, Stella	Instructional Media
Legañoa, Monica	Teacher, K-12
Fernandez, Suzanne	Teacher, K-12
Lapadula, Marleni	Teacher, K-12
Cano, Yadira	Teacher, K-12
Flores, Anna	Teacher, K-12
Lastra, Silvia	Teacher, K-12
Lopez, Enrique	Instructional Coach
Diaz, Alina	Instructional Media

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Dr. Carlos J. Finlay’s Leadership Team is comprised by the following people:

- Marie Orth-Sanchez – Principal
- Elena Octala – Assistant Principal
- Maria Bianca Alonso – Lead Teacher; English as a Second Language (ESL) Chairperson
- Maria V. Del Castillo – Reading Liaison
- Maria Escoto – School Counselor
- Stella Tariche – Media Specialist; Special Area Chairperson
- Monica Legañoa - Primary Reading Chairperson; Third Grade Chairperson
- Yadira Cano - Kindergarten Chairperson
- Anna Flores - First Grade Chairperson
- Silvia Lastra - Second Grade Chairperson
- Suzanne Fernandez - Intermediate Reading Chairperson; Fifth Grade Chairperson
- Marleni Lapadula - Writing Chairperson, Fourth Grade Chairperson
- Enrique Lopez - Mathematics Liaison
- Alina Díaz - Science Liaison; Gifted Chairperson, STEAM Liaison
- Yasmery Hernandez - ESE Chairperson

Maria Zalamea, Pre-K Chairperson

The functions and responsibilities of each member of the Leadership Team are as follows:

- Marie Orth-Sanchez, Principal - Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Elena Octala, Assistant Principal - Monitor behavior data and student attendance, schedule and facilitate regular MTSS/Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources
- Maria Bianca Alonso, Lead Teacher and English Language Learners Chairperson - Assist in monitoring and responding to the academic of the English Language Learner subgroup, provides and facilitates professional development for the instructional staff, spearheads the School Improvement Plan Action Planning, Florida International University Liaison
- Maria V. Del Castillo, Reading Liaison - Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectiveness of interventions being implemented
- Maria Escoto, Counselor - Monitor behavior data, conduct intervention for students identified through the MTSS, provide support and resources for parents, gathers information and data required for the Rtl Process
- Stella Tariche, Media Specialist and Special Area Chairperson - Provides teachers and students with supplemental resources, ensures students accessibility to reading, mathematics, science software, assists in monitoring and responding to the needs of the special area subgroups
- Monica Legañoa, Primary Reading Chairperson and Third Grade Chairperson - Assists in monitoring and responding to the needs of subgroups
- Yadira Cano, Kindergarten Chairperson - Assists in monitoring and responding to the needs of subgroups
- Anna Flores - First Grade Chairperson - Assists in monitoring and responding to the needs of subgroups
- Silvia Lastra - Second Grade Chairperson - Assists in monitoring and responding to the needs of subgroups
- Enrique Lopez, Mathematics Liaison - Assists in disseminating the latest mathematics information provided by MDCPS, the latest information regarding the new interactive mathematics website and updates from the book publishing company.
- Alina Díaz, Science Liaison and Gifted Chairperson - Assists in disseminating the latest science information provided by MDCPS, information related to the STEAM curriculum, and assists in monitoring and responding to the needs of subgroups
- Yasmay Hernandez, ESE Chairperson - Assists in monitoring and responding to the needs of subgroups
- Suzanne Fernandez, Intermediate Reading Chairperson and Fifth Grade Chairperson - Assists in monitoring and responding to the needs of subgroups
- Marleni Lapadula, Writing Chairperson and Fourth Grade Chairperson - Assists in monitoring and responding the needs of subgroups.

In addition to Tier 1 problem solving, the Leadership Team members will meet on a monthly basis to review consensus, infrastructure, and implementation of building level MTSS.

## Tier 2

The Counselor, Reading Liaison, ELL Chairperson, and the Assistant Principal will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

### Tier 3 SST

The Counselor, Reading Liaison, ELL Chairperson, selected teachers, and the Assistant Principal and parent/guardian make up the Tier 3 SST Problem-Solving Team.

