Devon Aire K 8 Center

2017-18 Schoolwide Improvement Plan

Devon Aire K 8 Center

10501 SW 122ND AVE, Miami, FL 33186

http://devonaire.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	No	62%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Devon Aire K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Devon Aire K-8 Center is committed to educational excellence for its students and community at large to prepare them to be independent, productive, responsible, and compassionate citizens of a global society.

b. Provide the school's vision statement.

We provide the highest quality education so that all of the students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

2. School Environment

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

Devon Aire teachers use an Encouragement Model for inviting students into the learning process by making encouraging statements that point out strengths and not weaknesses. Our teachers take a multicultural approach to help better establish teacher-student relationships. Teachers model acceptance behaviors in the classroom and strongly discourage intolerance.

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

The Before/After School Program at Devon Aire K-8 Center offers a variety of academic enhancement and enrichment activities, including homework assistance, indoor and outdoor games, music, interest based clubs and arts and crafts have been planned for students in our program. Teachers and students are active participants in the Values Matter district-wide initiative and students are recognized for displaying the core values.

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.

Miami-Dade County Public Schools (M-DCPS) is committed to providing a safe teaching and learning environment for students, staff, and members of the community. The School Board of Miami-Dade County adopted the elementary and secondary Code of Student Conduct. (COSC). The revised COSC identifies, recognizes, and rewards model student behavior within a framework of clearly established and enforceable rules and policies. It advocates a holistic approach to promoting and maintaining a safe learning environment and requires active participation from students, parents/ guardians, and school staff. Students and parents/guardians can access the English, Spanish, and Haitian/Creole versions of the document on the M-DCPS Website.

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 Student Services Provide individual and small group counseling for students with special needs. Special needs include, but are not limited to, students with counseling on their Individual Educational Plan, who have been retained, with poor attendance, dealing with a crisis, with discipline referrals or

difficulty with peer relationships.
- Conduct guidance sessions in the classroom to assist students at various developmental stages in developing life long skills, e.g., problem solving, decision making, goal setting.
- Provide individual counseling sessions to help students deal with crisis intervention, transitional issues, and personal/family issues.
- Support and implement required retention procedures as stipulated in the Student Progression Plan. Counselors provide individual and small group counseling activities designed to address the needs of students who have been retained or are in danger of being retained, e.g. study skills, decision-making skills, and/or self-concept.
- Consult with parents/guardians and teachers, to assist in developing appropriate strategies and improve student behavior to promote academic achievement.
- Consult with students and parents/guardians to help them understand test information and options. Parent conferences are held to provide test interpretation.
- Provide students with career awareness information as it relates to decisions in preparing for middle school.
- Plan, coordinate and conduct school-wide student services activities, e.g. parent education groups, classroom lessons, conflict mediation, bully and drug prevention, academic advisement, career awareness, and orientation and articulation activities.
- Provide academic support to classroom teachers by addressing student's skill levels at various developmental stages

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.

Attendance below 90 percent.
On 3rd Unexcused Absence parent contact is made and documented
On 5th Unexcused Absence the teacher completes Request for Counseling Form and submits forms to to student services who communicates with parent with documentation. Student services meets with student and sends home attendance letter.
Upon the 10th Unexcused Absence the teacher completes and submits a Referral (SCAM) Form to the Counselor, an administration meets with the parent, and Social worker provides support to parents.
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	1	4	3	4	10	9	3	7	0	0	0	0	44
Level 1 on statewide assessment	1	3	8	7	13	26	41	39	39	0	0	0	0	177

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	5	3	18	23	49	58	46	0	0	0	0	205

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

Assessment data is utilized to identify students who are in need of intervention and ongoing process monitoring. Intervention and ongoing progress monitoring are used to support students in achieving academic goals.

Students are identified utilizing the spring FSA and SAT-10 assessment for Intervention and monitored using the i-Ready growth monitoring program. Students who have scored below the 40th percentile on the SAT-10 in grades K-3 and students who scored a level 1 or level 2 on the ELA FSA are placed into Intervention groups In addition, students are provided instruction through the Wonderworks classroom Intervention program, differentiated small group instruction, i-Ready, Discovery Videos, Before School Tutoring/Enrichment, and After School Tutoring/Enrichment.

