Benjamin Franklin K 8 Center

2017-18 Schoolwide Improvement Plan

Benjamin Franklin K 8 Center

13100 NW 12TH AVE, North Miami, FL 33168

http://benfranklinelem.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)
Combination School PK-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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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 Benjamin Franklin K 8 Center

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Benjamin Franklin K-8 Center, our mission is to prepare our students for tomorrow's world. We strive to serve the community, create healthy habits, and develop the ability to become effective lifelong problem solvers.

b. Provide the school's vision statement.

The vision of Benjamin Franklin K-8 Center is to cultivate a balanced education for each and every child. While working with the whole child, we will strive to help every student accept responsibility for their own education and enhance their individual potential and ability to become self-sufficient. In order to support this vision, various programs are available for students and parents at Benjamin Franklin K-8 Center such as Pre-K, Gifted, Emotional Behavior Disorder (EBD), 5,000 Role Models, Brains and Beauty, RoboNation, Edgenuity, and intramural activities. In addition, interventions are provided for reading. The services provided to students are directly aligned to the needs of the students and response to the data. A tiered approach is provided to ensure that every child is provided with an opportunity to succeed.

2. School Environment

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

The school learns about students' cultures by establishing a positive relationship with students and their families. Every year before the opening of schools, we invite our students and their families to meet the teachers and staff to "Orientation Day." On that day, students are able to meet administration, teachers, and staff members. We get to meet the parents and families and get to know them. Additionally since our student body is composed of Haitian-American, African-American, and Hispanic-American students, our school highlights and celebrates each of these cultures throughout the year.

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

On campus, we have three full-time security guards. A security guard is in the hallways at all times monitoring students transitioning between classes and visitors that may arrive. There are designated areas for student arrivals where they are monitored at all times. Additionally, there are dismissal procedures in place where teachers have to escort their students out of the building. From there, security guards monitor the students until they are picked up.

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.

Our school has a progressive discipline plan in place. Classroom rules and procedures are expected to be followed. A warning is given for the first infraction. A phone call home is given for the second infraction. A parent teacher conference is given for the third infraction. If level 2 or higher violations

are committed by the student, the following consequences are given: detention, indoor suspension, or Alternative to Suspension.

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, a school psychologist, a social worker, a Motivation Coach, a speech language pathologist, and an itinerant EBD counselor. These individuals make-up our support team at our school. Our counselor has peer group meetings throughout the year. Our psychologist meets with the Student Support Team and parents once a week. Our Motivation Coach meets with high risk students daily to circumvent Early Warning Systems (EWS). Our EBD counselor schedules one on one sessions with each of our EBD students weekly. Our social worker meets with our truant and homeless students. Our school psychologist meets with our students and their parents to discuss addressing issues that may be beyond academics that affect their learning.

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 school's early warning system includes the following indicators:
- Attendance below 90% = 0 students
- One or more suspensions = 0 students
- Course failure in ELA or Math = 46 students
- Level 1 on statewide assessments = 166 students

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	7	2	6	5	8	4	12	2	0	0	0	0	46
Level 1 on statewide assessment	0	6	11	23	17	26	34	28	21	0	0	0	0	166

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	5	7	13	22	23	36	30	26	0	0	0	0	162

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

Our school has a progressive discipline plan in place. Classroom rules and procedures are expected to be followed.

Level 1 is positive reinforcement. The teacher will utilize one or more of the following to recognize

positive student behavior within the classroom.

Level 2 is a behavior re-direction plan. When a student's behavior impedes the educational focus within the classroom or disregards established school-wide rules and procedures; then the following actions will be applied:
1. The classroom teacher will assign the student to the in-class "Quiet Corner" for a designated period of time.
2. The classroom teacher will assign the student to a "buddy associate teacher" for a change of environment setting for a designated period of time.
3. The classroom teacher will contact the student's parent(s) to solicit assistance in supporting positive student behavior.
4. The classroom teacher will assign the student to the Benjamin Franklin K-8 Center's "Tiger's Den", which is a designated room, apart from the student's classroom, to provide for restorative discussions and activities.
5. The student is assigned to Thursday after-school detention for one hour.
6. The student is assigned to Saturday detention for three hours.
7. The student is referred to the Tiger's Den for administrative intervention.