1. Administrator(s) who will ensure commitment and allocate resources; Teacher(s) and Liaisons who share the common goal of improving instruction for all students; and team members who will work to build staff support, internal capacity, and sustainability over time.
2. Dr. Carlos J. Finlay's Leadership Team will include additional personnel as resources to the team based on specific problems or concerns as warranted, such as:
  - School reading, math, and science liaisons, and school psychologist
  - Special education personnel
  - School guidance counselor
  - School psychologist
  - School social worker
  - Member of advisory group
  - Community stakeholders
3. Dr. Carlos J. Finlay's MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.
  - The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
  - 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 behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
  - 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 student's rate of progress academically and/or behaviorally. 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.

**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.**

Dr. Carlos J. Finlay Elementary School 's Leadership Team identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes through the following process.

The following steps are implemented by Dr. Carlos J. Finlay's Leadership Team to address how we utilize the MTSS/Rtl process and other available resources to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

Through monthly and quarterly Leadership Team and Grade Level meetings, academic and behavior data are evaluated and monitored. Students' academic needs and progress are addressed by the following important questions:

- What will all students learn? (Curriculum based on standards)
- How will we determine if the students have learned? (Common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Enrichment opportunities).

After ascertaining and disaggregating the afore-mentioned information, the following procedures are executed:

- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings.
- Maintain communication with staff for input and feedback, as well as updating them on new standards and/or instructional strategies that will increase student achievement and enhance teacher knowledge.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress, and assist in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
- Use Educational Excellence School Advisory Committee (EESAC) meetings to discuss the results of assessments, compare those results with the initial goals set forth in the SIP, and make adjustments in the plan as necessary to take into account the new data.
- Conduct monthly grade level meetings and data chats to analyze and discuss students' progress, compare current data to that set forth in the initial SIP, and determine if any changes need to be made.

#### Title I

Dr. Carlos J. Finlay Elementary provides services to ensure that students requiring additional remediation are assisted through extended learning opportunities, such as our after school tutorial programs. The District coordinates with Title I and Title III in ensuring that staff development needs are provided. Support services are also provided to students. The Leadership Team, including the Reading Coach, develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

#### Title III

Title III funds are used at Dr. Carlos J. Finlay Elementary to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide tutorial programs such as the "Title III Tutorial Academy". This after school tutorial program targets all levels of ELL students as well as Level 5 students that have been exited within the past two years. Students receive instruction in the areas of reading, mathematics, and science in their home language.

Title III funds are also utilized for the following:

Parent outreach activities (PK-12)

Professional development on best practices for ESOL and content area teachers

Coaching and mentoring for ESOL and content area teachers(PK-5)

Hardware and software for the development of language and literacy skills in reading, mathematics and science is purchased for selected schools to be used by ELL and immigrant students (PK-5, RFP Process).

## Head Start

Dr. Carlos J. Finlay currently hosts 37 students enrolled in our Head Start Program. Seventeen students attend the Pre-K 3 program and 20 students attend the Pre-K 4 program. Children who attend our Head Start program participate in a variety of educational activities that provide early learning experiences in order for them to be successful as they begin their more formal academic career. The students also receive free medical and dental care, have healthy meals and snacks, and enjoy playing indoors and outdoors in a safe learning environment.

Dr. Carlos J. Finlay will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under the Every Student Succeeds Act (ESSA) and other referral services. We will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact, Title I Parental Involvement Plan, scheduling of Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. With the assistance of our Community Involvement Specialist, Dr. Carlos J. Finlay Elementary will conduct informal parent surveys to determine specific needs of our parents and schedule workshops, Parent Academy Courses, and monthly parental involvement activities, with flexible times to accommodate our parents and their work schedules. This impacts our goal to empower and build their capacity and level of involvement.