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

Strategies:
-Increase information through the use of ConnectEd telephone and email messages, school portal, flyers and marquee.
-Use of Class Dojo, Ed Moto and Remind Apps to allow a two-way flow of information between teachers and parents.

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.

Devon Aire K-8 involves parents and our community through the use of ConectEd calls to homes notifying parents of upcoming events at the school. PTSA sends out weekly news bulletins via email, social network pages, up to date marquis and our school website is continuously updated. Our teachers schedule parent conferences with flexible times to accommodate our parents. The school has an active SAC board that reviews, analyzes, and evaluates pertinent data, school demographics and academic profiles which enables them to participate in the decision making process. Local Dade Partners are engaged in the school processes and invited to contribute their resources to our school.

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
Arango, Milagro	Principal
Audain, Dominique	Assistant Principal
Pachon-reboredo, Ana	Assistant Principal
Bevilacqua, Michelle	Teacher, K-12
Macko, Andrea	Teacher, K-12
Bello, Laura	Teacher, K-12
Bostic, susan	Teacher, K-12
Delcuadro, Mary	Teacher, K-12
Diaz, Sandra	Teacher, K-12
Griffith, Debi	Teacher, K-12
Horvath, Erz	Teacher, K-12
Rubio, Joseph	Assistant Principal
Tamayo, Anthony	Teacher, K-12
Martinez-Gonzalez, Manaure	Teacher, K-12
Milnes, Valerie	Teacher, K-12
Baez, Miriam	Teacher, K-12
Verdeja, Rebecca	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The team is made up of three personnel categories: administrators, teachers, and team members. Brian Hamilton, Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to student achievement.
Ana Pachon-Reboredo, Dominique Audain, Joe Rubio, Assistant Principals: Assists the principal with all team related tasks; provide follow-up support staff, oversees adjustments to the curriculum as deemed necessary following data analysis; plans for professional development opportunities for teachers to improve classroom instruction; communicates with parents.
Teachers serve as instructional specialist that help colleagues implement effective teaching strategies. Teacher leaders support staff in the dissemination of curricular needs, district information, and student achievement data. This help includes ideas for differentiating instruction or planning lessons in partnership with fellow teachers. (Staffing Specialist): Provide support to school-based site as liaison between school and district; assist in data collection and analysis; prepare and present data reports to the Team; assist School Psychologist in providing recommendations to the team regarding student placement in intervention programs.

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 team will meet quarterly, or more frequently as needed, to review student performance data in order to identify students that may fall into the following categories:
• Low performing students within each benchmark strand.
• Quantitative data will be provided to grade levels to target benchmarks.
• Data will be used to develop an intervention plan prior to state testing.
The team will use this information to identify school and staff needs and will develop and execute plans to provide needed resources.
English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• professional development on best practices for ESOL and content area teachers
• reading and supplementary instructional materials(K-12)
Title III funding is utilized to support our ELL population through:
1. ELL Tutoring Academy
2. Early Bird Conversation Club
The District Bullying and Violence Prevention Program is support through:
1. Student Voices Program
2. Values Matter Student Campaign
3. School site student counseling program
4. Participation in District Sponsored Red Ribbon Week

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Brian Hamilton	Principal
Joseph Rubio	Education Support Employee
Susan Peters	Education Support Employee
Heather Dugarte	Teacher
Susan Bostick	Teacher
Sandra Diaz	Teacher
Dawn Cooper	Education Support Employee
Miriam Torres-Gatherer	Teacher
Kelly Milian	Teacher
Alex Camps	Parent
Clinton Bales	Parent
Adrew Tripodi	Parent
Renee Rimland	Parent
Roger Cuevas	Business/Community
Eddie Movilla	Business/Community
Kim Soltis	Education Support Employee
Stephanie Aring	Parent
Brian Martinez	Business/Community
Valerie Milnes	Teacher
Debbie Swicegood	Teacher
Karen Vazquez	Parent
Xanu Lee	Parent
Juan Tavarez	Principal
Brittney Mills	Student
Brooke Dugarte	Student

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 SAC reviews, analyzes, and evaluates pertinent data such as FSA reports, i-Ready diagnostic reports, School Demographics, and Academic Profiles. The SAC participates in the writing and review process of the School improvement Plan.

b. Development of this school improvement plan

The SAC reviews, analyzes, and evaluates pertinent data such as FSA reports, i-Ready diagnostic reports, School demographics, and Academic Profiles. The SAC participates in the writing and review process of the School Improvement Plan.

