Francis S.Tucker K 8 Center

2017-18 Schoolwide Improvement Plan

Francis S.Tucker K 8 Center

3500 S DOUGLAS RD, Miami, FL 33133

http://tucker.dade.k12.fl.us/

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	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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 Francis S.Tucker 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.

Frances S. Tucker Elementary provides the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the school's vision statement.

Frances S. Tucker Elementary is committed to provide educational excellence for all.

2. School Environment

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

Frances S. Tucker Elementary provides teachers with continued professional support. Weekly collaborative planning sessions, with coaches and administration, take place to assist teachers in the development of rigorous critical thinking lessons that motivate and educate our students. Data drives instruction and provides teachers, parents and students with information on progress of student achievement. Data chats are a monthly part of Frances S. Tucker Elementary's mission where teachers meet with coaches and administration, students meet with coaches and administration, and parents meet with administration to discuss student data and implement plans to help our students succeed.

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

Frances S. Tucker Elementary follows the TRUST curriculum and the Miami Dade County Code of Student Conduct. All students, parents and teachers have been given a copy of the Code of Student Conduct to review. The Code of Student Conduct can also be found on our school website. A sense of welcoming is felt throughout the building where all students feel at home. The counselor provides weekly small group meetings to build positive relations between students. Frances S. Tucker Elementary is implementing the Values Matter curriculum. Each month a different character education is highlighted and a Student of the Month is chosen for each character value.

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.

Frances S. Tucker Elementary has created an Alternate to Suspension Plan, which is aligned to the Code of Student Conduct. It provides students and teachers the opportunity to SPOT success. Students are reinforced continuously for good behavior. The Do the Right Thing Program and the Values Matter is also implemented monthly along with the Student of the Month, which highlights positive behavior around school.

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.

At Frances S. Tucker Elementary, the social-emotional needs of all students are addressed with large developmental counseling sessions, which include, but are not limited to, school wide presentations

utilizing community resources. Students are also involved with the school wide behavior management program which includes redemption of tickets used as positive reinforcement in the School Supply Store. Another school wide activity utilized at our school is the Student of the Month program recognizing students in each class for positive character education values. We also participate in the Do The Right Thing program and the PRIDE project (Promoting Respect in Diversity Education). Kindergarten students receive the Smarter, Safer Kids curriculum as well. Also students are involved with small group counseling opportunities with a social/emotional focus such as bullying prevention, substance abuse prevention, anger management strategies, good decision making skills, positive character education values, etc. Individual counseling is also provided on an as needed basis. Frances S. Tucker Elementary also partners with community mental health agencies to provide supportive services to its students and families both on site and off. Referrals for individual needs are also made. Community mentoring agencies are also utilized. Our on site health clinic is also available to assist with crisis support.

3. Early Warning Systems

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

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

At Frances S. Tucker Elementary School there are several warning systems in place to ensure that students' needs are being met. Attendance reports are monitored on a daily basis and an attendance review committee has been established to monitor students' attendance and tardiness. The iAttend initiative is also being implemented throughout the school. Students scoring Red on the iReady Diagnostic Assessment in Reading and Math are placed in Tier 2 interventions with the implementation of the 21 progress monitoring using the Wonders and iReady Intervention programs. Students not making adequate progress at Tier 2, are referred to the School Support Team and provided Tier 3 intensive interventions that are created by the school psychologist during the RtI meetings.

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	5	5	1	0	4	7	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	2	5	2	5	14	16	0	0	0	0	0	0	0	44
	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	5	6	3	3	20	26	0	0	0	0	0	0	0	63

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

At Frances S. Tucker Elementary School students with two or more early warning indicators are monitored throughout the school year. Students scoring Red in the iReady Diagnostic are placed in interventions for both English Language Arts and Mathematics. Students also receive morning and afternoon tutorial as
needed. Communication between students, teachers and parents are established via conferences/ data chats to
ensure students are making progress. Students are referred to the School Support Team to provide students services.

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

Frances S. Tucker Elementary will build positive relationships with school families and community, though a using a various of communication resources, i.e. monthly calendars, phone messages, Parent Resource center, monthly collaborative meetings with district and Instructional coaches and ConnectEd messages. During these monthly meetings parents will receive important information pertinent to their child's education. These informative meetings that the CIS will host will assist parents in providing for their children to improve the educational process. Social media and the school's website will serve as a form of communication and parent involvement.

