

Miami-Dade County Public Schools

# Charles David Wyche, Jr Elementary School



2017-18 Schoolwide Improvement Plan

## Charles David Wyche, Jr Elementary School

5241 NW 195TH DR, Miami Gardens, FL 33055

<http://cdwyche.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	94%
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	A	C*	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 Charles David Wyche, Jr Elementary School

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

###### Mission

Charles D. Wyche, Jr. Elementary, like all other public schools, is charged to increase the proficiency of all students by allowing them the opportunity to expand their knowledge and skills through learning opportunities valued by students, parents, and the community. More specifically, the mission at Charles D. Wyche, Jr. Elementary is to serve all children regardless of their capacity to learn, and according to each child's individual needs, by certified professionals in specialized areas in an enriched environment that promotes high academic standards of achievement and empowers children to lead productive and fulfilling lives as lifelong learners and responsible citizens in a technological, global society.

(This mission is consistent with the Florida State Board of Education Strategic Plan 2012-2018 and the Miami-Dade County School District's Mission).

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

###### Vision

The desired future of Charles D. Wyche, Jr. Elementary is one in which teachers and administrators live in harmony as a professional learning community by celebrating the teaching of and learning from children, within the school's boundary, every day in a multitude of ways. In nurturing the gifts within teachers and students, and honoring parents, and staff, the community anticipates that it will find various ways to capture learning gains that transcend test scores on high stakes measures; a result, that will be grounded in high expectations, a sense of responsibility, success, and respect from everyone involved in educating students.

#### 2. School Environment

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

Charles D. Wyche Jr. Elementary actively pursues learning about each child's family and cultural background. During the month of October, we engage in a hands-on study of multiculturalism. We engage children and families in projects that highlight students' unique backgrounds and cultural heritage. For example, classrooms might complete family projects that emphasize where a child is born along with other aspects of one's culture, such as recipes, reports, clothing, traditions or artwork.

Family relationships are celebrated throughout the year. Each month, a different grade level hosts a parent meeting at which time students' learning is celebrated and teachers communicate with parents about school related events. One or more habit(s) of mind is/are highlighted during each monthly meeting.

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

Charles D. Wyche Jr. Elementary has embarked on a journey in which teachers, parents and students practice using the Habits of Mind. Bulletin boards and morning announcements highlight various Habits of Mind that can help students engage in more intelligent behaviors that can keep them safe. One of the habits, "Thinking About Your Thinking", emphasizes how recognizing the

consequences of our thoughts, feelings and actions may help one make more informed decisions, partake in healthier choices and practice mindful and safe behaviors. In addition, we work hand in hand with our learning partners from Florida International University and practice Habits of Mind before, during, and after school. During this school year, we will continue to focus on all 16 dispositions of Habits of Mind. Our school has been recognized as an International Habits of Mind School of Excellence. This is our third year in practice.

Arrival at school occurs through two entry points: bus drop off and car pick. Students in grades PK-1 are directed to line up in their classroom hallways until their teachers pick them up at 8:15am. Students in grades 2-5 report to the P.E. hard court and line up by classes until they are picked up by their teachers at 8:25am. All students PK-5 are supervised by before-care staff and our safety patrols. Teachers and administration assist in the dismissal process. Security personnel and adult supervision is always provided and visible. Students who attend after-school care are escorted to the cafeteria for snacks and then are taken by the after-care activities leaders to specified classrooms.

**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.**

The behavioral management plan in place at Charles D. Wyche Jr. Elementary aims at minimizing distractions in order to keep students engaged during the instructional time by providing clear expectations for their behavior. The school counselor provides classroom lessons on Values Matter and Habits of Mind dispositions with emphasis on behavioral expectations. The school counselor also provides counseling to small groups and individual students as needed. Classroom teachers also reinforce these value systems in their classrooms. The administration oversees and models desired behaviors.

**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.**

Our school has unique features that target the social-emotional needs of our students. As we are a collaborative partner with Florida International University (FIU), we have benefited by the more than one hundred clinical experience students in an Introduction to Education course who come to our school to do field work, and work one on one and in small groups with our students. These FIU students work with teachers to plan effective lessons on the Habits of Mind and provide small group instruction to students. We are the only International Habits of Mind School of Excellence in the state of Florida and one of only 11 schools in the United States. Other Habits of Mind School of Excellence are located in Singapore, Australia, New Zealand, and the United Kingdom. We receive Professional Development in the Habits of Mind that translates into more intelligent thinking in our students as teachers and students practice using the Habits of Mind. In addition, our counselor meets with our students in small groups and one on one as needed so that the needs of the whole child are met. When deemed necessary, students and their parents are referred to Miami-Dade County Public Schools Student Services and approved community agencies and/or the school social worker.