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

The members present proposals for expenditures of the budget. The SAC reviews the budget and votes on allocations as part of their responsibilities and duties.

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

For the 2017-2018 academic year, $2,999.00 was allocated for the purchase end of the year student awards at Devon Aire K-8 Center.

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
Bevilacqua, Michelle	Teacher, K-12
Bello, Laura	Teacher, K-12
Bostic, susan	SAC Member
Arango, Milagro	Principal
Macko, Andrea	Teacher, K-12
Pachon-reboredo, Ana	Assistant Principal

b. Duties

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

The LLT, will use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the students' instructional and intervention needs. The LLT will review ongoing student progress data to ensure academic growth of all subgroup students by targeting low performing students within the subgroup; provide intervention strategies and support for those students: provide support to staff through professional development and vertical articulation to ensure Standards driven instruction; and provide quarterly data utilizing Power BI to target specific needs.

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.

Devon Aire K-8 provides opportunities for collaborative planning for all grade levels. We encourage teachers to use the PLC model and lesson studies by offering master plan points. We spotlight success and have teachers share best practices using this model. We encourage teacher leaders to act as PD facilitators and grade level or department team leaders.

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

The school builds teacher capacity by offering various opportunities for professional development of teachers and encourage faculty in taking leadership roles. In addition the Principal solicits referrals from current employees and the APC obtains teacher interns from various universities in order to recruit teachers.

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

The school provides peer teaming to assist new teachers with school policies, classroom management, and electronic grade book. MINT certified teachers are assigned as mentors to new staff members. Monthly meetings are facilitated to provide support for new teacher. Grade level chairs offer additional support with curriculum planning and standards based instruction.

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.

The school ensures its core instructional programs are aligned to Florida Standards by utilizing the district pacing guides, district issued textbooks and district supported technology programs. District instructional materials are used and followed with fidelity.

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.

Florida State Assessment, FSA trend data, WIDA, STAR, and i-Ready are used to determine placement and differentiated instruction. For example, students scoring Levels 1 or 2 on the FSA and students below the 40th percentile on the SAT are recommended for Wonder Works intervention in the elementary grades and intensive reading in the Middle school grades. All identified students are monitored using the i-Ready Growth Monitoring assessment. ELL learners are identified and provided support through Imagine Learning and Achieve 3000 computer based programs. ELL middle school students are provided additional support by the home Language tutor., HLAP.

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

Strategy: Before School Program

Minutes added to school year: 5,280

The Devon Aire K-8 Center middle school provides a before and after school enrichment program for student in reading and math. Certified hourly teachers provided interventions to all students.

Strategy Rationale

To provide support in the various content areas to address student nee

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Arango, Milagro, pr1331@dadeschools.net

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

Students within these enrichment programs are monitored using Topic Assessments, FSA and EOC assessments to determine the effectiveness of the programs.

2. Student Transition and Readiness

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

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

The Pre-K teacher helps students with the transition to elementary school by reinforcing functional skills in the areas of classroom rules, work skills, communication, social skills and self-management. Although the acquisition of these skills is not a requirement for entering the elementary school program, children with these skills and abilities tend to make the adjustment into the new setting more successfully.
Devon Aire K-8 hosts Magnet Fairs within our feeder pattern and beyond to disseminate information to our 8th grade students about prospective high schools. Our middle school students have the opportunity to participate in high school credit courses.

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.

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

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

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.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

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

G2.   If the Early Warning Systems to identify at risk students is provided, then intervention and support will increase their academic success.