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.

At Frances S. Tucker Elementary school administrators, teachers, and parents are active participants in the pursue of attaining community partners. Community leaders and agencies are invited to attend EESAC meetings, PTA meetings, Open-House and school wide events. Currently Frances S. Tucker partners with Ransom, YMCA, Verrick Park, Christ Fellowship Church, and the Thomas Armour Youth Ballet, and the University of Miami Athletics Department, as well as a variety of community agencies to provide support to our students and increase student achievement. Frances S. Tucker Elementary is providing the community with the access to a newly acquired fitness gym that will promote health and fitness not only to students, staff but also the community.

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
Pickett, Fredrelette	Principal
Rivero, Maria	Assistant Principal
Gonzalez, Maribel	Instructional Coach
Sequeira, Kenia	Instructional Coach
Salazar, Yaliesperanza	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.

The School-Based MTSS/RtI Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: the school's Reading, Math, and Science Coaches.

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.

School-Based MTSS/RtI Team is vital, therefore, in building our team we have considered the following: Administrator(s) who will ensure commitment and allocate resources;
Teacher(s) and Coaches 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.

Title I, Part A
Services are provided to ensure 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. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that proved 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. Other components that are integrated into the school-wide program include an extensive Parental Program and Supplemental Educational Services.
Title I, Part D
Miami-Dade County Public Schools receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the District Drop-Out Prevention programs.
Title II
Miami-Dade County Public Schools uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL; training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities through school CIS and the Bilingual Department (K-12)

• professional development on best practices for ESOL and content area teachers (K-12)

• coaching and mentoring for ESOL and content area teachers (K-12)

• reading and supplementary instructional materials (K-12)

• 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 (K-12, RFP Process)

Title X- Homeless

The Homeless Assistance Program at Frances S. Tucker Elementary seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assist schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not stigmatized or separated, segregated, or isolated on their status as homeless-and is provided with all entitlements. Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Frances S. Tucker Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

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 TRUST Specialists.

• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program.

• Trust Specialists and/or Elementary School Counselor focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

• In accordance with the Florida Statute "Jeffrey Johnston Stand Up for All Students Act and the Miami-Dade County Public Schools Policy Against Bullying and Harassment, the Bullying and Violence Prevention Curriculum will be implemented in all grade levels Pre-K through 5th to increase awareness, prevention and education in order to promote a safe school environment. An anonymous bullying and harassment reporting system will be in place in addition to individual counseling referrals as needed.

Nutrition Programs

1) Frances S. Tucker Elementary 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 and Health curriculum.

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 Wellness Policy.

Head Start

Head Start programs are housed in several Title 1 schools and/or communities. Joint activities including professional development and transition processes are shared. Through affiliation

agreements, the Summer VPK program is provided at the Head Start sites.
Career and Technical Education
Frances S. Tucker Elementary infuses career awareness throughout the curriculum. Students participate in Career Day activities every year. Volunteers, community members and parents join forces to expose students to their careers in a variety of presentations. Frances S. Tucker Elementary promotes increased graduation rates by participating in a Higher Education Spirit Day in which students focus on their own educational futures and prepare for the demands of life in a competitive, global, high-tech economy.
Other
Parental: Frances S. Tucker Elementary School involves parents in the planning and implementation of the Title I program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Frances S. Tucker Elementary School increases parental engagement/involvement through developing (with ongoing parental input) our Title I School Parent Compact (for each student); our school's Title I Parent Involvement Policy; scheduling the Title I orientation meeting (Open House) and other activities such as:
• Environmental Magnet Science Fair
• Book Fair Night
• Parent workshops such as: Florida Standards (LAFS/MAFS) Standardized Testing, Homework Help, Mentoring, Self Esteem, Health & Nutrition and the use of the Fitness Center, Computer Skills 101, Computer Skills 101 Part 2, Careers & Job Skills, Resources/Switchboard of Miami, Bullying, and Computer/Portal Presentation
Frances S. Tucker Elementary School conducts informal parent surveys to determine specific needs of our parents and facilitates workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.
The Voluntary Public School Choice Program (I Choose!), a federally-funded grant, is a District-wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all the parents in Miami-Dade County. The Voluntary Public School Choice Program's grant funds are used to evaluate curriculums, inform parents of educational options, and re-culture teaching practices to establish quality school environment.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Sara Tingle	Teacher
Erin Caputo	Teacher
Fredrelette Pickett	Principal
Suzanne Buddle	Teacher
Isiah Gates	Student
Anthony Scornavacca	Business/Community
Iesha Brown	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 School Advisory Council met on a monthly basis with teachers, parents, students and community leaders to make decisions that affected instruction and delivery of programs at the school .