In addition, Dr. Carlos J. Finlay Elementary, will complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month for documentation purposes. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results will be used to assist us with revising our Title I parental documents for the following school year.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Marie Orth-Sanchez	Principal
Alina Díaz	Teacher
Marleni Lapadula	Teacher
Aida Hernandez	Teacher
Alejandro Escoto	Parent
Luisa Perez-Alonso	Business/Community
Hilda Elizabeth Escoto	Parent
Ann Takoor	Parent
Monica Leganoa	Teacher
Dania Perez Martin	Education Support Employee
Maria Bianca Alonso	Teacher
Stella Tariche	Teacher
Bianca Garcia	Parent
Marta Rodriguez	Parent
Janetsy Pisco	Parent
Chelsea Jarquin	Student

**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 committee was provided with data and a copy of last year's School Improvement Plan. Strategies and barriers were assessed to determine the effectiveness of the strategies and techniques that were designed and implemented to improve student achievement. A discussion was held to determine if resources used were beneficial to the attainment of our instructional goals or if new resources needed to be considered. A review of the use of EESAC, Title I and Title III funds was discussed in order to determine if monies were maximized for student achievement and incentives.

*b. Development of this school improvement plan*

The development of this school improvement plan began immediately after receiving the results of the Stanford Achievement Test, 10 Edition, the Florida Standards Assessment in Reading and Mathematics, and the Florida Comprehensive Assessment Test 2.0 in Science. The school's Leadership Team analyzed the data to determine those academic areas most in need of improvement. During the summer, our school sent a team consisting of the principal and four teachers to attend the 2017 Synergy Summer Institute. One of the goals of this three day professional development was to reflect on our school's current practices and to take part in strategic planning that would focus our efforts for continuous improvement during the upcoming school year. At the beginning of the school year, during our initial EESAC meeting, members received student performance data based on the results of Florida Standards Assessment in Reading and Mathematics. Committee members were informed about the increase in our school grade from a "B" to an "A" and the successful implementation of strategies to address the areas in most need of improvement, namely our student learning gains in Reading and Mathematics for our lowest 25%. The focus of this school year's SIP was discussed. Committee members discussed the initial steps of

our Action Plan, meeting with teachers to identify barriers to achieving our SIP goal, and strategies to overcome these barriers. The information garnered from the action planning sessions with the instructional staff were discussed and shared. Committee members discussed the additional action plan steps that would be needed for us to achieve the goals delineated in our SIP.

Instructional staff will participate in professional development opportunities throughout the school year that will assist them in addressing their professional development goals, which in turn will positively impact the academic needs of their students. Strategies and best practices obtained at these PD's will be presented and discussed during our school's monthly professional development day in order to promote an effective and productive learning environment.

Finally, an initial draft of the School Improvement Plan is completed and presented at an EESAC meeting. At this time, EESAC members are able to make suggestions and additional contributions to the development of the SIP. The development of the School Improvement Plan is a continuous process that is revisited at every EESAC meeting.

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

Once the EESAC committee, administration and instructional staff have identified the areas in need of improvement and those students that require intervention, a plan of action is developed to identify the resources that will be necessary and beneficial to meet goals and overcome our barriers.

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

EESAC funds in the amount of \$1,451.00 were used for the purchase of various Science related supplemental materials to support instruction in Science. In order to promote a Home-School communication connection, Take Home Tuesday folders were purchased in the amount of 684.00. These folders are used by students every Tuesday to disseminate important information to parents.

**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
Orth-Sanchez, Marie	Principal
Del Castillo, Maria V.	Instructional Coach
Alonso, Maria Bianca	Teacher, K-12
Fernandez, Suzanne	Teacher, K-12
Lapadula, Marleni	Teacher, K-12
Tariche, Stella	Instructional Media
Legañoa, Monica	Teacher, K-12

**b. Duties**



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

The major initiatives of the LLT are to:

1. Continue the effective implementation of the Florida English Language Arts Standards in grades K – 5 by conducting in-house professional development that focuses on presenting ,developing and/or implementing instructional strategies and routines that improve instructional practices and positively impact student achievement.
2. Promote the development of higher order thinking, speaking, and writing skills through the implementation of the Collaborative Conversations Framework, Essential Questions, and Claim, Evidence, and Reasoning (CER) model.
3. Incorporate the use of Interactive Notebooks across all content areas for the purposes of integrating reading through content and throughout the curriculum that will enhance the development of real-world problem-solving skills.
4. Promote the writing process through the implementation of "Open Mic Thursdays" on our closed-circuit television station. Students in all grade levels will be given the opportunity to present a final draft of their writing on television for the entire student body to hear.

