

Miami-Dade County Public Schools

Gulfstream Elementary School



2017-18 Schoolwide Improvement Plan

Gulfstream Elementary School

20900 SW 97TH AVE, Cutler Bay, FL 33189

<http://gulfstreamelm.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	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Gulfstream 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.

Gulfstream Elementary School will provide the educational foundation for students to become productive members of society.

b. Provide the school's vision statement.

Gulfstream Elementary School will support and encourage children to achieve success to develop their maximum potential.

2. School Environment

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

At Gulfstream Elementary, teachers and staff are committed to nurturing and fostering the whole student. Teachers are concerned with working on them both emotionally and academically. Students are seen as individuals and teachers work to help them reach their maximum potential. Programs that help facilitate this process include both enrichment and remediation. Students are also taught social skills by making sure collaborative and cooperative activities are embedded throughout the content areas.

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

The safety and security of our students is a constant priority. We have a Critical Incident Response Team which consistently meets and discusses procedures and protocols to make sure they are effective. A full-time uniformed security officer is at the front of the school and requires visitors to sign in and show proper identification. Visitors are then provided a visitor's pass and directed to the main office. A sweep of the building is done every morning and access points are secured. We also have cafeteria monitors to implement safe cafeteria behavior rules during breakfast and lunch. Faculty and staff are visible and at their posts to ensure the safe arrival and dismissal of the students. Two-way radios are used by administrative staff to facilitate communication throughout the building. Faculty and staff are required to wear their staff ID's and a mandatory uniform policy is strictly enforced. Students travel in pairs throughout the hallway.

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.

Gulfstream Elementary School implements a school wide behavior plan that encourages positive core values. Teachers have classroom behavior systems in place. Staff, students and parents are informed of the Code of Student Conduct and a behavior contract is reviewed and signed. Referrals are closely monitored and parent meetings are held to discuss and remediate problem behaviors collaboratively. Teachers are provided with professional development targeting behavior strategies in the classroom.

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 school has a full-time counselor who works closely with teachers and administration informing them of student issues that may arise. The counselor meets with students in whole group, small group, and individual basis to address the various needs of students. Additionally, the school social worker and psychologist are consulted on an as needed basis. When appropriate families are referred to outside agencies. Students with academic difficulties are monitored through the RTI process and counseling is given to ensure that their social-emotional needs are met.

3. Early Warning Systems

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

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

The early warning indicators at Gulfstream Elementary School are 10 absences, one or more suspensions, receiving a score of level 1 on standardized assessments and failing grades in ELA or Mathematics.

Gulfstream Elementary School's Early Warning System identifies students with excessive absences/suspensions and provides counseling and parent conferences. Students identified as scoring a level 1 or 2 are targeted through the Student Services Team and provided with additional intervention strategies.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	7	15	11	13	24	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	1	8	18	16	26	22	0	0	0	0	0	0	0	91

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	9	24	10	26	28	0	0	0	0	0	0	0	98

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

A variety of intervention strategies are used to improve the academic performance of students identified by the early warning system. A daily attendance incentive program has been implemented to increase attendance and motivate students to come to school daily. Gulfstream Elementary also implements the "Do The Right Thing" program where students are recognized for positive behavior. Additionally, a core student of the month program is utilized to identify positive behavior. The Alternative to School Suspension program is also implemented at the school. Students who are performing below grade level are identified and placed into the appropriate intervention group. These

students receive an additional thirty minutes outside of the instructional block. These students are continually monitored and observed to ensure progress is being made.

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

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.

Gulfstream Elementary continuously involves community partners through EESAC meetings, PTA meetings and resource fairs. Through community events, such as town hall meetings and expositions, Gulfstream Elementary sustains and builds partnerships with the local 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
Iza-Rodriguez, Marlene	Assistant Principal
Bowers, JoAnne	Other
Osborn, Mandy	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.

