

Miami-Dade County Public Schools

# Goulds Elementary School



2018-19 Schoolwide Improvement Plan

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# Goulds Elementary School

23555 SW 112TH AVE, Homestead, FL 33032

<http://goulds.dadeschools.net>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	94%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

## School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	D*

## School Board Approval

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

## SIP Authority

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>.

## 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. 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: School Information

### School Mission and Vision

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

The mission of Goulds Elementary School is to offer programs that foster children's ability to think critically. The administration, professional staff, community leaders and stakeholders utilize a challenging curriculum and provide students with a learning environment that reflects district and state standards in literacy, mathematics science and social studies. The school's mission is to mold students to become productive citizens in society, and develop civic virtue and moral character; qualities that are essential to leading productive lives in our fast paced society.

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

The vision of Goulds Elementary School is to provide a positive and nurturing environment where all students are encouraged to strive toward and achieve their fullest potential. Students will be given the foundation to become productive and conscientious citizens for the 21st century.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Pendergrass, Alonza	Principal
Hicks, Sabrina	Attendance/Social Work
Boyd, Alicia	Assistant Principal
Lyn-ah-ping, Miriam	Teacher, K-12
Otano, Sonmay	Teacher, K-12
Johnson, Krystal	Teacher, K-12
Lawrence, Evelyn	Teacher, K-12
Furrey, Karen	Teacher, K-12
Wiggins, Carolyn	Teacher, K-12
Perry, Lawanda	Other
Gitman, Yudelkis	Instructional Coach
Archer, Genevieve	

#### Duties

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

Alonza Pendergrass, principal, is the school's instructional leader who schedules and facilitates regular Response to Intervention (Rti) meetings, ensuring attendance of all team members, follow up of action steps, and allocate resources for Tier 2 & 3 intervention. As administrator, Mr. Pendergrass utilizes data to drive decision-making, cultivate leadership in others, and to provide appropriate curriculum offerings. Further, Mr. Pendergrass establishes high expectations for all students and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS) and the appropriate Response to Intervention (Rtl).

Alicia Boyd, Assistant Principal, schedules and facilitates regular Rti meetings, ensure attendance of team members, ensures follow up of action steps, and allocate resources. As Assistant Principal, Mr. Boyd assists the principal in implementing the vision and mission for the school. He ensures the fidelity of the Rti model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.

Lawanda Perry, School Counselor, attends Rti/MTSS meetings, provide strategies that promote positive behaviors, ensure and support behavioral interventions. As a Tier 2/3 counselor, he conducts regular meetings to evaluate intervention efforts for students by subject, grade, and intervention. Ms. Perry, as the guidance counselor, also serves as a liaison between teacher and student to support academic success as she . assists with the scheduling needs of students to include placement for instruction.

Yudelkis Gitman, Success Coach, supports the principles of positive reinforcement and instruction of appropriate social behaviors. The Success Coach utilizes a district provided curriculum based around citizenship and engagement. Behavior is analyzed and interventions are strategically implemented in order to improve school climate, overall student behavior, increase test scores, and reduce referrals and suspension rates.

Genevieve Archer, Community Involvement Specialist, serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

Margarita Nova-Marsh, Transformation Literacy Coach, conducts coaching cycles to ensure effective implementation of all tiered interventions and core instruction. Ms. Nova-Nash attends Tier 1 problem solving meetings, develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. In addition, the Transformation coaches facilitate collaborative planning to ensure aligned lessons that reach the depth of the standards, as well as providing coaching cycles to improve instructional delivery.

Laurelynn Morrison-Young, Transformation Mathematics Coach, conducts coaching cycles to ensure effective implementation of all tiered interventions and core instruction, attends Tier 1 problem solving meetings  
develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. In addition, the Transformation coaches facilitate collaborative planning to ensure aligned lessons that reach the depth of the standards, as well as providing coaching cycles to improve instructional delivery.

Evelyn Lawrence, Kindergarten Teacher, attends Tier 1 problem solving meetings, provides grade level specific instructional information, adjust strategies and interventions as needed.

Krystal Johnson, First Grade Teacher, attends Tier 1 problem solving meetings, provides grade level specific instructional information, adjust strategies and interventions as needed.

