Scott Lake Elementary School

2017-18 Schoolwide Improvement Plan

Scott Lake Elementary School

1160 NW 175TH ST, Miami, FL 33169

http://scottlake.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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 Scott Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Scott Lake Elementary School is a much needed respite, it's a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in collaborative partnerships with ALL stakeholders; parents, business liaisons and community partners to create an environment where students are empowered to discover their strengths and to achieve their maximum potential through multiple exposures to rigorous standards based curriculum. Numerous opportunities are available for enrichment, intervention, and remediation as necessary. Elevated expectations have been set for all students, our entire school community shares the belief that all children can and will learn.

b. Provide the school's vision statement.

The vision of Scott Lake Elementary is to utilize a high standard of excellence, where our team will work cooperatively to implement instructional strategies to increase student achievement and provide a safe and nurturing environment.

2. School Environment

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

Instructional personnel and support staff provide students with learning opportunities through project based learning, using technology and real life application. These projects provide opportunities to build relationships between teachers and students. Additionally, the instructional staff, leadership team and student services team work collaboratively with the students' families to identify the needs of the students. Support is provided through a variety of means, such as the RtI process,Title I Parent Resource Center, the Student Services team and direct contact with the families. Additionally, the school schedules activities that recognize cultural background and promote cultural awareness. The school culture is one that promotes respect, unity, and responsibility.

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

Providing a safe learning environment for the students at Scott Lake Elementary is of utmost importance. Adequate supervision is provided by key staff members throughout the campus before, during, and after school. The school reinforces the District's policy of Zero Tolerance on Bullying. The School Counselor consistently addresses specific needs requested by the classroom teacher and visits those classrooms to provide support. The School Counselor also provides Individual/Group Counseling to students to address their individual needs.

During the 2017-2018 school year, Scott Lake Elementary School has implemented the Cloud9World Character Building Initiative. The mission of Cloud9World is to support an evidence-based values education program that will instill in our students a deep concern for the well being of others; including their fellow students, teachers, family, and members of their local and broader communities. This is accomplished through teaching and reinforcing daily deep feelings of commitment to values that the students internalize commitment to global, non-denominational human values as ethical guides while they mature into young adults and beyond.

Also implemented this year is the Youth Crime Watch (YCW) which provides schools and communities with an organizing framework for combating bias, bullying and hatred, leading to long-term solutions for creating and maintaining a positive climate.

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.

All staff members follow the school-wide Discipline Plan which addresses violations of the Code of Student Conduct in a progressive manner. Collaborative parent conferences are held when a student violates the Code of Student Conduct. Additionally, each teacher has created their individual Classroom Management Plan (i.e. Class DOJO and/or color coded system).

In addition, the Safety Committee incorporates activities through out the school year to promote positive behavior and school-wide safety.

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 5000 Role Models of Excellence Program have been established at Scott Lake for select 3rd-5th graders. The project's mission is to intervene in the lives of at-risk boys, young men at-promise for success in order to provide them with alternatives that will lead them away from lives of crime and violence. The 5000 Role Models of Excellence Project is dedicated to matching young men with adult male Role Models who are trained to lead them through a carefully charted path through grades K-12 and college or ensuring the attainment of other post-secondary credentials. Additionally, the Girls of Distinction Program provides mentoring from members of the school staff and community.

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.

The administration and student services team monitors student attendance and suspension reports regularly. Letters are sent home to parents of students who are exhibiting excessive absences and/or tardies. Parent conferences are scheduled to address these issues. The administration, teachers, counselor, success coach and social worker participate in these conferences and provide support to the families. Also, referrals are made to local agencies as needed.

Attendance below 90 percent

One or more suspensions

Course failure in ELA or Math

Level 1 on statewide assessment

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	3	3	1	6	8	2	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	2	6	5	9	17	23	0	0	0	0	0	0	0	62

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	2	4	4	6	19	34	0	0	0	0	0	0	0	69

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

The Alternate to Suspension Plan provides intervention strategies which focus on preventative steps before suspension. These steps include reward for positive behavior and school-wide, class, and individual incentives. The Attendance Review Committee, comprised of the Assistant Principal, School Counselor, and Teacher meets weekly to analyze attendance data and collaborate with families to prevent excessive absences/tardies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

To build positive relationships with parents, numerous incentives, activities and programs have been implemented. The Community Involvement Specialist hosts monthly meeting for parents. During the meetings, she invites instructional coaches to present information on reading, math and science topics to increase parents' conceptual understanding , enabling them to assist their children. The Success Coach provides attendance workshops to parents and attendance interventions with meaningful understanding of the strong correlation between daily attendance student achievement. The Community Involvement Specialist also assist and encourages parents to become school volunteers, so they have a more active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events to through Connect-Ed messages, monthly calendars, the school's website and social media.