### 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.**

Charles D. Wyche, Jr. Elementary utilizes the following early warning indicators to assist with the identification of students who require additional assistance. The Early warning indicators utilized are attendance, suspensions, course failure in English Language Arts or Mathematics, and a level 1 score on the statewide standardized assessments in English Language Arts or mathematics. See



chart below for specific data. Students identified as in need of interventions and/or assistance through the early warning systems are referred to the appropriate services, department, or personnel of assistance.

**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	0	5	11	14	3	7	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	11	20	26	33	53	0	0	0	0	0	0	0	143

**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	0	8	16	7	28	53	0	0	0	0	0	0	0	112

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

The following strategies are utilized throughout the school to improve the academic performance of students identified by the early warning system: small group instruction, Habits of Mind, one-on-one tutoring, and instructional interventions. Charles D. Wyche Jr. Elementary has been selected for the 2017-2018 school year as an iAttend School which focuses on student attendance. Before and after school tutoring is provided to selected students such as: ELL, Cultural Conversations and FSA levels 2-5.

**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**

Connect-Ed, monthly newsletters, and calendars will keep parents informed of school-wide activities. We conduct informal parent surveys to determine specific needs of our parents, and schedule workshops as needed. Parent Academy courses are scheduled with flexible times to accommodate our parents as part of our goal to empower them and build their capacity for involvement. Parent workshops and meetings describing the usefulness of the Habits of Mind will be hosted monthly.



## 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.

The school reaches out to community and business partners and invites them to join our ESSAC. Our Dade Partners assist us in providing our less fortunate families with needed items, as well as, incentives for our families and staff members. As an example, we have a partnership with Dr. Erskine Dottin, Professor Emeritus from Florida International University, who works with university students completing field experience hours in our school, and assists us in practicing and monitoring our practice of Habits of Mind. Professors from FIU also deliver Professional Development in the areas of critical reading, writing, early childhood, ELL, and Habits of Mind. The community is invited to the school's Resource Fair during Open House. We also hold winter and spring shows to showcase the talents of our students.

### 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
Watkins, Thalya	Principal
Hoskins, Steven	Assistant Principal
Weiner, Mickey	Instructional Coach
Torres, Maria	Teacher, K-12
Fernandez, Michelle	Instructional Coach
Nicoleau, Lauossie	Teacher, K-12
Paula, Yadary	Teacher, K-12
Ysidro, Matilda	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 members of the School Leadership Team are responsible for implementing the school's initiatives, curriculum, and activities and provide feedback to teachers and the school community.

Dr. Barbara L. Johnson, Principal, ensures that faculty is aware of MTSS/Rtl through creating continuous professional development opportunities, adjusting the allocations of school resources as needed, holding leadership team meetings on a regular basis, conducting on-going data chats with teachers, gathering and analyzing data related to student achievement, conducting needs assessments, conducting walk-throughs on an ongoing basis, and communicating regularly with staff members.

Dena Vitro, Assistant Principal, assists in analyzing data for the use of interventions and academic needs for Pre-Kindergarten through Fifth grade, conducting walk-through on an on going basis, holding regular meetings with grade level chairpersons, supervising the Rtl process, providing support and setting expectations, ensuring fidelity to the academic programs and interventions, supervising SPED and ensuring ELL, Title I and III compliance.

Instructional Coaches lead and evaluates school core content standards and program, collect data

and analyze information to construct a focus plan to improve student achievement, assists in developing and monitoring intervention programs in English Language Arts, assists with whole school screening programs that provide early intervention services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, participate in the design and delivery of professional development, assists with the implementation of differentiated instruction, and provides support for assessment and implementation monitoring.

Maynard Brown, Counselor, participates in MTSS/Rtl meetings, monitors student attendance/tardiness and academic progress, assists with health screening programs, provides support to students and families.

Grade Level Chairs actively participate in the MTSS/Rtl meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

**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.**

Charles D. Wyche, Jr. Elementary MTSS Leadership Team utilizes the Tier I Problem Solving process to set goals, monitor academic and behavioral data, and use this data analysis to evaluate progress towards goals, at least three times per year.