The SAC discussed and evaluated the strategies listed on the School Improvement Plan. The SAC also made decisions on how the EESAC funds were allocated at the school.

b. Development of this school improvement plan

The EESAC is part of the overall leadership structure at each school. It provides a forum for open discussion and problem-solving, gives all stakeholder groups (administrators, parents, students, staff, and the larger community) a real voice in school-based decision-making and the power to influence all aspects of the work of the school. The EESAC promotes collaboration and understanding and builds support for the school's overall goals as well as individual programs, policies, and initiatives. They promote the School Improvement Plan and are part of the writing and data segregation for it.

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

The School Advisory Council reviews the annual budget and discusses ways to allocate funds. Funds are allocated based on immediate needs that benefit all students and impacts student achievement.

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

EESAC developed a plan according to teacher and staff requests for needed funds.
School Store to promote Character Education and School Discipline and the Red Ribbon Committee will receive money upon the request of the committee member or school counselor. EESAC funds that were budgeted and requested total to 1,370.00.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Frances S. Tucker Elementary is currently updating the EESAC roster to be in complete compliance with State and district guidelines.

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
Rivero, Maria	Assistant Principal
Gonzalez, Maribel	Instructional Coach
Sequeira, Kenia	Instructional Coach
Salazar, Yaliesperanza	Teacher, K-12
Pickett, Fredrelette	Principal

b. Duties

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month. The LLT will cultivate the vision for increased school-wide literacy across all content areas by being active participants in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with the team regarding the meetings. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP and the RtI Model. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. The LLT will consider student assessment data, classroom observational data, teacher's Individual Professional Development Plan (IPDP), and School Improvement Plans (SIP) when planning professional development. The LLT will monitor lesson plans during regular classroom visitations. The principal will evaluate what they see instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the LLT. The LLT will monitor collection and utilization of assessment data, including progress monitoring data, District Topi Assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:
• participating in the Data Analysis Team meetings after each iReady and District Topic Assessment period;
• analyzing the progress monitoring data with reading coach;
• directing the reading coach to meet with grade level/departments to review their progress monitoring iReady data
• monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log and
classroom visitations; and
• monitoring the teacher's use of data driven instruction during classroom visitations.

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.

At Frances S. Tucker Elementary teachers, instructional leaders and administrators work together to ensure that students are provided with a comprehensive curriculum. Teachers and instructional leaders meet on a weekly basis to collaborate on lesson plans, effective teaching strategies and rigorous activities. Instructional leaders support teachers and coaches. Modeling and conducting coaching cycles and weekly classroom walk- throughs are all part of a cohesive feeling here at Frances S. Tucker Elementary.

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

Frances S. Tucker Elementary School recruits and retains highly qualified teachers by providing mentorship programs with veteran teachers and instructional coaches. The school also offers a networking opportunity with neighboring schools during a professional learning community to discuss rigorous planning and instructional strategies to ease the workload. Frances S. Tucker Elementary School will provide professional development to retain highly qualified and effective teachers. Teachers will be given opportunities within the school to take-on leadership roles as well as participate in professional learning communities. Teachers who are teaching out-of field are considered non-highly qualified. These teachers will receive written notification from Human Resources
which provide a timeline to comply with certification. Assistance will be provided to ensure professional development is done in the area needed.

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

Frances S. Tucker Elementary School's mentoring program consists of pairing/matching new teachers with veteran highly qualified teachers and instructional coaches to meet the needs of a beginning teacher. The program entails peer collaborations, modeling of lessons, and common planning sessions.

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.