Karen Furrey, Second Grade ELA Teacher, attends Tier 1 problem solving meetings, provides grade level specific instructional information, adjusts strategies and interventions as needed

Miriam Lyn-Ah-Ping, Third Grade ELA Teacher, attends Tier 1 problem solving meetings, provides grade level specific instructional information, adjusts strategies and interventions as needed.

Sonmay Otano, Fourth Grade ELA Teacher, attends Tier 1 problem solving meetings, provides grade level specific instructional information, adjusts strategies and interventions as needed.

Candice Morris, Fifth Grade ELA Teacher, attends Tier 1 problem solving meetings, provides grade level specific instructional information, adjusts strategies and interventions as needed

Irene Schutt-Aine, Psychologist, attend RtI/MTSS meetings, provide strategies that promote positive behaviors, ensure and support behavioral interventions. In addition, she serves as a bridge between the home and school through assisting parents with understanding student placements, needs and academic challenges.

Deborah Mutter, Psychologist, attends RtI/MTSS meetings and provides academic and behavioral strategies and support to parents and students..

Sabrina Hicks, Social Worker, attends RtI/MTSS meetings, schedules and conducts social history meetings, provides attendance, behavioral and academic supports and resources.

## Early Warning Systems

### Year 2017-18

#### 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	3	2	1	1	0	1	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	12	3	13	20	18	3	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	4	6	10	34	30	43	0	0	0	0	0	0	0	127

#### 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	8	9	18	16	37	55	0	0	0	0	0	0	0	143

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	0	6	9	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected**

Friday 8/31/2018

**Year 2016-17 - As Reported**

**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	7	10	11	19	23	7	0	0	0	0	0	0	0	77
Level 1 on statewide assessment	4	5	11	34	31	43	0	0	0	0	0	0	0	128
Failed a Math Course	6	18	10	12	3	8	0	0	0	0	0	0	0	57
Level 1 in Reading	0	0	0	20	7	16	0	0	0	0	0	0	0	43
Level I in Math	0	0	0	15	14	18	0	0	0	0	0	0	0	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	7	11	13	16	35	54	0	0	0	0	0	0	0	136

**Year 2016-17 - Updated**

**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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	7	10	11	19	23	7	0	0	0	0	0	0	0	77
Level 1 on statewide assessment	4	5	11	34	31	43	0	0	0	0	0	0	0	128
Failed a Math Course	6	18	10	12	3	8	0	0	0	0	0	0	0	57
Level 1 in Reading	0	0	0	20	7	16	0	0	0	0	0	0	0	43
Level I in Math	0	0	0	15	14	18	0	0	0	0	0	0	0	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	11	13	16	35	54	0	0	0	0	0	0	0	136

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

The greatest decline of all data points as indicated by M-DCPS 3 Year Trend Data Map is with Third Grade Reading Proficiency with performance at 26% when compared to 2017 performance level of 34% and 42 % in 2016.

Yes, this downward trend has been evidenced over the past 3 years as indicated above.

#### Which data component showed the greatest decline from prior year?

Based on the FLDOE data Profile, the data component that showed the greatest decline from the prior year is mathematics for the lowest 25 percentile subgroup. This showed a decline of 36 percentage points from 69% in 2017 to 33% in 2018.

#### Which data component had the biggest gap when compared to the state average?

Based on the FLDOE data Profile, the overall Reading Proficiency has the biggest gap when compared to the state average. The State's performance level is at 57% while the school is at 32% a difference of 25 percentage points.

#### Which data component showed the most improvement? Is this a trend?

Based on the FLDOE data Profile, the biggest increase was represented in overall reading learning gains which shows a growth of 6 percentage points based on the 2017 performance of 45% when compared to 51% in 2018. This is not a trend as this is the first year that the school has demonstrated an increase in this particular area during the past three years.



**Describe the actions or changes that led to the improvement in this area.**

The actions that led to the improvement in this area can be contributed to consistent strategic support by the Transformation Coach & Curriculum Support Specialist, data-driven instruction and targeted instruction through Differentiated instruction. Targeted differentiated instruction practices were implemented to tailor instruction for students who were performing below grade level.