The Leadership Team also gathers and analyzes data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

#### Title I, Part A

Charles D. Wyche, Jr. Elementary School provides additional instructional sessions to ensure students requiring remediation in reading, mathematics or science are assisted through in-school or after-school tutorial programs. The Instructional Coaches identify systematic patterns of student needs and assists with the implementation of differentiated instruction, assists all teachers in the administration and identification of children considered “at risk” through data, coordinates the delivery of immediate intensive intervention for those children, assists in the implementation of progress monitoring, data collection, and data analysis; and participates in the design and delivery of professional development. Another component that is integrated into the school-wide program is an extensive Parental Involvement Program.

#### Title I, Part C- Migrant

Charles D. Wyche, Jr. Elementary will provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title III

Charles D. Wyche, Jr. Elementary utilizes Title III funds for the following services.

- Tutorial programs (K-5)
- Reading and supplementary instructional materials(K-5)

#### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for

homeless children by collaborating with parents, schools, and the community.

- Charles D. Wyche Jr. Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists Charles D. Wyche Jr. Elementary with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provided training for the registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to Charles D. Wyche Jr. Elementary and was 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.

#### 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 counselor. Training and technical assistance for teachers, administrators, and counselor are also a component. The Counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. Habits of Mind is embedded in all classrooms at Charles D. Wyche Elementary.

#### Nutrition Programs

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Barbara L. Johnson	Principal
Maria Torres	Teacher
Brenda Wooten	Teacher
Valeria Hidalgo	Student
Mickey Weiner	Teacher
Maria Valarezo	Teacher
Yadary Paula	Teacher
Lauossie Nicoleau	Teacher
Nury Gonzalez	Teacher
Selena McCarthy	Teacher
Michelle Fernandez	Education Support Employee
Robert Jameson	Parent
Demetrius Walton	Parent
Alister Campbell	Parent
Javier Gomez	Parent
Javier Ramirez	Parent
Anthony McCarthy	Parent
Erskine Dottin	Business/Community
Zuleima Roque	Business/Community
Marlow Rosado	Business/Community
Eric Rivera	Business/Community

## 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 at Charles D. Wyche, Jr. Elementary met and reviewed the 2016-2017 School Improvement Plan and made the necessary recommendations.

#### **b. Development of this school improvement plan**

The School Advisory Council (SAC) met and discussed the recommendations made by all stakeholders after the review of the 2016-2017 SIP. The recommendations were then included in the development of the 2017-2018 school improvement plan. The SAC met to review and revise the 2017-2018 school improvement plan then proceeded to vote for the approval of the recommendations included in the SIP.

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

The principal shares the budget with the School Advisory Council (SAC) and meets with the SAC Chair person to discuss budget items and share at quaterly meetings.

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

The SAC funds were utilized to purchase student incentives and supplemental materials. A total of \$2499.00 was utilized for supplemental materials and \$500.00 was utilized for student incentives.

**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
Watkins, Thalya	Principal
Hoskins, Steven	Assistant Principal
Weiner, Mickey	Instructional Coach
Torres, Maria	Administrative Support
Fernandez, Michelle	Instructional Coach

**b. Duties**

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

The purpose of the Literacy Leadership Team at Charles D. Wyche Jr. Elementary is to build the capacity of literacy knowledge within the school building and focus on areas of literacy concern across grade levels.

Collaborative Planning, modeling and observation of research-based reading strategies within lessons across the content areas will be conducted for teachers. The Literacy Leadership Team will be encouraged to develop Professional Learning Communities to focus on creating and implementing instructional routines that incorporate rigorous instruction, complex text, and text dependent questions. i-Ready data conferences with take place after every diagnostic. RTI strategies, and data-driven placement of all students (Tier 2-3 Intervention) reading groups will be formed and monitored. An annual Book Fair, Read for the Record, Literacy Night, Vocabulary Parade, and Principal's Reading Club will be implemented.

**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.**

Charles D. Wyche Jr. Elementary develops the Master Schedule to ensure that teachers have the capability to meet, plan, discuss, and share ideas, accordingly. Each grade level meets one day per week, with the instructional coach and administration, to unpack the Florida Standards, review the pacing guides, and discuss available resources. Teachers are highly encouraged to share strategies and activities that have been successful in their classrooms in targeting the standards. Likewise, the instructional coach and administrators provide key information that will contribute to rigorous instruction, and teachers are able to ask questions and share concerns, in a non-threatening environment. Habits of

Mind are celebrated throughout the school as teachers and students practice positive dispositions which lead to more intelligent behavior.