#### **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.**

Dr. Carlos J. Finlay Elementary uses various methods to encourage positive working relationships between teachers. Among these are the use of monthly professional development days, in which teachers can collaborate and share best practices to improve their pedagogical knowledge and instructional delivery. Additionally, the administration provides grade levels with as much common planning time in order to facilitate communication and planning within the grade group. Administration encourages teachers to conduct vertical planning in order to communicate academic expectations and needs for students, as well as to build awareness of each grade levels' academic strengths and weaknesses. At the beginning of each school year, teachers join committees. These committees provide resources for curriculum needs and projects that enhance the school environment. During committee meetings, teachers work collaboratively to plan for resources that enhance instructional time. After District assessments, teachers meet as grade levels to disaggregate data and discuss how data will drive instruction. Finally, the administration implements an incentive program named, "MVP of the Month". Administration names three "MVPs of the Month" at a faculty meeting. These individuals have either been identified by the administration or by colleagues who are encouraged to nominate peers that exemplify a positive, inspirational, and model work ethic.

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

In order to recruit and retain highly qualified, certified in field, effective teachers, our school will do the following:

1. Facilitate attendance to District provided and Job-Embedded Professional Development Workshops - Principal, Assistant Principal
2. Provide opportunities for Professional Development through monthly Professional Development Days-Principal, Assistant Principal, Lead Teacher/PD Liaison, Teacher Leaders, Teachers
3. Provide access to field students/student interns through our Professional Development relationship

with Florida International University, FIU Teach, and Miami-Dade College - Principal, Assistant Principal, Lead Teacher/PD Liaison, Reading Coach

4. Implement collaborative planning whereupon teachers plan lessons and teacher-made assessments, examine student work, examine teacher work, and plan, use, and evaluate instructional practices - Grade Level Chairpersons

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

The school designates two teachers as mentors. Teachers go through an induction program in which their mentor teacher provides support and assistance as necessary. Teachers also receive professional development in order to be exposed to best practices and scientifically-based research and strategies used at the school.

## **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.**

In order to ensure that the school's instructional programs and materials are aligned to current Florida standards, teachers adhere to the District Pacing Guides per content area. Teachers also use available resources provided by the District in order to supplement instructional materials. Reading, Science, and Mathematics Liaisons attend monthly meetings in order to receive the latest information regarding their content area, as well as training on new research-based strategies and activities that will enhance instructional delivery. Each liaison is responsible for disseminating the information gained during the District meetings to the instructional staff at the school.

#### **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.**

In order to meet the diverse needs of our students, the school garners information from various diagnostic and standardized assessments. Prior to the school year, the Leadership Team refers to students' results from the Stanford Achievement Test, 10 Edition (Kindergarten through 2nd grade), the Florida Standards Assessment (3rd-5th grade), and ACCESS for ELLs 2.0, as well as diagnostic data obtained through i-Ready Reports in order to analyze student data. Students' results and profile levels determine the amount of intervention time that the students will receive. Students scoring in the lowest 25% and/or scoring in profile 1 and 2 of the first administration of the i-Ready Reading Assessment, receive at least thirty additional minutes of reading/language arts instruction on a daily basis. The academic needs of each student in the lowest 25% are further analyzed to determine which students will participate in the English Language Arts Third/Fourth Grade Intensive Accelerated Course. This Intensive Accelerated Course offers struggling students an additional 90 minutes of intervention. Students' results on the ACCESS for ELLs 2.0 and the Florida Standards Assessment (FSA) assist us in determining particular academic areas in need of improvement and supplemental instruction. Imagine Learning is utilized to support our Level 1 ELL students. Additionally, i-Ready Reading and Mathematics web-based programs provided to teachers will be utilized as a diagnostic tool to evaluate and determine students' placements, which in turn will assist us in determining placement for differentiated instruction. The STAR computer-based assessment also provides

teachers and students with additional data about individual student's reading and mathematics levels. This information establishes a baseline vocabulary level and a zone of proximal development which will help increase reading comprehension skills on an individual basis as well as deficiencies in basic and fundamental mathematical skills. Within the school, teachers have administered diagnostic tests made available through the WonderWorks and the GO Math! series, prescribed by the District. Student results allow teachers to ascertain individual students' strengths and weaknesses within the standards and guide instruction. In addition, students in grades 1 through 5 will be administered the District Baseline Writing Assessment and in grade 5, students were provided with a District Baseline Assessment in Science for the aforementioned purpose of evaluating students' academic needs and knowledge base.