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

**Activity #1**

**Title** Differentiated Instruction

There has been a decline in academic performance in all content areas as indicated below:  
 ELA Achievement decreased from 57% in 2017 to 32% in 2018  
 ELA Learning Gains decreased from 61% in 2017 to 50% in 2018  
 ELA Lowest 25th Percentile decreased from 58% in 2017 to 43% in 2018  
 Math Achievement decreased from 66% in 2017 to 44% in 2018  
 Math Learning Gains decreased from 65% in 2017 to 44% in 2018  
 Math Lowest 25th Percentile decreased from 57% in 2017 to 33% in 2018  
 Science achievement decreased from 52% in 2017 to 29% in 2018  
 In order to improve student outcomes there is a need to continue to implement differentiated instruction with fidelity in the content areas of reading, mathematics, and science.

**Intended Outcome** If differentiated instruction is implemented across all grade levels and core content areas, then students will achieve academic growth in increased levels of proficiency and learning gains. Furthermore, if additional support is provided through systematic progress monitoring, through classroom support, Saturday Academy and Spring-Break Camp, then the percentage of students meeting high standards will continue to increase.

**Point Person** Alonza Pendergrass (pr0041@dadeschools.net)

**Action Step**

7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are:  
 Provide job-embedded PD on the effective implementation of DI  
 Analyze data to align resources that will facilitate small group instruction.  
 Continually analyze student work products and folders for elements of instructional fidelity and delivery.  
 Create opportunities for all stakeholders to review data and develop next steps.  
 Development of anchor charts and a print rich environment to support DI rotations.  
 Provide comprehensive explicit and systematic data driven instruction to address students' learning needs.  
 Track student progress and make adjustments to groups and interventions as needed.  
 Provide differentiated small group instruction through an instructional framework by teachers and interventionists using the push-in classroom model.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

**Plan to Monitor Effectiveness**

**Description** 7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. They will be monitored by:  
 Administration will ensure that differentiated instruction is consistently evident through classroom walk-through and monthly data chats.  
 Conduct weekly walkthroughs to observe explicit instruction utilizing FS and Ready Teacher Toolbox during DI.  
 Teachers will administer ongoing progress monitoring and track the data according to the framework of the resources.  
 Conduct monthly data chats with teachers; teachers conduct monthly data chats with

students.

Implement the use of Differentiated folders to be monitored by: coaches, teachers and administrators to systematically track student progress and make adjustments to maximize student outcomes.

Ensure that student placement is fluid and tailored to consistently address student needs based on data.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

**Activity #2**

**Title** Planning and Executing Explicit Lessons

There has been a decline in academic performance in all content areas as indicated below:

ELA Achievement decreased from 57% in 2017 to 32% in 2018

ELA Learning Gains decreased from 61% in 2017 to 50% in 2018

ELA Lowest 25th Percentile decreased from 58% in 2017 to 43% in 2018

Math Achievement decreased from 66% in 2017 to 44% in 2018

Math Learning Gains decreased from 65% in 2017 to 44% in 2018

Math Lowest 25th Percentile decreased from 57% in 2017 to 33% in 2018

Science achievement decreased from 52% in 2017 to 29% in 2018

In order to improve student outcomes there is a need to continue to implement explicit instruction with fidelity in the content areas of reading, mathematics, and science.

**Rationale**

If we successfully implement the Primary Essential Practice of Differentiated Instruction, then learning gains will improve significantly within the lowest quartile cohort.

**Intended Outcome**

If we successfully implement the essential practice of Explicit instruction, then students will have a clear goal to attain using sequential and strategic steps to master content. Teachers will collaboratively plan standards-based lessons that include explicit instruction for students to reach the breadth and depth of the standards.