Level 3 focuses on egregious student behavior. Egregious student behavior will be handled swiftly and effectively by the school's counselor. These displays of inappropriate behavior will be handled with the assistance of the school's security monitors who will escort the identified student(s) to the Tiger's Den for administrative intervention. Egregious behavior includes fighting, cursing directed toward a teacher or another student, or possession of a weapon or firearm.

Strategies utilized by the school to intervene for poor academic performance is as follows:
- At the start of the year, teacher have identified the lowest 25% students in their classroom. These students are immediately placed in interventions.
- After the first I-Ready diagnostic, teachers analyze their classroom data and identify the tier 3 students for interventions.
- On a monthly basis, teacher turn in OPMs for each student in interventions to ensure they are having a positive response to the additional instruction.
- By the close of the first quarter, teachers would have conferenced with the student(s)' parent or guardian to make them aware of their children's academic performance.
- Afterschool tutoring will be offered beginning the 2nd quarter of the school year. Teachers are to identify students who did not qualify for interventions but may benefit from an additional remediation.

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

Our Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities.

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 builds and sustains partnerships with the local community by inviting them to our monthly EESAC meetings, special events, and acknowledging them in our school newsletter. Our business partner is Foresters Financial.

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
Loubeau, Diana	Principal
Paul, Maria	Assistant Principal
Penn, Peggy	Instructional Coach
Parrott, Lawana	Instructional Coach
Idun-Ogde, Tami	Instructional Coach

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-based leadership team are made up of the following individuals:
- Dr. Fabrice Laguerre, Principal
- Maria Paul, Assistant Principal
- Peggy Penn, Reading Coach
- Lawana Parrott, Reading Coach
- Jean Celestin, Mathematics Coach
- Tami Idun-Ogde, Science Coach
- Patricia Estiverne, Counselor
- Sheila St. Fleurose, Psychologist

Administrators will schedule and facilitate regular Multi-Tier System of Supports (MTSS) meetings, ensure attendance of team members, ensure follow through of action plan steps, distribute resources appropriately. Instructional coaches will provide guidance on K-12 reading plan; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. The school support staff (counselor, psychologist, and ESE teacher) will conduct regular meetings to evaluate intervention efforts for students by subject, intervention, and grade.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data analysis, problem solving, differentiated assistance, and progress monitoring.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students' 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 and Family Engagement Policy (PFEF formerly known as PIP) which is provided in three languages at all schools. They also engage in the school improvement process 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's effectiveness over the course of the year and to facilitate an evaluation of the parent involvement program. 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 a Parental Program; Title I CHESS (as appropriate); Supplemental Academic Instruction (SAI); and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
The school provides 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process).

The above services will be provided should funds become available for this school year and should the FLDOE approve the application(s).

• 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.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not 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 all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Benjamin Franklin K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Safe and Drug-Free School Violence Prevention
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

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 School Board.

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Wayne Kirkland	Teacher
Fabrice Laguerre	Principal
Colleen Bendross	Teacher
Sashana Maurice	Teacher
Charles Johnson	Teacher
Marie Viard	Teacher
Grace Byrd	Teacher
Myrtha Fortune	Teacher
Patricia Estiverne	Education Support Employee
Katrina Allison	Education Support Employee
Remi Delleguas	Parent
Notoya Williams	Parent
Vickash Balkaron	Parent
Andrea Wilson	Teacher
Erica Shaw	Parent
Arlice Larkin	Parent
Ester St. Cyr	Parent
Deronia Phillips	Parent
Juliett Tenor	Parent
Makyha Pedro	Student
Kayrah Jacquet	Student
Mack Perado	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviewed last year's SIP plan and discussed strategies for improvement. The SAC conducted reviews of assessment data, curriculum updates, student and parent representative elections.

b. Development of this school improvement plan

School Advisory Council (SAC) will collaborate with the Literacy Leadership Team (LLT) and Multi-Tiered System of Supports/Response to Instruction/Intervention Team (MTSS/RtI) to create multiple resources and strategies to increase student achievement. The MTSS/RtI Leadership Team meets monthly to ensure the goals and objectives stated in the School Improvement Plan are effectively implemented with fedility. Additionally, the MTSS/RtI Leadership Team has representatives who attend EESAC meetings in order to assist with identifying anticipated barriers, as well as the development of the School Improvement Plan's goals and strategies. During this school year, the MTSS/RtI Leadership Team will provide EESAC with current data on academic areas of strengths and weaknesses and budgeting hurdles which effects student performance.