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

At Charles D. Wyche Jr. Elementary we believe that retaining these teachers in our classrooms requires providing them with adequate preparation, support, leadership, and autonomy. The Principal, Assistant Principal, Coaches, LLT and Professional Development Facilitator will provide ample opportunities for teachers to share and participate throughout the school year.

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

Accelerating the effectiveness of new teachers is a critical link to student success and one that relies on quality mentors. At Charles D. Wyche Jr. Elementary we provide new teachers with a wide range of available professional development, communities of practice, products and free resources. Leadership team and colleagues provide in classroom support, as well as in-house training for new teachers.

## **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.**

Administrators complete classroom walk-throughs and formal and informal observations to ensure that standards are being addressed. Coaches meet weekly with each grade level and during collaborative planning sessions teachers and coaches determine how standards will be addressed and assessed. Coaches attend monthly iCADs to further understand best practices and delivery of the standards to better support teachers. Teachers will utilize District Pacing Guides to ensure its core instructional program is aligned to 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.**

Data chats are held after each assessment to determine flexible groups and differentiated instructional plans. Wonderworks and iReady will be used for remediation in reading and the Reteach component will be used for remediation in the Mathematics textbook.

**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: 1,800**

Before and after school tutorials are held throughout the school year to reinforce the Florida Standards in both reading and mathematics.

**Strategy Rationale**

Students who did not meet Florida standards or who are ELL, require additional instruction.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Weiner, Mickey, mweiner@dadeschools.net

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

2016-2017 FSA data and i-Ready diagnostic

## 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.**

At Charles D. Wyche Jr. Elementary School, all incoming Kindergarten students and their parents are encouraged to attend and participate in the, "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with the kindergarten curriculum and processes, grade level expectations, pertinent school information and procedures, as well as information relative to the matriculation of students at the school. The office staff distributes the "Bulldog Bulletin" and brochures along with other documents to interested parents throughout the year. Additionally, incoming kindergarten students are assessed prior to or 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 to ascertain oral language skills of incoming students. 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. Outgoing fifth graders visit many middle schools in the surrounding areas as well as attend in house presentations from Magnet Program schools.

### 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.**

The school hosts Career Day inviting professionals from various careers and trades. Teachers incorporate the lectures into reading and writing activities across the curriculum.



**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

 = 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

G097088

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	61.0
FSA ELA Achievement	49.0
Statewide Science Assessment Achievement	43.0

**Targeted Barriers to Achieving the Goal** 3

- Provide more exposure to rigorous questioning and higher order thinking questions.

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

- Wonders/WonderWorks, i-Ready, LAFS Workbooks, My OnReader, Imagine Learning (ELL level I), Pacing Guides, Item Specifications, Reading Coach, Math Coach, Go Math, Destination Math, Animated Math Models, HMH Mega Math (K-5); Go Math Reteach Book, Reflex, Gizmos (Grades 3-5), MAFS Workbooks, District Adopted Science Series, Common Planning Time, Habits of Mind

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

Progress will be monitored using i-Ready Reports.

**Person Responsible**

Thalya Watkins

**Schedule**

Quarterly, from 10/16/2017 to 5/25/2018

**Evidence of Completion**

Data chats

## Action Plan for Improvement


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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

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

 G097088

**G1.B1** Provide more exposure to rigorous questioning and higher order thinking questions. 2

 B261174

**G1.B1.S1** Utilize effective planning protocols, including the use of the district pacing guides and Florida Standards Item Specifications to develop effective and rigorous instructional strategies that target and maximize the needs of each student. 4

 S276526

### Strategy Rationale

Based on formal and informal observations and assessments, there is a need to establish effective lessons plans to increase the rigor of instruction and student performance.

### Action Step 1 5

Provide professional development on best practices and higher ordered questioning, the use of district pacing guides, and Florida Standards Item Specifications for rigorous planning on professional development days and during common planning.

#### Person Responsible

Michelle Fernandez

#### Schedule

Weekly, from 10/2/2017 to 5/25/2018

#### Evidence of Completion

PD rosters, lesson plans, meeting agendas, sign-in sheets, meeting minutes

### Action Step 2 5

Provide weekly common planning in grades K-5 to effectively unwrap the standards to create meaningful and rigorous lessons.

#### Person Responsible

Steven Hoskins

#### Schedule

Weekly, from 10/16/2017 to 5/25/2018

#### Evidence of Completion

Lessons plans, common planning agendas, sign-in sheets, meeting minutes

### Action Step 3 5

Utilize Habits of Mind, district pacing guides, item specifications, and higher order thinking skills to facilitate student critical thinking throughout the content area.