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.

Collaborative conversations and communication is key to sustaining successful business partnerships in the community. Scott Lake has business partnerships with The City of Miami Gardens, Ibiley School Uniforms, Nick's Photo, and Sunshine Child Programs. Incentives are provided by the partnerships to support school wide student and staff attendance programs.

Parents participate in the design of their school's Parent and Family Engagement Plan (PFEP). The school improvement process and the annual Title I Annual Parent Meeting conducted at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at the school and at District meetings) to complete. Other components that are integrated into the school-wide program, include Title I CHESS, Common Threads World Cuisine Cooking Skills, Orchestra, Chorus and Book Club.

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
Williams, Kenneth	Principal
Isom, Sherria	Instructional Coach
Balderramos, Fatima	Assistant Principal
Cunningham, Hillivi	School Counselor

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's MTSS/RtI Leadership Team is comprised of the Reading Transformation Coach, Content Curriculum Facilitators, and Teacher Leaders which collaborate monthly to analyze data utilizing Gateway to Data (G2D), PMRN, ACCESS 2.0, and iReady assessment reports. Data is compiled and linked to instructional decisions, progress monitoring at the grade level and classroom level to recognize students who are meeting/exceeding standards. The leadership team will provide professional development and resources necessary to carry out effective interventions. Norms were established at the Opening of School Meeting and are reviewed at the start of each school wide meeting. The MTSS/RtI ensures implementation of intervention and supports the process of building consensus and increasing communications among teachers, staff, students and parents. Weekly collaborative planning has been established for grade levels PK-5. During this time, instructional frameworks are established and collaboration of an effective plan is devised appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team processes and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise

on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the students academic, emotional, behavioral, and social success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/RtI Leadership Team provides data on Tier 1, Tier 2, and Tier 3 students. The team targets academic and social/emotional areas that need to be addressed and helps set clear expectations for instruction. The team facilitates the development of a systematic approach to teaching and aligns processes and procedures.

The MTSS/RtI Problem-solving process guides the development and implementation of the SIP through its
self-correcting method. Data collected and analyzed on Tier 1, Tier 2, and Tier 3 Targets identify the problem(s) and determines academic and behavioral goals. Further problem analysis determines possible
causes of the identified problem so that evidenced-based interventions are selected or developed, and then
implemented. Constant progress monitoring of SIP goals are reviewed and discussed during monthly EESAC
meetings.

Title I Part A
Through Title I funds, services are provided to ensure that students at Scott Lake Elementary School requiring additional remediation are assisted through extended learning opportunities (before-school tutoring programs). A school based Title I funded Community Involvement Specialists (CIS) serves as the bridge between the home and school through home visits, telephone calls, and school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site.The Curriculum Coach develops, leads, and evaluates school core content standards/programs, while identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach also identifies systematic patterns of student need, while doing the following: identifying appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and program monitoring.
Parents participate in the design of their school's Parent Involvement Plan (PFEP) and the school improvement process at the annual Title I Annual Parent Meeting at the beginning of the school year. At the annual Title I Parent Meeting, parents are provided with the M-DCPS Title I Parent/Family Involvement Survey. This survey measures the parent program over the course of the previous year and facilitates an evaluation of the parental involvement program, in order to inform planning for the current year. An all out effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey is available in English, Spanish and Haitian-Creole, and may be accessed online or via a hard copy (at schools and at District meetings).

Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. This board policy defines the McKinney-Vento Law and ensures that homeless students receive the necessary services that they are entitled to.
-The Homeless Education Program seeks to ensure a successful educational experience for homeless children by assisting the school with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Education Program Staff provides annual training to: School Registrar on the procedures for enrolling homeless students; and to the School Homeless Liaison on the McKinney-Vento Homeless Assistance Act, which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements. The Counselor has been identified as the school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to homeless children and youth.
-Project Upstart and the Homeless Trust are community organizations which provide a homeless sensitivity awareness curriculum and contest.
-Currently, Scott Lake Elementary does not have any homeless students.

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 and the elementary counselor. Also Miami Gardens and the Youth Crime Watch organization, provides Scott Lake Elementary with an organizing framework for combating bias, bullying and hatred, leading to long-term solutions for creating and maintaining a positive climate.