**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:** 2,000

Students are exposed to research-based strategies in reading, mathematics, and science in order to provide remediation for areas of weakness. Students also complete sessions on i-Ready, Reflex Math, Imagine Learning, and Gizmos.

**Strategy Rationale**

To provide additional instructional time in order to strengthen academic areas in need of improvement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Orth-Sanchez, Marie, orthsanchez@dadeschools.net

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

Quarterly reports are generated in order to monitor student progress and make any instructional adjustments that are necessary.

**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.**

Our school houses two Pre-Kindergarten classes from the federally funded Head Start Program. In addition we have one VPK unit of 20 students. Housing this early childhood program at our school provides us with the unique opportunity of being able to communicate with the Head Start and VPK teachers more frequently about the expectations for Kindergarten readiness. At the same time, these students will be better acclimated to our school environment and daily routines, making the transition into Kindergarten practically seamless. In order to assist other preschool students transitioning from early childhood programs outside of our school, we conduct several site visits to Early Learning

Centers within our school boundaries. While meeting with our contact person at each site, it was communicated that students entering Kindergarten were having the most difficulty in the areas of "Letter Name and Sound Knowledge" and "Phoneme Blending" as historically indicated by the results obtained through the VPK Assessment in Reading administered biannually. Each contact person at these Early Childhood Programs are encouraged to communicate this to their teachers, as well as the students' parents in order to better prepare the students for Kindergarten. Additionally, our school distributes flyers to these Early Childhood Centers announcing a Kindergarten Transition Meeting for Parents. At the meeting, Kindergarten teachers give parents a detailed description of the expectations for students upon entering Kindergarten and steps that they can take during the summer to assist their child in making a smooth transition.

Several strategies are employed to assist our fifth graders as they transition into middle school. Fifth grade teachers conduct an informational forum for parents and students in which information is disseminated and questions are answered. This process facilitates an awareness of the academic, emotional, and social expectations as students transition into middle school. Our school hosts an annual Magnet Fair in which a variety of middle school magnet programs attend and present information about their school program to our parents and students. During this decision-making process, the fifth grade teachers and school counselor meet individually with parents to provide assistance and guidance in completing the magnet school applications. In order to create an awareness of the types of pressures they may encounter in middle school, students in fifth grade participate in the Miami-Dade County D.A.R.E. program. Additionally, our school counselor offers middle school transitioning sessions to each fifth grade class to facilitate their progression to middle school.

## **b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Not applicable

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

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

**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.**

## **II. Needs Assessment**

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

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

## **2. Problem Identification Summary**

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

## **B. Problem Analysis Summary**

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

## **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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

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

G097023

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ELL	
ELA Achievement District Assessment	
AMO Reading - ED	
AMO Reading - All Students	
AMO Reading - SWD	
FCAT 2.0 Science Proficiency	63.0

**Targeted Barriers to Achieving the Goal 3**

- Students lack skills in interpreting and manipulating information presented in text and text features.

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

- Interactive Notebooks, Writing Binders, Promethean Boards, Collaborative Conversation Framework, interventionists, para-professional in-class support, Title I and Title III tutoring, Reading, Mathematics, Science, and Professional Development Liaisons, positive school culture, two computer labs. grade level chairpersons, Lead Teacher, Leadership Team meetings, grade group meetings, data chats, Community Involvement Specialist, Student Services personnel, i-Ready, Accelerated Reader, Imagine Learning, Reflex Math, Think Central, Discovery Learning, Gizmos, portable laptop carts, Science Essential Labs

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

On-going monitoring of assessment data will be conducted. Student data from i-Ready Growth Monitoring Reports and assessments, Florida Standards Assessment, ACCESS for ELLs 2.0 (when applicable), third grade portfolios, and classroom evaluations will be collected and analyzed to ensure that students are making learning gains.