#### **Person Responsible**

Thalya Watkins

#### **Schedule**

Daily, from 8/28/2017 to 5/25/2018

#### **Evidence of Completion**

Walk-through notes, lesson plans, students work folder, student journals

### Action Step 4 5

Disaggregate and analyze assessment data to drive planning and instruction. Data chats will be conducted between students and teachers and teachers and administration.

#### **Person Responsible**

Thalya Watkins

#### **Schedule**

Triannually, from 10/16/2017 to 5/25/2018

#### **Evidence of Completion**

Data binder, data chats, sign-in sheets, meeting minutes

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

In order to monitor fidelity of implementation, administration will complete weekly walk-throughs and review lesson plans.

#### **Person Responsible**

Thalya Watkins

#### **Schedule**

Weekly, from 8/28/2017 to 5/25/2018

#### **Evidence of Completion**

Walk-through notes and debriefing log

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

In order to monitor the effectiveness of implementation, data from formative and summative assessments will be analyzed to inform instruction.

**Person Responsible**

Thalya Watkins

**Schedule**

Monthly, from 10/16/2017 to 5/25/2018

***Evidence of Completion***

Agendas from data chats, data from i-Ready, classroom assessments, district assessments, sign-in sheets, annotations from data chats



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M400767	Progress will be monitored using i-Ready Reports.	Watkins, Thalya	10/16/2017	Data chats	5/25/2018 quarterly
G1.B1.S1.MA1 M400765	In order to monitor the effectiveness of implementation, data from formative and summative...	Watkins, Thalya	10/16/2017	Agendas from data chats, data from i-Ready, classroom assessments, district assessments, sign-in sheets, annotations from data chats	5/25/2018 monthly
G1.B1.S1.MA1 M400766	In order to monitor fidelity of implementation, administration will complete weekly walk-throughs...	Watkins, Thalya	8/28/2017	Walk-through notes and debriefing log	5/25/2018 weekly
G1.B1.S1.A1 A372625	Provide professional development on best practices and higher ordered questioning, the use of...	Fernandez, Michelle	10/2/2017	PD rosters, lesson plans, meeting agendas, sign-in sheets, meeting minutes	5/25/2018 weekly
G1.B1.S1.A2 A372626	Provide weekly common planning in grades K-5 to effectively unwrap the standards to create...	Hoskins, Steven	10/16/2017	Lessons plans, common planning agendas, sign-in sheets, meeting minutes	5/25/2018 weekly
G1.B1.S1.A3 A372627	Utilize Habits of Mind, district pacing guides, item specifications, and higher order thinking...	Watkins, Thalya	8/28/2017	Walk-through notes, lesson plans, students work folder, student journals	5/25/2018 daily
G1.B1.S1.A4 A372628	Disaggregate and analyze assessment data to drive planning and instruction. Data chats will be...	Watkins, Thalya	10/16/2017	Data binder, data chats, sign-in sheets, meeting minutes	5/25/2018 triannually

## V. Professional Development Opportunities

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

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

**G1.B1** Provide more exposure to rigorous questioning and higher order thinking questions.

**G1.B1.S1** Utilize effective planning protocols, including the use of the district pacing guides and Florida Standards Item Specifications to develop effective and rigorous instructional strategies that target and maximize the needs of each student.

### PD Opportunity 1

Provide professional development on best practices and higher ordered questioning, the use of district pacing guides, and Florida Standards Item Specifications for rigorous planning on professional development days and during common planning.

#### Facilitator

Michelle Fernandez

#### Participants

Teachers

#### Schedule

Weekly, from 10/2/2017 to 5/25/2018

## 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	Provide professional development on best practices and higher ordered questioning, the use of district pacing guides, and Florida Standards Item Specifications for rigorous planning on professional development days and during common planning.	\$0.00
2	G1.B1.S1.A2	Provide weekly common planning in grades K-5 to effectively unwrap the standards to create meaningful and rigorous lessons.	\$0.00
3	G1.B1.S1.A3	Utilize Habits of Mind, district pacing guides, item specifications, and higher order thinking skills to facilitate student critical thinking throughout the content area.	\$0.00
4	G1.B1.S1.A4	Disaggregate and analyze assessment data to drive planning and instruction. Data chats will be conducted between students and teachers and teachers and administration.	\$0.00
Total:			\$0.00