District Policy Against Bullying and Harassment
-Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
-This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
--All Staff, Students, and Parents/Volunteers have received training and -the Counselor conducts 5 lessons on Bullying and Violence Prevention per grade level Pre-K through 5th grade.

Nutrition Program
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program which includes school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
LaKesha Wilson-Rochelle	Principal
Sherria Isom	Teacher
Geraldine Jean	Teacher
Mary-Ann Karcher	Teacher
Mercy Brown	Parent
Rodney Elibert	Education Support Employee
Wildrede Jaques	Education Support Employee
Melanie Caldwell-Rutland	Teacher
Robert Starks	Teacher
Jasmin Brown	Student
Taylor Mack	Student
Leya Morales	Teacher
Felicia Lecounte	Education Support Employee
Natasha Jackson	Parent
Sharmaine Duffie-Johnson	Teacher

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

Data from i-Ready indicates that the strategies identified on last year's school improvement plan were met with fidelity.

b. Development of this school improvement plan

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Closing the achievement gap and increasing the number of students meeting proficiency is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed.

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

The projected use of school EESAC funds includes $2,180.00 to be used for implementation of the Accelerated Reader Program to increase reading comprehension and vocabulary in grades 1-5.

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

School Improvement funds were utilized to purchase in the amount of $790.00 consumable iReady books to support School Improvement goals for Reading, Writing and Math.

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
Williams, Kenneth	Principal
Harris, Natalie	Teacher, K-12
Isom, Sherria	Teacher, K-12
Balderramos, Fatima	Assistant Principal
Cunningham, Hillivi	School Counselor
Starks, Robert	SAC Member
Hernandez , Raechel	Teacher, ESE
Terry, Susan	Teacher, K-12
Seay, Antonio	Teacher, K-12
Spaulding , Brenda	Teacher, K-12
Duffie-Johnson, Sharmaine	SAC Member
Jean, Geraldine	Teacher, K-12
Johnson, Joann	Teacher, K-12

b. Duties

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

During the 2017-18 school year, the LLT will focus on programs, resources, and personnel in order to provide an enriching learning environment for students as well as closing the achievement gap and increasing overall reading proficiency. Students will be encouraged to participate in several literacy activities including: Two Book Fairs (Fall and Spring), a Morning Book Club, Storybook Character Parade (October), Reading in the Garden (December), Accelerated Reader, and reading contests. Classroom teachers plan collaboratively with the Media Specialist and regularly visit the Media Center for the purpose of instruction and circulation of library materials.

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.

All content area teachers collaborate with Transformation Coach, Curriculum Facilitators and administrators during collaborative planning sessions. During these sessions, teachers highlight best practices while the Transformation Coach/Curriculum Facilitators assist in the preparation of the delivery of the lesson. Administrators provide support based on teachers' needs and data.

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

Research has continually indicated that the most important factor in individual student achievement is the effectiveness of the teacher in the classroom. Standards, technology, facilities, and instructional materials all contribute to a world-class education, but none are as significant a predictor of student success as the quality of the teacher. In order to recruit and retain highly qualified teachers, Scott Lake Elementary will implement a comprehensive approach that attends to both recruiting, preparing, and supporting the effectiveness of new teachers, as well as to the recognition, professional development and improvement of veteran instructors. The plan is inclusive of all stakeholders that form and influence our education system: Department staff, colleges of education, community colleges, school district personnel staff, teachers, administrators, parents, and the business community. Scott Lake Elementary will continue to collaborate with these organizations and it's highly qualified Instructional Coach in order to provide support to new teachers.

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

Implemented Teacher Teaching Teachers (TTT) Mentoring Program where new teachers and early career teachers are paired with veteran teachers to share best practices and strategies that focus on Florida Standards. Additionally, professional's will collaborate with local colleges and universities where new teachers obtain advanced degrees; Expand innovative programs that allow new teachers increased time in a variety of classroom settings; Build on the established standards and develop a competency-based accountability model that is easily understood.

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.

District Pacing Guides and State Item Specifications, and FSA Achievement Level Descriptors for Math and Reading are reviewed during collaborative planning sessions to ensure that core instructional programs and materials are aligned to Florida's standards.

b. Instructional Strategies

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

During collaborative planning sessions, Transformation Coach and Curriculum Facilitators debrief with content area teachers to provide updated data based on classroom assessment. The effective use of Instructional Focus Calendars are implemented. Data chats with the administration are held quarterly and data is analyzed to determine instructional implications. Students are grouped in to differentiated instruction groups. The purpose of the differentiated instruction groups is to the correct the deficiency through small group instruction.