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

The School Advisory Council (SAC) are presented with the EESAC budget and make allocation decisions as a part of the responsibilities and duties of the SAC. Members present proposals for expenditures of the budget, which are voted upon for approval or denial.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.
The current projection funds used towards school improvement is $2,692.00.
It will be allocated towards the following areas to improve student achievement:
- Reading/Language Arts $448
- Writing $448
- Mathematics $448
- Science $448
- Technology $448
- Parental Involvement $452

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
Loubeau, Diana	Principal
Paul, Maria	Assistant Principal
Parrott, Lawana	Instructional Coach
Penn, Peggy	Instructional Coach
Idun-Ogde, Tami	Instructional Coach

b. Duties

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

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.

The LLT will implement and engage strategies to increase the number of students who perform on and above grade level.

Other initiatives undertaken by the LLT will include:
• Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.
Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.
• Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.
• Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
• Maintain an effective system for using instructional support personnel and establish a support system for improvement.
• Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.
• Provide instructional support and assistance to teachers as needed.

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 needs assessment is done at the beginning of the year to create a professional development plan that centers around the teachers' need of support. Also common planning time is created for each grade level to plan for instruction in the core areas for reading and mathematics.

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

The assistant principal is responsible for ensuring that the newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (M.I.N.T.) program. Regular meetings will be held throughout the year for new teachers by the Principal. Instructional coaches will inform new teachers of on-going professional development. Administration will invite students from the local universities to conduct their student teaching internship at the school.

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

Newly hired teachers and teachers new to our school are paired up with an instructional coach or veteran teacher in their field of expertise. The mentor and mentee will meet biweekly in a PLC to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and provide feedback, coaching and planning.

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.

Miami Dade County Public Schools has created pacing guides for the teachers in each subject that is aligned with the Florida State Standards. Our teachers use these as resources to help plan their lessons and create an appropriate timeline for their units of instruction.

As a tier 3 school, we have been allocated 4 instructional coaches who are trained monthly on their core subjects. These coaches then return to the school site to turnkey the information and ensure that best instructional strategies are used by our teachers.

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.

After each district assessment, coaches meet with teachers to debrief on data results. Both coaches and teachers collaborate to develop Differentiated Instruction plan that targets all their students' 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: 2,400

Students will receive after school tutoring in English Language Arts, Mathematics, and Science throughout the school year.

Strategy Rationale

Providing afterschool tutoring ensures that students' core instruction isn't disrupted.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Loubeau, Diana, pr2041@dadeschools.net

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

We will administer quarterly assessments and monitor the students' academic improvement on district assessments.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

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

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 we improve instruction in all core 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 we improve instruction in all core areas, then student achievement will improve. 1a

🔑 G097119

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	39.0
FSA Mathematics Achievement	52.0
FCAT 2.0 Science Proficiency	32.0
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Limited evidence scaffolding assignments to meet the cognitive complexity of all core area standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy: Item specifications, pacing guides, planning cards, literacy coaches, unpacking document, FSA Wonders weekly assessment, Vertical alignment.

- Mathematics: Computer Labs, IReady Diagnostic Data, Mathematical Practices task cards, GoMath textbooks, Pacing Guides, Item-Specs, CPalms lessons, Teacher-toolbox, Algebra Nation, Edgenuity, McGraw-Hill textbook

- Science: District Pacing Guides, test Item Specifications, Computer Lab, District Unit Assessments, J&J Bootcamp

- Social Studies: Writing rubrics, tablets, graphic organizers

Plan to Monitor Progress Toward G1. 8

Monitor Action Plan for fidelity and consistency

Person Responsible
Maria Paul

Schedule
Monthly, from 10/16/2017 to 6/1/2018

Evidence of Completion
Administrative Walkthroughs

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

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G1. If we improve instruction in all core areas, then student achievement will improve. 1

G097119

G1.B1 Limited evidence scaffolding assignments to meet the cognitive complexity of all core area standards. 2

B261245

G1.B1.S1 Teachers will learn how to appropriately scaffold assignments in order for students to understand the cognitive complexity of all core area standards. 4

S276578

Strategy Rationale

It was noticed that delivery of most of the instruction lacked the necessary phases that shows evidence of scaffolding assignment to meet the cognitive complexity of the standards.