Ms. Marybel Baldessari - Assistant Principal(Personnel, Daily Operations, Attendance, Discipline, Curriculum, Assessment), Ms. JoAnne Bowers - Program Specialist (SPED Program Leader)
The leadership team meets on a monthly basis to discuss a variety of topics such as data, curriculum and instruction, professional development or any other needs that may arise.

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 Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and intervention and provide levels of support and interventions to students based on data.

The Response to Intervention Leadership Team met with the Education Excellence School Advisory Committee, the Principal and the Assistant Principal to develop the School Improvement Plan (SIP). The team identified the areas in need of additional support. Rigor, relevance and relationships were stressed. The MTSS Leadership Team developed a systematic approach to completing the SIP listing additional support strategies to increase student mastery in each subject area. A schedule of meetings in

order to complete the SIP was created.

Services are provided to ensure that Gulfstream Elementary School students requiring additional remediation

are assisted through extended learning opportunities (Gulfstream Elementary School Before-School and/or

After-School Programs or Saturday Academy). The district coordinates with Title II and Title III in ensuring

staff development needs are provided. Support services are provided to Gulfstream Elementary School

students and families. Gulfstream Elementary school based Title I funded Community Involvement Specialist

(CIS) serves as a bridge between the home and school through home visits, telephone calls, 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. Curriculum Liaison 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 need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening

programs that provide early intervening services for children to be considered "at risk;" assist in the design

and implementation for progress monitoring, data collection, and data analysis; participate in the design and

delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three

languages at all schools), the school improvement process and the life of the school and the annual Title I

Annual Parent Meeting 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 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 schools and at District meetings) to complete. Other components that are integrated into

the school-wide program include an extensive parental and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The District uses Title II 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 funds are used to supplement and enhance the programs for English Language Learners (ELL) and

immigrant students by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities
- Reading and supplementary instructional materials

The district provides referrals for services and resources (clothing, school supplies, social services) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

The school offers a Safe and Drug-Free Schools Program that addresses violence and drug prevention and

intervention services for students through curriculum implemented by Department Chairs and the counselor.

The school offers the program to students that include counseling, incentives and field trips. In addition, the

school also participates in the Core Essentials program which is a Values Education Curriculum for Grades K-

5. This program helps schools create a culture to treat others right, make smart decisions, and maximize student's potential.

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the

Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Principal
Annett Garcia-Perea	Teacher
Pamela Fortman	Education Support Employee
Jonathan Simmons	Teacher
Elizabeth Grizzle	Education Support Employee
Marcia White	Parent
Eileen Gilbert	Parent
Gabrielle Chambers	Parent
Diane Hopkins	Teacher
Gary Smith	Business/Community
Carolina Cruz	Student
Orion Lopez	Student
Marybel Baldessari	Education Support Employee
Amarilis Salazar	Teacher
Osmany Hurtado	Teacher
Juan Gil	Teacher
Bry Sramek	Teacher
Jonathan Lopez	Parent
Clinton Moore	Parent
Teela Collins	Parent
Desiree Schinholster-Wilson	Parent
Katiuska Garcia	Parent
Gabrielle Chambers	Parent
Carlos Temperan	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 SAC members met to evaluate and discuss the 2016-2017 School Improvement Plan. Data was analyzed and school targets were discussed. The members also discussed school goals that were met and those that require further consideration. 2017-2018 goals and targets were created after a discussion pertaining to school needs.

b. Development of this school improvement plan

The SAC assists in the preparation and evaluation of the School Improvement Plan and the Parental Involvement Plan. Additionally, the SAC reviews, documents and approves all changes in the development and implementation of the School Improvement Plan. It targets specific school needs and activities that will have the greatest impact on the school community.

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

The projected 2017-2018 school budget was shared with members and input was solicited. Additionally, continuous review of the school improvement plan and budget is reviewed and discussed throughout the year to ensure proper allocation of funds to maximize academic achievement.