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

Strategy: Before School Program

Minutes added to school year: 5,400

Early Bird Accelerated Reader Lab

Strategy Rationale

During the Early Bird AR Lab, first-fifth grade students will have the opportunity to take an accelerated reader test to assess comprehension and vocabulary skills based on books read. AR test results will be analyzed bi-weekly.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams, Kenneth, pr4881@dadeschools.net

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

Star Literacy Data will be analyzed bi-weekly and AR Independent Reading Levels (IRLs) will be adjusted accordingly based on data results.

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, §
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.

Students in the Kindergarten program are assessed at the beginning of the school year using the Florida
Kindergarten Readiness Screening (FLKRS). Data collected from this screening will be used to plan academic and social/emotional instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills. iReady (AP3) end-of-year assessment will indicate if students have achieved mastery on the Kindergarten grade level expectations.

Assessment tools to determine student readiness in Pre-Kindergarten and Kindergarten General Education
and Special Education:
-Oral Language Proficiency Scale (OLPS)

Pre-Kindergarten General Education:
-Child Observation Record (COR)

Pre-Kindergarten Special Education:
-The Devereux Early Childhood Assessment (DECA)
-Learning Accomplishment Profile Diagnostic edition (LAP-D)
-LAP-D screening for General Education students
-Phonological and Early Literacy Inventory

-Battelle Developmental Inventory (BDI 2)
-Preschool Key Experience Note Form

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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 core instruction improves in all content areas, then student achievement will increase.

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 improves in all content areas, then student achievement will increase. `1a`

🔑 G097059

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	58.0
Math Gains	52.0
Statewide Science Assessment Level 3	50.0
ELA/Reading Gains	56.0

Targeted Barriers to Achieving the Goal `3`

- During teacher questioning, there is limited evidence of wait time and probing.

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

- To eliminate and/or reduce this barrier, Effective Questioning protocols, Webb's Depth of knowledge as well as a variety of questioning strategies will be used.

- The school has a Literacy Transformation Coach.

- Collaborative common planning is available for all classroom teachers.

- Interventionist, paraprofessionals, and computerized programs (iReady Reading, iReady Mathematics, Reflex Math, Gizmos, and Accelerated Reader) are available to provide additional learning opportunities to students who are not mastering grade level skills.

- District Pacing Guides for all core subject areas are available with links to technology , additional resources and essential labs.

Plan to Monitor Progress Toward G1. `8`

iReady and Topic Assessment data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible
Kenneth Williams

Schedule
Quarterly, from 9/1/2017 to 6/7/2018

Evidence of Completion
Agendas, Sign-in sheet, Data Chats Notes

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 core instruction improves in all content areas, then student achievement will increase. [1]

🔑 G097059

G1.B1 During teacher questioning, there is limited evidence of wait time and probing. [2]

🔑 B261107

G1.B1.S1 Enhance teacher questioning during whole-group and small group instruction using data and resources to meet specified student needs in order to target all students. [4]

🔑 S276463

Strategy Rationale

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 [5]

Administrators will participate in monthly iCADS to support content area instruction.

Person Responsible

Kenneth Williams

Schedule

Monthly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Action Plan Cycles, iCAD schedule, agenda

Action Step 2 [5]

Literacy Transformation Coach will particpate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.

Person Responsible

Sherria Isom

Schedule

Monthly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Action Plan Cycles, TCC Schedule, Transformation Coach logs

Action Step 3 `5`

Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.

Person Responsible

Kenneth Williams

Schedule

Triannually, from 9/28/2017 to 6/7/2018

Evidence of Completion

Action Plan Cycles, Instructional Review Findings

Action Step 4 `5`

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantative and qualatative data.

Person Responsible

Kenneth Williams

Schedule

Triannually, from 10/4/2017 to 6/7/2018

Evidence of Completion

Strategic Planning Schedule, Assessment Data

Action Step 5 `5`

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.

Person Responsible

Kenneth Williams

Schedule

Semiannually, from 11/21/2017 to 2/28/2018

Evidence of Completion

DATA/COM Schedule , Presentation, Sign-in Sheet, Follow-up Notes

Action Step 6 `5`

Content area teams will meet weekly to conduct collaborative common planning.

Person Responsible

Kenneth Williams

Schedule

Weekly, from 8/23/2017 to 6/7/2018

Evidence of Completion

Sign-in Sheets, Agendas, Support logs

Action Step 7 `5`

Provide meaningful professional development during faculty meetings.