**Point Person** Alonza Pendergrass (pr0041@dadeschools.net)

**Action Step**

**Description**

7 week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are:

-Provide PD's on the delivery of Explicit instruction and the components

-Determine stakeholders who have developed strong command of Explicit Instruction

-Allow opportunities for stakeholders to observe their colleague share best practices

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

**Plan to Monitor Effectiveness**

**Description**

7 week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. The 7 week plan will be monitored during classroom visitations, to see evidence of explicit instruction using the instructional framework during whole group is observed and documented on lesson plans.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Goulds Elementary will offer parent workshops once a month through the parent academy at various times. Some of the workshops will be conducted by the teachers at Goulds Elementary. The Student Success Coach will host monthly parent meetings. During those meetings, instructional coaches are invited to present information on reading/math/science topics to increase parents' conceptual understanding of topics and to enable them to better assist their children with their home learning.

#### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

#### **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.**

Goulds Elementary utilizes the morning announcement for "The Counselor Message of the Day". The counselor focuses on character values, bullying prevention, drug prevention, citizenship and traits that lead to success. Students are recognized on morning announcements for actions/decisions indicative of exemplary decorum.

The school's leadership team conducts daily classroom visits to motivate/promote academic achievement and positive behavior.

Student "Brand" of the Month: recognizes a student per class/ per month for displaying exceptional effort and conduct. Students' pictures are displayed in main office on the Student of the Month board, their names are read on the announcements, and they are invited to lunch with the principal.

The counselor and Success Coach will meet with individual students to provide support in exhibiting positive behavior at the school.

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

Goulds Elementary has a SPED PK program that services six students. The Kindergarten program our students attend is contingent on their exceptionality. During IEP meetings, families are provided with resources and support.

Goulds Elementary has a mixed population of students ready for Kindergarten enrolling each academic year. Kindergarten instructors utilize Florida Kindergarten Readiness Screener (FLKRS) to monitor student achievement and growth. The Kindergarten screening assessments are used at the opening of school and closing of school to determine student growth. Data generated from the screening process is used to enhance instructional delivery for the academic school year.

Fifth grade students will participate in school visits to the feeder middle schools through the articulation process to explore opportunities to begin the middle school experience.

**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 ETO utilizes funds to provide additional support to Goulds Elementary School. Additional funding is used to fulfill the school improvement responsibilities for schools classified as Targeted Support and Improvement. M-DCPS funds are used to purchase supplemental materials and technology, to provide incentive pay, intervention and enrichment activities, job-embedded professional development to build the capacity of teachers, coaches, and administrators, and targeted interventions and/or enrichment opportunities through an extended learning day. Title I funding is utilized to acquire transformation coaches who have a history of positive student outcomes as teachers. A stipend is paid to coaches to recruit and retain highly qualified individuals. The school receives additional teaching positions to reduce class size and provide additional courses, to address the needs of all students. Furthermore, each school receives funds to conduct interventions to accelerate student achievement.

The school utilizes the funds for during the day, before and/or after school, on Saturdays, and during Spring Break interventions. The school and ETO keep a detailed inventory of all allotted resources.

The school's leadership team along with the (ETO) analyzes all data sources during the summer to problem solve and identify the essential practices to sustain and improve outcomes. The school leadership team meets weekly to discuss the school improvement progress by analyzing student data and adjusts the action steps to adequately meet all students' needs. Additional meetings are held in conjunction with the district to ensure involvement in the ongoing problem-solving and strategic planning to determine how to apply resources for the highest impact to ensure all resources are being maximized and aligned to the progress of the school. A Rapid Response Support Model is implemented to facilitate ongoing dialogue and problem solving within all levels of the district to ensure the school receives the appropriate support to eliminate barriers that impede student achievement.

A Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is conducted three times per year at the district level to gain a deeper understanding of the progress the school and make informed decisions that will improve student outcomes. DATA/COM allows the principal to have direct access to the Superintendent and district personnel to gain a deeper understanding of the school data and school progress. The principal, Superintendent, state, and district personnel collaborate to problem solve and align resources to appropriately support the school. Strategic Planning Meetings are held three times per year for the (ETO), Region personnel, and school-site leadership teams to reflect on the implementation of the defined structures and systems to ensure student success. ETO and region personnel analyze qualitative data and the implementation of the school's action plan steps. Strategic Planning Meetings allow collaboration with the school to ensure that all resources are being maximized to accelerate outcomes.

**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

## Part V: Budget

<b>Total:</b>	<b>\$215,697.50</b>
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