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

Purchasing of paper for supplemental educational materials (\$500.00); Absence and Tardy Prevention- Provide incentives for students with improved attendance (\$300.00); Guidance Counselor and the Assistant Principal will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct. Implementation of the student Code of Conduct through the Core Student of the Month Curriculum/Incentive program (\$200.00) Purchasing of media materials for the media center (\$3000.00).

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
Iza-Rodriguez, Marlene	Assistant Principal
Juan-Lopez, Janet	Teacher, K-12
Salinero, Alexandra	Teacher, K-12
Levern, Sarah	Teacher, K-12
Higgs, Shevonne	Teacher, K-12
Bowers, JoAnne	Other
Hernandez, Diana	Teacher, K-12
Swigert, Brooke	Teacher, K-12
Blanco, Jacqueline	Teacher, K-12
Osborn, Mandy	Teacher, K-12

b. Duties

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

The Literacy Leadership Team at Gulfstream Elementary will participate in several initiatives. They will understand the theory and research on how literacy develops in young people by sharing best practices and research on reading acquisition with all stakeholders (staff, parents, community). Model and demonstrate literacy strategies to support and encourage developing readers. Help students to see themselves as successful readers, growing in confidence and competence, and setting goals to increase literacy achievement. Develop a literacy mandate for the entire school, with teams of teachers engaged in building competent readers and writers.

Our initiatives align with district initiatives in that we are targeting the students in the lowest quartile and students in the low performing sub groups. Our Instructional Liaison will be modeling and assisting teachers in developing effective reading strategies and activities through differentiated instruction. Teachers in Kindergarten-5th grade will implement the Florida Standards.

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.

A multitude of strategies are implemented to encourage collaboration amongst teachers including scheduled weekly common planning times per grade level, bi-monthly embedded professional developments, on-going data chats, bi-weekly faculty meetings, monthly curriculum team meetings with grade level chair and weekly leadership team meetings to collaborate on best practices and instructional strategies.

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

1. District hosted recruitment events.
2. On-going professional learning communities and professional development.
3. Mentoring program for new teachers.

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

New teachers are paired with trained mentor teachers through the MINT (Mentoring and Induction of New Teachers) Program. The master teachers share best practices and offer instructional support as needed such as lesson planning, classroom management and content knowledge.

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.

Gulfstream Elementary School's curriculum team uses FSA Test Item Specifications and district-based pacing guides to ensure that its core instructional programs and materials are aligned to the Florida Standards. Additionally, weekly grade level collaborative conversations, leadership team meetings, monthly ICADS and district provided professional developments/meetings are held/ attended to ensure that the instructional programs and materials are compliant with Florida's standards.

b. Instructional Strategies

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

Gulfstream Elementary School aligns data with instruction to ensure student's needs are met. Continuous disaggregation of data occurs following both formative and summative assessments and students are grouped for targeted instruction. Students are monitored and additional resources are used to supplement instruction as needed. Students who are performing below grade level will be targeted during differentiated instruction and groups are fluid based on student needs. Intervention is provided with fidelity 30 minutes daily in addition to the Reading block. Students performing at an advanced level are provided with supplemental instruction to meet their needs.

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

Strategy: After School Program

Minutes added to school year: 1,600

Students receive 120 minutes per week of remediation in the area of Reading and Math during after school tutoring. Additionally, students receive enrichment through activities provided in the extracurricular clubs.

Strategy Rationale

Students are chosen for tutoring and enrichment based on the results of state, IREADY and teacher recommendation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Baldessari, Marybel, marybaldessari@dadeschools.net

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

Data is collected on an on-going basis using IREADY assessments and is analyzed through student and teacher data chats.

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.

Prekindergarten classes visit kindergarten classes in order to prepare for the transition to kindergarten.