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

`G097127`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - African American	80.0
AMO Math - All Students	86.0
AMO Reading - SWD	72.0
AMO Math - African American	83.0
AMO Math - White	90.0
AMO Math - ELL	79.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	74.0
Math Gains	76.0
FSA Mathematics Achievement	80.0
FSA ELA Achievement	76.0
Math Lowest 25% Gains	78.0
Bio I EOC Pass	100.0
Algebra I EOC Pass Rate	97.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal `3`

- Grade level/department meetings are utilized for planning, debriefing, updating, and not utilized for data driven discussions and instructional planning.

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

- Expert teachers, District ICAD meetings, My Learning Plan, highly effective school personnel, PTSA, EESAC, textbook teacher editions, Power BI data sharing platform, pacing guides, and district and/or school purchased software, BrainPop, i-Ready, Engenuity, GIZMO, MyOn Reader, Reflex Math, Think Central, Discovery Learning, NBC Learn, Lab Kits, Edmodo, CPALMS, and technology (tablets, laptops, Interactive Whiteboards).

Plan to Monitor Progress Toward G1. `8`

Weekly assessments, I-Ready assessments, EOC's, and results from FSA will be utilized to determine the progress towards increased student achievement.

Person Responsible
Milagro Arango

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

Evidence of Completion
Weekly Assessments, SAT scores, I-Ready diagnostic reports, and results from FSA.

G2. If the Early Warning Systems to identify at risk students is provided, then intervention and support will increase their academic success. 1a

🔑 G097128

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0
One or More Suspensions	3.0
Level 1 - All Grades	29.0

Targeted Barriers to Achieving the Goal 3

- Parent limited understanding of school/district attendance policy.

- Student limited Reading Comprehension skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Monthly Attendance Reports and Attendance Review Committee, student code of conduct, i-Ready diagnostic data, Power BI, FSA, EOC, and SAT data.

Plan to Monitor Progress Toward G2. 8

Attendance reports, SCAMS, weekly intervention attendance sheets, and weekly student intervention assessments.

Person Responsible
Dominique Audain

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

Evidence of Completion
Attendance bulletin, student services logs, SCAMS, social worker parent contact log, intervention attendance reports.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If core instruction is improved in all content areas, then student achievement will increase. 1

🔑 G097127

G1.B4 Grade level/department meetings are utilized for planning, debriefing, updating, and not utilized for data driven discussions and instructional planning. 2

🔑 B261271

G1.B4.S1 Grade levels and departments will provide a schedule of quarterly meetings in which an administrator will be in attendance to view and discuss data using Power BI for the purpose of student achievement. 4

🔑 S276602

Strategy Rationale

Through the use of data provided by Power BI teachers will meet to discuss and plan for effective data driven instruction to yield results in student learning and achievement.

Action Step 1 5

Grade level/department chairs will create and provide a grade level/department meeting schedule to administration and respective staff.

Person Responsible

Milagro Arango

Schedule

On 6/7/2018

Evidence of Completion

A complete schedule of meetings will be used as evidence.

Action Step 2 5

Teachers will examine data from SAT, FSA and EOC performance over the last two years to locate performance trends. This information can be used by teachers to meet their professional needs based on their DPGT.

Person Responsible

Milagro Arango

Schedule

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

Evidence of Completion

Action Step 3 `5`

Administration will monitor the increasing integration of data driven instruction by conducting walk-throughs and formal and/or informal observations.

Person Responsible

Dominique Audain

Schedule

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

Evidence of Completion

Evidence of implementation of action step will be walk-through notes or observation documents.

Action Step 4 `5`

A follow-up professional development designed to assist instructional professionals with the implementation of data analysis and how to differentiate instruction to meet the needs of their students.

Person Responsible

Ana Pachon-reboredo

Schedule

On 10/27/2017

Evidence of Completion

Professional development sign-in sheets, agenda, scheudle, and Learning Plan reflection.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Administration will attend grade level/department meetings.

Person Responsible

Milagro Arango

Schedule

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

Evidence of Completion

Sign in sheets and agendas from grade level/department meetings.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Administration will conduct data chats with grade levels/department teams and individuals to discuss action plans to improve student performance.