At Frances S. Tucker Elementary School the instructional programs and materials are aligned to the Florida Standards (LAFS and MAFS). District pacing guides are used for instructional focus. District adopted instructional books and materials are also being used by the school. All instructional supplemental material
purchased are aligned with the Florida Standards. Instructional technology programs and software used at Frances S. Tucker Elementary are also aligned with the Florida Standards.

b. Instructional Strategies

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

At Frances S. Tucker Elementary School, students are provided with differentiated instruction in the English Language Arts and Mathematics through the use of data driven instruction to individualize instruction. Classroom, district and state assessments data are analyzed and instruction is differentiated to meet individual student needs. Students meeting grade level standards are provided with enrichment activities to maintain high academic achievement.

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

Strategy: Extended School Day

Minutes added to school year: 2,000

Ransom and Thomas Youth Armour tutoring will take place twice a week until May 2018. Students will receive instruction in Reading, Math, and Science.

Strategy Rationale

To help our lowest 25%population meet the rigorous standards on state assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Rivero, Maria, mrivero@dadeschools.net

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

Progress Monitoring will be conducted through the use of District Topic Assessments such as the iReady and the Mid Year Assessment.

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.

Title I Administration assists Frances S. Tucker Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for pre-school transition through the Home Instruction for Parents of Pre-school Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.
At Frances S. Tucker Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) and Early Childhood Observation System (ECHOS) which will gauge basic academic skill development and academic school readiness of incoming students.
Screening data will be collected and aggregated once District provides the data results. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.
The District will establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten program. Through this joint

venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the directors of neighborhood centers and provide visits/orientations to the parents and students of the neighboring centers.

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, § 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.

N/A

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

N/A

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 clear, rigorous educational goals/objectives, differentiated instruction, and meaningful growth monitoring are implemented in all core content areas, then student performance will increase and therefore close the achievement gaps.

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 clear, rigorous educational goals/objectives, differentiated instruction, and meaningful growth monitoring are implemented in all core content areas, then student performance will increase and therefore close the achievement gaps. 1a

🔑 G097028

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	52.0
FSA Mathematics Achievement	59.0
FCAT 2.0 Science Proficiency	44.0

Targeted Barriers to Achieving the Goal 3

- Teacher fidelity/implementation of best practices shared during common planning time across all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw Hill Wonders Reading Series, Reading Coach, LAFS Item Specifications, District Pacing Guides, HM Go Math Series, Think Central, MAFS Item Specifications, manipulative kits, Promethean Board, 2 computer labs, computers in each classroom, Curriculum Support Specialist, Discovery Education, Scott Foresman Science Series with classroom kits (supplemental resources), Essential Labs in the newly renovated Captain Winston E. Scott Environmental Magnet Science Lab, NGSSS Science Item Specifications.

Plan to Monitor Progress Toward G1. 8

Data from formative assessments will be gathered and compared to determine student proficiency and learning gains.

Person Responsible
Fredrelette Pickett

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

Evidence of Completion
Data from Gateway/Thinkgate platform and iReady will be used to compare data.

Plan to Monitor Progress Toward G1. 8

Evidence of best practices in classrooms.

Person Responsible
Fredrelette Pickett

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

Evidence of Completion
Student achievement in all assessment.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If clear, rigorous educational goals/objectives, differentiated instruction, and meaningful growth monitoring are implemented in all core content areas, then student performance will increase and therefore close the achievement gaps. 1

🔑 G097028

G1.B1 Teacher fidelity/implementation of best practices shared during common planning time across all content areas. 2

🔑 B261039

G1.B1.S1 Weekly Common Planning with Instructional Coaches and Administrators with follow-up classroom walkthroughs. 4

🔑 S276401

Strategy Rationale

Improve student achievement on state assessments

Action Step 1 5

A common planning schedule has been developed to assist in the planning process.

Person Responsible

Maria Rivero

Schedule

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

Evidence of Completion

Formative Assessment District Assessments

Action Step 2 5

Administration walk throughs to monitor the fidelity/implementation of the best practices that were shared during common planning and the implementation of the district mandated Wonder Works intervention with the 21 day PM.

Person Responsible

Fredrelette Pickett

Schedule

On 6/7/2018

Evidence of Completion

Best practices evident in the classroom during instruction.