Kindergarten transition workshops were held for the parents to help them assist their child at home with the transition to kindergarten. Exit interviews and assessments are given to pre-kindergarten students to

determine overall readiness for kindergarten. Prior to the beginning of the school year, a kindergarten orientation is given to incoming kindergarten parents and students in order to give them additional information and support. Upon entering kindergarten, students are assessed in order to determine individual and group needs. Students are assessed in the Basic Skills/School Readiness, Print/Letter

Knowledge, and Phonemic Awareness. The data collected from the assessments is used to plan daily academic and social/emotional instruction for all students and intervention is provided as needed. Families of preschool SPED students are provided transition assistance through the school's SPED department. The school works with the district by providing readiness diagnostic assessments for students from Head Start and VPK programs outside of the school.

Kindergarten registration was on-going throughout the summer months. Open House was held September 28th, 2017.

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

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

Strategic Goals Detail

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

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

 **G097085**

Targets Supported **1b**

Indicator	Annual Target
AMO Math - ELL	

Targeted Barriers to Achieving the Goal **3**

- Lack of student foundational skills

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

- I-Ready, push-in/pull-out support staff, job embedded professional development, Curriculum Lead Team, common planning structures, computer lab/technology.

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

Assistant Principal will attend grade level meetings to disaggregate data and debrief with teachers on the implementation of topics discussed during professional development; providing support on an as needed basis.

Person Responsible

Marybel Baldessari

Schedule

Monthly, from 10/18/2017 to 6/6/2018

Evidence of Completion

grade-level minutes, I-Ready data, sign-in sheets and agenda

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 is increased in all content areas, then student achievement will improve. **1**

 G097085

G1.B3 Lack of student foundational skills **2**

 B261167

G1.B3.S1 Teachers will use data (I-Ready and weekly skills tests) to provide students with differentiated instruction based on their particular needs. **4**

 S276518

Strategy Rationale

By using the data to guide instruction, students will receive the differentiated instruction/ interventions needed to bridge the learning gap.

Action Step 1 **5**

Conduct professional development on differentiated instruction

Person Responsible

Marlene Iza-Rodriguez

Schedule

On 10/18/2017

Evidence of Completion

agenda of meeting, sign-in sheet

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

Teachers will participate in a differentiated instruction in-house professional development

Person Responsible

Marybel Baldessari

Schedule

On 10/18/2017

Evidence of Completion

agenda and sign-in sheet

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

Teachers will participate in in-house professional development

Person Responsible

Marybel Baldessari

Schedule

Monthly, from 10/18/2017 to 6/6/2018

Evidence of Completion

Agendas of meetings, sign-in sheets from meetings.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.MA1 M400746	Teachers will participate in a differentiated instruction in-house professional development	Baldessari, Marybel	10/18/2017	agenda and sign-in sheet	10/18/2017 one-time
G1.B3.S1.A1 A372602	Conduct professional development on differentiated instruction	Iza-Rodriguez, Marlene	10/18/2017	agenda of meeting, sign-in sheet	10/18/2017 one-time
G1.MA1 M400751	Assistant Principal will attend grade level meetings to disaggregate data and debrief with teachers...	Baldessari, Marybel	10/18/2017	grade-level minutes, I-Ready data, sign-in sheets and agenda	6/6/2018 monthly
G1.B3.S1.MA1 M400745	Teachers will participate in in-house professional development	Baldessari, Marybel	10/18/2017	Agendas of meetings, sign-in sheets from meetings.	6/6/2018 monthly

V. Professional Development Opportunities

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

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

G1.B3 Lack of student foundational skills

G1.B3.S1 Teachers will use data (I-Ready and weekly skills tests) to provide students with differentiated instruction based on their particular needs.

PD Opportunity 1

Conduct professional development on differentiated instruction

Facilitator

Marybel Baldessari

Participants

Classroom Teachers

Schedule

On 10/18/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Conduct professional development on differentiated instruction	\$0.00
Total:			\$0.00