Person Responsible

Milagro Arango

Schedule

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

Evidence of Completion

Evidence of effectiveness of action plan will be independent student work and assessments.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

An administrator will attend grade level/ department meetings quarterly to monitor data driven discussions for instructional planning.

Person Responsible

Milagro Arango

Schedule

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

Evidence of Completion

Power BI Excel documents, student driven data sheets and binders, and lesson plans.

G1.B4.S3 Teachers will participate in Professional Development Sessions on how to manipulate the Power BI data provided to them in the Excel format. 4

🔍 S276604

Strategy Rationale

Teachers will exam and utilize the data to indicate performance trends, plan for data driven instruction, make student data tracking sheets and use the information to conduct individual data chats with students.

Action Step 1 5

Teachers will be provided with professional development on Power BI and how to use Excel to manipulate, filter, and sort student data to create instructional groups for standards based lessons.

Person Responsible

Ana Pachon-reboredo

Schedule

On 10/2/2017

Evidence of Completion

My Learning Plan sign in sheet, PD schedule and reflection for professional development.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Instructional walk throughs, grade level/department meetings, debriefing, and professional development.

Person Responsible

Milagro Arango

Schedule

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

Evidence of Completion

Sign-in sheets, agendas, and minutes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Sign-in sheets will be collected, PD exit slips will be utilized, and follow up data chats with grade levels will be conducted.

Person Responsible

Milagro Arango

Schedule

On 10/2/2017

Evidence of Completion

Professional Development sign-in sheets, PD schedule and agenda.

G2. If the Early Warning Systems to identify at risk students is provided, then intervention and support will increase their academic success. `1`

🔑 G097128

G2.B1 Parent limited understanding of school/district attendance policy. `2`

🔑 B261273

G2.B1.S1 Identify and target students from the district truancy reports. Student services will place students on attendance intervention. `4`

🔑 S276606

Strategy Rationale

To increase attendance and improve student achievement.

Action Step 1 `5`

Parent contact is made and documented on the 3rd unexcused absence. On the 5th unexcused absence the teacher completes Request for Counseling Form and submits forms to Student Services who communicates with parent. Student services meets with student and sends home the attendance letter. On the 10th unexcused absence the teacher completes the SCAM Form to counselor and administration meets with the parent. Social Worker provides support to parents.

Person Responsible

Dominique Audain

Schedule

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

Evidence of Completion

SCAMS, Request for Counseling Forms, Parent Contact Logs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Monthly attendance reports.

Person Responsible

Dominique Audain

Schedule

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

Evidence of Completion

Attendance bulletin and social worker parent contact log.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Daily attendance bulletin is monitored for indication of targeted students increase in daily attendance.

Person Responsible

Dominique Audain

Schedule

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

Evidence of Completion

Attendance bulletin and social worker parent contact log.

G2.B3 Student limited Reading Comprehension skills. 2

🔑 B261275

G2.B3.S1 Identify and target students from the district reports, with a level one or two equivalent score on the statewide assessment in ELA or below the 40th percentile on the SAT. Students will be placed in reading intervention. 4

🔑 S276608

Strategy Rationale

To provide support to students with a level one or two equivalent score on the statewide assessment ELA or below the 40th percentile on the SAT.

Action Step 1 5

Parent contact is made and documented for students identified with a level one or two equivalent score on the statewide assessment in ELA and below the 40th percentile on the SAT.

Person Responsible

Ana Pachon-reboredo

Schedule

On 6/7/2018

Evidence of Completion

Parent Contact Logs, District Reports of Statewide Assessments.

Action Step 2 5

Students are placed in Reading Intervention.

Person Responsible

Ana Pachon-reboredo

Schedule

On 6/7/2018

Evidence of Completion

Student Attendance Sheets

Action Step 3 [5]

Reading Intervention is implemented with fidelity.

> **Person Responsible**
>
> Ana Pachon-reboredo
>
> **Schedule**
>
> On 6/7/2018
>
> ***Evidence of Completion***
>
> Student Attendance Sheets, Weekly Assessment Reports, i-Ready Growth Monitoring tracking reports.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 [6]

Intervention weekly attendance reports.