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

The use of the 21 day PM (Growth Monitoring Tool), District Topic Assessments, and formative assessments data will be used to drive instruction and monitor the intervention program.

Person Responsible

Maria Rivero

Schedule

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

Evidence of Completion

Sign-in sheets from common planning time, Coaches log, Teachers' lesson plans.

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

A collaborative effort to disaggregate iReady AP1 and AP2 data to provide more rigorous instruction and delivery.

Person Responsible

Fredrelette Pickett

Schedule

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

Evidence of Completion

Conduct informal classroom walkthroughs to ensure the fidelity of small group instruction and develop a data chat calendar (live working document) to strategically meet once every marketing period to analyze multiple sources of data, i.e. iReady, DI templates, grades, bi-weekly and topic assessments.

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

Data on district formative assessments and the use of the Growth Monitoring Tool will be used for effectiveness of teacher instruction.

Person Responsible

Fredrelette Pickett

Schedule

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

Evidence of Completion

Common Planning Schedule, Sign in sheet and agendas for common planning, administrative walk throughs and Data.

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

Peer observation will be implemented to support each other.

Person Responsible

Fredrelette Pickett

Schedule

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

Evidence of Completion

The use of peer observation schedules.

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 M400463	Data from formative assessments will be gathered and compared to determine student proficiency and...	Pickett, Fredrelette	8/21/2017	Data from Gateway/Thinkgate platform and iReady will be used to compare data.	6/7/2018 weekly
G1.MA2 M400464	Evidence of best practices in classrooms.	Pickett, Fredrelette	8/21/2017	Student achievement in all assessment.	6/7/2018 weekly
G1.B1.S1.MA1 M400459	Data on district formative assessments and the use of the Growth Monitoring Tool will be used for...	Pickett, Fredrelette	8/21/2017	Common Planning Schedule, Sign in sheet and agendas for common planning, administrative walk throughs and Data.	6/7/2018 weekly
G1.B1.S1.MA4 M400460	Peer observation will be implemented to support each other.	Pickett, Fredrelette	8/21/2017	The use of peer observation schedules.	6/7/2018 weekly
G1.B1.S1.MA1 M400461	The use of the 21 day PM (Growth Monitoring Tool), District Topic Assessments, and formative...	Rivero, Maria	8/21/2017	Sign-in sheets from common planning time, Coaches log, Teachers' lesson plans.	6/7/2018 weekly
G1.B1.S1.MA3 M400462	A collaborative effort to disaggregate iReady AP1 and AP2 data to provide more rigorous...	Pickett, Fredrelette	8/21/2017	Conduct informal classroom walkthroughs to ensure the fidelity of small group instruction and develop a data chat calendar (live working document) to strategically meet once every marketing period to analyze multiple sources of data, i.e. iReady, DI templates, grades, bi-weekly and topic assessments.	6/7/2018 weekly
G1.B1.S1.A1 A372328	A common planning schedule has been developed to assist in the planning process.	Rivero, Maria	8/21/2017	Formative Assessment District Assessments	6/7/2018 weekly
G1.B1.S1.A2 A372329	Administration walk throughs to monitor the fidelity/implementation of the best practices that were...	Pickett, Fredrelette	8/21/2017	Best practices evident in the classroom during instruction.	6/7/2018 one-time

V. Professional Development Opportunities

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

G1. If clear, rigorous educational goals/objectives, differentiated instruction, and meaningful growth monitoring are implemented in all core content areas, then student performance will increase and therefore close the achievement gaps.

G1.B1 Teacher fidelity/implementation of best practices shared during common planning time across all content areas.

G1.B1.S1 Weekly Common Planning with Instructional Coaches and Administrators with follow-up classroom walkthroughs.

PD Opportunity 1

A common planning schedule has been developed to assist in the planning process.

Facilitator

Maribel Gonzalez and Maria Rivero

Participants

Kindergarten -5th Grade 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	A common planning schedule has been developed to assist in the planning process.	$0.00
2	G1.B1.S1.A2	Administration walk throughs to monitor the fidelity/implementation of the best practices that were shared during common planning and the implementation of the district mandated Wonder Works intervention with the 21 day PM.	$0.00
		Total:	$0.00