Action Step 1 5

Introduce action plan to faculty during faculty meeting.

Person Responsible

Diana Loubeau

Schedule

On 10/10/2017

Evidence of Completion

Sign-in sheet and Agenda

Action Step 2 5

The coach will model through coaching cycles how standards are scaffolded to meet the cognitive learning needs of our students.

Person Responsible

Lawana Parrott

Schedule

Weekly, from 10/10/2017 to 10/30/2017

Evidence of Completion

Modeling and Observing.

Action Step 3 `5`

A professional development will be presented to the teachers on the proper utilization of the students' interactive journals.

Person Responsible

Peggy Penn

Schedule

On 10/27/2017

Evidence of Completion

The instructional coach will be able to gather students' journals two weeks following the PD to see proper note taking and completed daily end products.

Action Step 4 `5`

Provide ongoing monitoring of students' journals.

Person Responsible

Maria Paul

Schedule

Weekly, from 11/6/2017 to 6/1/2018

Evidence of Completion

Walkthroughs

Action Step 5 `5`

Monitor Early Warning Signs.

Person Responsible

Diana Loubeau

Schedule

Biweekly, from 10/23/2017 to 6/1/2018

Evidence of Completion

The attendance review committee will review attendance reports and monitor EWS of students identified.

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

Walk-throughs

Person Responsible

Diana Loubeau

Schedule

Weekly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Administrators' walk-through notes, Lesson Plans, student artifacts

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

Teacher observations

Person Responsible

Maria Paul

Schedule

Weekly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Student assessments, data analysis

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.A1 A372768	Introduce action plan to faculty during faculty meeting.	Loubeau, Diana	10/10/2017	Sign-in sheet and Agenda	10/10/2017 one-time
G1.B1.S1.A3 A372770	A professional development will be presented to the teachers on the proper utilization of the...	Penn, Peggy	10/27/2017	The instructional coach will be able to gather students' journals two weeks following the PD to see proper note taking and completed daily end products.	10/27/2017 one-time
G1.B1.S1.A2 A372769	The coach will model through coaching cycles how standards are scaffolded to meet the cognitive...	Parrott, Lawana	10/10/2017	Modeling and Observing.	10/30/2017 weekly
G1.MA1 M400902	Monitor Action Plan for fidelity and consistency	Paul, Maria	10/16/2017	Administrative Walkthroughs	6/1/2018 monthly
G1.B1.S1.MA1 M400894	Teacher observations	Paul, Maria	10/16/2017	Student assessments, data analysis	6/1/2018 weekly
G1.B1.S1.MA1 M400895	Walk-throughs	Loubeau, Diana	10/16/2017	Administrators' walk-through notes, Lesson Plans, student artifacts	6/1/2018 weekly
G1.B1.S1.A4 A372771	Provide ongoing monitoring of students' journals.	Paul, Maria	11/6/2017	Walkthroughs	6/1/2018 weekly
G1.B1.S1.A5 A372772	Monitor Early Warning Signs.	Loubeau, Diana	10/23/2017	The attendance review committee will review attendance reports and monitor EWS of students identified.	6/1/2018 biweekly

V. Professional Development Opportunities

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

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	Introduce action plan to faculty during faculty meeting.	$0.00
2	G1.B1.S1.A2	The coach will model through coaching cycles how standards are scaffolded to meet the cognitive learning needs of our students.	$0.00
3	G1.B1.S1.A3	A professional development will be presented to the teachers on the proper utilization of the students' interactive journals.	$0.00
4	G1.B1.S1.A4	Provide ongoing monitoring of students' journals.	$0.00
5	G1.B1.S1.A5	Monitor Early Warning Signs.	$0.00
		Total:	$0.00