**Person Responsible**

Marie Orth-Sanchez

**Schedule**

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

**Evidence of Completion**

Authentic student work samples, i-Ready Growth Monitoring Reports, i-Ready assessments, Florida Standards Assessment for Reading, ACCESS for ELLs 2.0 (when applicable), third grade portfolios, and teacher-made evaluations.

## 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

G097023

**G1.B1** Students lack skills in interpreting and manipulating information presented in text and text features.

2

B261022

**G1.B1.S1** Establish a cross-curricular, school-wide focus on integration of knowledge through professional development and best practices. 4

S276382

### Strategy Rationale

As evidenced by the FSA 2017 ELA scores indicate that Integration of Knowledge was the lowest performing standard in grades three through five.

### Action Step 1 5

Students in the lowest 25% will receive ninety minutes of the Intensive Accelerated Course or thirty minutes of pull-out interventions as part of their daily school day schedule.

#### Person Responsible

Marie Orth-Sanchez

#### Schedule

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

#### Evidence of Completion

Attendance logs, Lesson Plans, Grade Book, i-Ready Growth Monitoring Reports, i-Ready Diagnostic Reports

### Action Step 2 5

Before and after school tutoring will be provided to select English Language Learners in Kindergarten through fifth grade.

#### Person Responsible

Maria Bianca Alonso

#### Schedule

Weekly, from 11/13/2017 to 4/12/2018

#### Evidence of Completion

Title III student sign-in attendance rosters

### Action Step 3 5

Students will have increased opportunities to develop vocabulary skills necessary to interpret and manipulate text in Language Arts/Writing, Reading and Science.

**Person Responsible**

Marie Orth-Sanchez

**Schedule**

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

***Evidence of Completion***

Teacher lesson plans,

### Action Step 4 5

Students will use literature and informational text to apply skills learned.

**Person Responsible**

Marie Orth-Sanchez

**Schedule**

Weekly, from 9/25/2017 to 6/7/2018

***Evidence of Completion***

Teacher lesson plans

### Action Step 5 5

Students will utilize a "Take Home Tuesday" folder to foster parent support and facilitate communication between home and school regarding curriculum focus.

**Person Responsible**

Marie Orth-Sanchez

**Schedule**

Weekly, from 8/29/2017 to 6/5/2018

***Evidence of Completion***

"Take Home Tuesday" Master Binder

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

On-going monitoring of cross-curricular, school-wide focus on Integration of Knowledge.

**Person Responsible**

Marie Orth-Sanchez

**Schedule**

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

**Evidence of Completion**

Administration will conduct walk-throughs in order to assure that instruction reflects focus of Integration of Knowledge.

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

Monitor and review assessment data and adjust instruction as needed.