Person Responsible

Fatima Balderramos

Schedule

Monthly, from 9/19/2017 to 6/7/2018

Evidence of Completion

Agendas, Sign-in Sheets, PowerPoint Presentations

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

Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery of instruction to include implementation of a variety of strategies to engage students in higher order learning tasks.

Person Responsible

Kenneth Williams

Schedule

Daily, from 9/18/2016 to 6/7/2018

Evidence of Completion

Follow-up Collaborative Conversations with Administrative Team and Transformation Coach based on Classroom Walkthroughs.

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

Leadership Team will meet weekly to monitor the implementation of the action plan cycles and coaching cycles.

Person Responsible

Kenneth Williams

Schedule

Weekly, from 9/27/2017 to 6/7/2018

Evidence of Completion

Agendas, Sign-in Sheets, Action Plan Post Cycle

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

Debrief with transformation coach and curriculum facilitators on the implementation of lesson planning and delivery. Analyze student performance data.

Person Responsible

Kenneth Williams

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Sign-in Logs, Agendas

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.B1.S1.A5 A372480	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination...	Williams, Kenneth	11/21/2017	DATA/COM Schedule , Presentation, Sign-in Sheet, Follow-up Notes	2/28/2018 semiannually
G1.MA1 M400607	iReady and Topic Assessment data will be collected and reviewed throughout the year to determine...	Williams, Kenneth	9/1/2017	Agendas, Sign-in sheet, Data Chats Notes	6/7/2018 quarterly
G1.B1.S1.MA1 M400604	Debrief with transformation coach and curriculum facilitators on the implementation of lesson...	Williams, Kenneth	9/18/2017	Sign-in Logs, Agendas	6/7/2018 weekly
G1.B1.S1.MA1 M400605	Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery of...	Williams, Kenneth	9/18/2016	Follow-up Collaborative Conversations with Administrative Team and Transformation Coach based on Classroom Walkthroughs.	6/7/2018 daily
G1.B1.S1.MA3 M400606	Leadership Team will meet weekly to monitor the implementation of the action plan cycles and...	Williams, Kenneth	9/27/2017	Agendas, Sign-in Sheets, Action Plan Post Cycle	6/7/2018 weekly
G1.B1.S1.A1 A372476	Administrators will participate in monthly iCADS to support content area instruction.	Williams, Kenneth	9/1/2017	Action Plan Cycles, iCAD schedule, agenda	6/7/2018 monthly
G1.B1.S1.A2 A372477	Literacy Transformation Coach will particpate in monthly Transformation Coach Cohort meetings...	Isom, Sherria	9/1/2017	Action Plan Cycles, TCC Schedule, Transformation Coach logs	6/7/2018 monthly
G1.B1.S1.A3 A372478	Conduct the Instructional Review process and identify action steps required to eliminate the...	Williams, Kenneth	9/28/2017	Action Plan Cycles, Instructional Review Findings	6/7/2018 triannually
G1.B1.S1.A4 A372479	Leadership team will collaboratively participate in strategic planning meetings to make informed...	Williams, Kenneth	10/4/2017	Strategic Planning Schedule, Assessment Data	6/7/2018 triannually
G1.B1.S1.A6 A372481	Content area teams will meet weekly to conduct collaborative common planning.	Williams, Kenneth	8/23/2017	Sign-in Sheets, Agendas, Support logs	6/7/2018 weekly
G1.B1.S1.A7 A372482	Provide meaningful professional development during faculty meetings.	Balderramos, Fatima	9/19/2017	Agendas, Sign-in Sheets, PowerPoint Presentations	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction improves in all content areas, then student achievement will increase.

G1.B1 During teacher questioning, there is limited evidence of wait time and probing.

G1.B1.S1 Enhance teacher questioning during whole-group and small group instruction using data and resources to meet specified student needs in order to target all students.

PD Opportunity 1

Provide meaningful professional development during faculty meetings.

Facilitator

Sherria Bostic

Participants

K-5 Teachers

Schedule

Monthly, from 9/19/2017 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	Administrators will participate in monthly iCADS to support content area instruction.	$0.00
2	G1.B1.S1.A2	Literacy Transformation Coach will particpate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.	$0.00
3	G1.B1.S1.A3	Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.	$0.00
4	G1.B1.S1.A4	Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantative and qualatative data.	$0.00
5	G1.B1.S1.A5	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.	$0.00
6	G1.B1.S1.A6	Content area teams will meet weekly to conduct collaborative common planning.	$0.00
7	G1.B1.S1.A7	Provide meaningful professional development during faculty meetings.	$0.00
		Total:	$0.00