> **Person Responsible**
>
> Ana Pachon-reboredo
>
> **Schedule**
>
> Weekly, from 8/21/2017 to 6/7/2018
>
> ***Evidence of Completion***
>
> Student weekly assessment reports and i-Ready Growth Monitoring reports.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 [7]

Weekly intervention attendance and weekly student assessments will be monitored for indication of effectiveness.

> **Person Responsible**
>
> Ana Pachon-reboredo
>
> **Schedule**
>
> Weekly, from 8/21/2017 to 6/7/2018
>
> ***Evidence of Completion***
>
> Intervention attendance sheets weekly reading assessments, and i-Ready Growth Monitoring reports.

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.B4.S3.MA1 M400959	Sign-in sheets will be collected, PD exit slips will be utilized, and follow up data chats with...	Arango, Milagro	10/2/2017	Professional Development sign-in sheets, PD schedule and agenda.	10/2/2017 one-time
G1.B4.S3.A1 A372865	Teachers will be provided with professional development on Power BI and how to use Excel to...	Pachon-reboredo, Ana	10/2/2017	My Learning Plan sign in sheet, PD schedule and reflection for professional development.	10/2/2017 one-time
G1.B4.S1.A4 A372861	A follow-up professional development designed to assist instructional professionals with the...	Pachon-reboredo, Ana	10/27/2017	Professional development sign-in sheets, agenda, scheudle, and Learning Plan reflection.	10/27/2017 one-time
G1.MA1 M400961	Weekly assessments, I-Ready assessments, EOC's, and results from FSA will be utilized to determine...	Arango, Milagro	8/21/2017	Weekly Assessments, SAT scores, I-Ready diagnostic reports, and results from FSA.	6/7/2018 quarterly
G2.MA1 M400968	Attendance reports, SCAMS, weekly intervention attendance sheets, and weekly student intervention...	Audain, Dominique	8/21/2017	Attendance bulletin, student services logs, SCAMS, social worker parent contact log, intervention attendance reports.	6/7/2018 weekly
G1.B4.S1.MA1 M400956	An administrator will attend grade level/ department meetings quarterly to monitor data driven...	Arango, Milagro	8/21/2017	Power BI Excel documents, student driven data sheets and binders, and lesson plans.	6/7/2018 quarterly
G1.B4.S1.MA1 M400957	Administration will attend grade level/ department meetings.	Arango, Milagro	8/21/2017	Sign in sheets and agendas from grade level/department meetings.	6/7/2018 quarterly
G1.B4.S1.MA3 M400958	Administration will conduct data chats with grade levels/department teams and individuals to...	Arango, Milagro	8/21/2017	Evidence of effectiveness of action plan will be independent student work and assessments.	6/7/2018 quarterly
G1.B4.S1.A1 A372858	Grade level/department chairs will create and provide a grade level/ department meeting schedule to...	Arango, Milagro	8/18/2017	A complete schedule of meetings will be used as evidence.	6/7/2018 one-time
G1.B4.S1.A2 A372859	Teachers will examine data from SAT, FSA and EOC performance over the last two years to locate...	Arango, Milagro	8/21/2017		6/7/2018 quarterly
G1.B4.S1.A3 A372860	Administration will monitor the increasing integration of data driven instruction by conducting...	Audain, Dominique	8/21/2017	Evidence of implementation of action step will be walk-through notes or observation documents.	6/7/2018 weekly
G2.B1.S1.MA1 M400962	Daily attendance bulletin is monitored for indication of targeted students increase in daily...	Audain, Dominique	8/21/2017	Attendance bulletin and social worker parent contact log.	6/7/2018 weekly
G2.B1.S1.MA1 M400963	Monthly attendance reports.	Audain, Dominique	8/21/2017	Attendance bulletin and social worker parent contact log.	6/7/2018 weekly
G2.B1.S1.A1 A372866	Parent contact is made and documented on the 3rd unexcused absence. On the 5th unexcused absence...	Audain, Dominique	8/21/2017	SCAMS, Request for Counseling Forms, Parent Contact Logs.	6/7/2018 monthly
G2.B3.S1.MA1 M400966	Weekly intervention attendance and weekly student assessments will be monitored for indication of...	Pachon-reboredo, Ana	8/21/2017	Intervention attendance sheets weekly reading assessments, and i-Ready Growth Monitoring reports.	6/7/2018 weekly
G2.B3.S1.MA1 M400967	Intervention weekly attendance reports.	Pachon-reboredo, Ana	8/21/2017	Student weekly assessment reports and i-Ready Growth Monitoring reports.	6/7/2018 weekly
G2.B3.S1.A1 A372870	Parent contact is made and documented for students identified with a level one or two equivalent...	Pachon-reboredo, Ana	8/21/2017	Parent Contact Logs, District Reports of Statewide Assessments.	6/7/2018 one-time
G2.B3.S1.A2 A372871	Students are placed in Reading Intervention.	Pachon-reboredo, Ana	8/21/2017	Student Attendance Sheets	6/7/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A3 🔑 A372872	Reading Intervention is implemented with fidelity.	Pachon-reboredo, Ana	8/21/2017	Student Attendance Sheets, Weekly Assessment Reports, i-Ready Growth Monitoring tracking reports.	6/7/2018 one-time
G1.B4.S3.MA1 🔑 M400960	Instructional walk throughs, grade level/ department meetings, debriefing, and professional...	Arango, Milagro	8/21/2017	Sign-in sheets, agendas, and minutes.	6/7/2018 weekly