**Person Responsible**

Marie Orth-Sanchez

**Schedule**

Weekly, from 10/6/2017 to 6/1/2018

**Evidence of Completion**

Formative, mid-year assessments, weekly teacher-generated assessments, informal teacher observations, and computer-assisted reports from i-Ready, summative 2018 FSA for Reading, and ACCESS for ELLs 2.0.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A2 A372300	Before and after school tutoring will be provided to select English Language Learners in...	Alonso, Maria Bianca	11/13/2017	Title III student sign-in attendance rosters	4/12/2018 weekly
G1.B1.S1.MA1 M400423	Monitor and review assessment data and adjust instruction as needed.	Orth-Sanchez, Marie	10/6/2017	Formative, mid-year assessments, weekly teacher-generated assessments, informal teacher observations, and computer-assisted reports from i-Ready, summative 2018 FSA for Reading, and ACCESS for ELLs 2.0.	6/1/2018 weekly
G1.B1.S1.A5 A372303	Students will utilize a "Take Home Tuesday" folder to foster parent support and facilitate...	Orth-Sanchez, Marie	8/29/2017	"Take Home Tuesday" Master Binder	6/5/2018 weekly
G1.MA1 M400425	On-going monitoring of assessment data will be conducted. Student data from i-Ready Growth...	Orth-Sanchez, Marie	8/21/2017	Authentic student work samples, i-Ready Growth Monitoring Reports, i-Ready assessments, Florida Standards Assessment for Reading, ACCESS for ELLs 2.0 (when applicable), third grade portfolios, and teacher-made evaluations.	6/7/2018 monthly
G1.B1.S1.MA1 M400424	On-going monitoring of cross-curricular, school-wide focus on Integration of Knowledge.	Orth-Sanchez, Marie	8/21/2017	Administration will conduct walk-throughs in order to assure that instruction reflects focus of Integration of Knowledge.	6/7/2018 weekly
G1.B1.S1.A1 A372299	Students in the lowest 25% will receive ninety minutes of the Intensive Accelerated Course or...	Orth-Sanchez, Marie	8/21/2017	Attendance logs, Lesson Plans, Grade Book, i-Ready Growth Monitoring Reports, i-Ready Diagnostic Reports	6/7/2018 daily
G1.B1.S1.A3 A372301	Students will have increased opportunities to develop vocabulary skills necessary to interpret and...	Orth-Sanchez, Marie	8/21/2017	Teacher lesson plans,	6/7/2018 weekly
G1.B1.S1.A4 A372302	Students will use literature and informational text to apply skills learned.	Orth-Sanchez, Marie	9/25/2017	Teacher lesson plans	6/7/2018 weekly

## V. Professional Development Opportunities

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

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

**G1.B1** Students lack skills in interpreting and manipulating information presented in text and text features.

**G1.B1.S1** Establish a cross-curricular, school-wide focus on integration of knowledge through professional development and best practices.

### PD Opportunity 1

Students in the lowest 25% will receive ninety minutes of the Intensive Accelerated Course or thirty minutes of pull-out interventions as part of their daily school day schedule.

#### Facilitator

Ivette Rojas, Language Art/Reading Supervisor

#### Participants

Maria V. Del Castillo, Carla Vasquez, Marleni Lapadula, Liza Alonzo

#### Schedule

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

### PD Opportunity 2

Students will have increased opportunities to develop vocabulary skills necessary to interpret and manipulate text in Language Arts/Writing, Reading and Science.

#### Facilitator

Maria V. Del Castillo

#### Participants

All Teachers

#### Schedule

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	<b>Students in the lowest 25% will receive ninety minutes of the Intensive Accelerated Course or thirty minutes of pull-out interventions as part of their daily school day schedule.</b>				<b>\$0.00</b>
2	G1.B1.S1.A2	<b>Before and after school tutoring will be provided to select English Language Learners in Kindergarten through fifth grade.</b>				<b>\$9,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5061 - Dr. Carlos J. Finlay Elem.	Ttitle III		\$9,500.00
3	G1.B1.S1.A3	<b>Students will have increased opportunities to develop vocabulary skills necessary to interpret and manipulate text in Language Arts/Writing, Reading and Science.</b>				<b>\$2,009.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5061 - Dr. Carlos J. Finlay Elem.	School Improvement Funds		\$99.00
<i>Notes: Wordly Wise Student Workbooks</i>						
			5061 - Dr. Carlos J. Finlay Elem.	School Improvement Funds		\$1,450.00
<i>Notes: Brain-Pop - Technology licenses for grades K-2</i>						
			5061 - Dr. Carlos J. Finlay Elem.	Title, I Part A		\$460.00
<i>Notes: Brain-Pop - Technology licenses for grades 3-5</i>						
4	G1.B1.S1.A4	<b>Students will use literature and informational text to apply skills learned.</b>				<b>\$1,640.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5061 - Dr. Carlos J. Finlay Elem.	Title, I Part A		\$1,640.00
<i>Notes: Scholastic Storyworks student magazine</i>						
5	G1.B1.S1.A5	<b>Students will utilize a "Take Home Tuesday" folder to foster parent support and facilitate communication between home and school regarding curriculum focus.</b>				<b>\$684.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5061 - Dr. Carlos J. Finlay Elem.	School Improvement Funds		\$684.00

Dade - 5061 - Dr. Carlos J. Finlay Elem. - 2017-18 SIP  
Dr. Carlos J. Finlay Elementary

	Notes: "Take Home Tuesday" folders
	<b>Total:</b> \$13,833.00