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 improved in all content areas, then student achievement will increase.

G1.B4 Grade level/department meetings are utilized for planning, debriefing, updating, and not utilized for data driven discussions and instructional planning.

G1.B4.S1 Grade levels and departments will provide a schedule of quarterly meetings in which an administrator will be in attendance to view and discuss data using Power BI for the purpose of student achievement.

PD Opportunity 1

A follow-up professional development designed to assist instructional professionals with the implementation of data analysis and how to differentiate instruction to meet the needs of their students.

Facilitator

Grade level chairpersons, department chairpersons, and administrators

Participants

Instructional Staff

Schedule

On 10/27/2017

G1.B4.S3 Teachers will participate in Professional Development Sessions on how to manipulate the Power BI data provided to them in the Excel format.

PD Opportunity 1

Teachers will be provided with professional development on Power BI and how to use Excel to manipulate, filter, and sort student data to create instructional groups for standards based lessons.

Facilitator

S. Leyva-Bostick, L.Bello, Erzsbet Horvath, A. Tamayo, A. Pachon-Reboredo, D. Audain

Participants

Instructional Staff

Schedule

On 10/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Grade level/department chairs will create and provide a grade level/department meeting schedule to administration and respective staff.	$0.00
2	G1.B4.S1.A2	Teachers will examine data from SAT, FSA and EOC performance over the last two years to locate performance trends. This information can be used by teachers to meet their professional needs based on their DPGT.	$0.00
3	G1.B4.S1.A3	Administration will monitor the increasing integration of data driven instruction by conducting walk-throughs and formal and/or informal observations.	$0.00
4	G1.B4.S1.A4	A follow-up professional development designed to assist instructional professionals with the implementation of data analysis and how to differentiate instruction to meet the needs of their students.	$0.00
5	G1.B4.S3.A1	Teachers will be provided with professional development on Power BI and how to use Excel to manipulate, filter, and sort student data to create instructional groups for standards based lessons.	$0.00
6	G2.B1.S1.A1	Parent contact is made and documented on the 3rd unexcused absence. On the 5th unexcused absence the teacher completes Request for Counseling Form and submits forms to Student Services who communicates with parent. Student services meets with student and sends home the attendance letter. On the 10th unexcused absence the teacher completes the SCAM Form to counselor and administration meets with the parent. Social Worker provides support to parents.	$0.00
7	G2.B3.S1.A1	Parent contact is made and documented for students identified with a level one or two equivalent score on the statewide assessment in ELA and below the 40th percentile on the SAT.	$0.00
8	G2.B3.S1.A2	Students are placed in Reading Intervention.	$0.00
9	G2.B3.S1.A3	Reading Intervention is implemented with fidelity.	$0.00
		Total:	$0.00