

Madie Ives Community Elementary School



2014-15 School Improvement Plan

Madie Ives Community Elementary School

20770 NE 14TH AVE, North Miami Beach, FL 33179

<http://mies.dadeschools.net>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

88%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

B

A

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Madie Ives Elementary prepares students for the future by emphasizing the importance of being functional, literate, and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunication strategies, advances in technology, and programs that heighten student achievement and cultural sensitivity. Madie Ives students will become functioning members of an ever-evolving society.

Provide the school's vision statement

Madie Ives Elementary School and its stakeholders challenges and motivates all students to reach the highest possible levels of academic, personal, social, technological, and career development. The Madie Ives staff provides a variety of teaching strategies and methods, and the latest advances in technology for students to become productive, literate, and responsible citizens in our multicultural society.

School Environment

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

Madie Ives Elementary School encourages a climate of bridging cultural gaps across all ethnic groups. The teachers provide an accepting, nourishing environment where each student is comfortable and accepted, no matter what their cultural background is. Some specific examples are through literature, ethnic food tastings, and visits to and from local museums. Madie Ives Elementary School practices of culture of cooperation, both, social and emotional where these skills are modeled and taught. In essence, all cultural barriers are dispelled through good communication.

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

Students at Madie Ives Elementary School feel safe and respected before school by following the Code Of Student Conduct and all protocols thereof. Upon arrival, students eat breakfast, then are supervised on the hard court until the safe pick up of their teachers. During the day and upon the safe dismissal of all students the policies of Miami-Dade County Public Schools are followed. The Character Education program is implemented by our safety committee as well. Students are recognized monthly for positive behavioral attributes. In addition, the school adheres to the following as well:

- Anti-bullying policy in practice;
- School leadership that supports staff, students and parents;
- Community and parental involvement;
- A safety committee is in place which is made up of key stakeholders: public safety officials, parents, community, students, administrators, etc. An Emergency Response Plan is written and followed and in place;
- Ongoing evaluation and practice of the plan is a priority;
- Early identification and intervention for students at risk.

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

Madie Ives Elementary School enforces the Code of Student Conduct as the schoolwide behavioral system that aids in minimizing distractions and keeps students engaged during instructional time. The school is a conduit which provides the necessary communication between home and school to eliminate unnecessary distractions.

Students who were retained and Tier 1, Tier 2 and Tier 3 students have been targeted and carefully monitored in a small class setting. Small group and differentiated instruction indicates that students require additional support. Madie Ives Elementary School implements Character Education Program and has a Disciplinary Committee that follows the Code of Student Conduct and communicates expectations to students, parents, faculty, and support staff.

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

Data on Tier 1, 2, and 3 targets will be used to address academic and social/emotional areas; help to set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Extending, Refining, and Summarizing); and align the goals and objectives outlined in the SIP. Managed data include FAIR Assessments, Baseline and Interim Assessments, student grades and FCAT 2.0 summative data. Behavioral data include referrals, suspensions, detention and attendance.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- Percentage is 96.45%.
- 6
- Course Failure in English Language Arts = 34
- Course Failure in Mathematics = 46
- 105

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

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

Indicator	Grade Level				Total
	K	3	4	5	
Attendance below 90 percent	2	4	6	7	19
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	26	18	61	105
Level 1 on statewide assessment	0	26	18	61	105
	0	0	0	0	

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	4	6	7	17

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. Systematic interventions by teachers, using data collection and data analysis in grade level meetings will determine progress.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. The MTSS problem solving process and monitoring progress of instruction will be implemented during data chats.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition

to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49048>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Madie Ives Elementary School utilizes Dade Partners for support as well as the EESAC Business members who provide various incentives for our students' achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Alba-Nunez, Monica	Teacher, K-12
Brown Major, Tanya	Principal
Diehl, Kevin	Instructional Coach
Good, Paula	Assistant Principal
Michelson, Helanie	Teacher, K-12

Duties

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

Dr. Tanya R. Brown-Major, Principal – Oversees the entire process

Ms. Paula Good – Monitor the printed

Mr. Kevin Diehl

Ms. Helanie Michelson

Supports all classroom teachers in the collection of data through intervention programs

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

Ms. Paula Good - LEA

Mr. Kevin Diehl - Reading Coach

Ms. Helanie Michelson

Dr. Calester Chaney - Teacher

Ms. Melissa Lee - School Psychologist

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. Systematic interventions by teachers, using data collection and data analysis in grade level meetings will determine progress.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. The MTSS problem solving process and monitoring progress of instruction will be implemented during data chats.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

PPTitle X- Homeless

- Madie Ives Elementary School uses The Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools- each school is provided a video and curriculum manual, as well as a contest sponsored by the homeless trust- a community organization.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Madie Ives Elementary School uses The Safe and Drug-Free Schools Program to address violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and administrators. Counseling is also a component of this program.

Nutrition Programs

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

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Parental Involvement Program at Madie Ives Elementary Provides:

- Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
- Involve parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact 9 for each student): our school's Title I Parental Involvement Policy; scheduling Title I Orientation Meeting (OpenHouse); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parent's schedules as part of our goal to empower parents and build their capacity for involvement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Tanya R. Brown-Major	Principal
Mr. Philp	Business/Community
Altagracia Pena	Education Support Employee
Guiliana Ore	Education Support Employee
Marquez Cruz	Parent
Jasmine Raynor	Student
Laura Jay	Teacher
Shawanna Ledgister-Joseph	Teacher
Nadezka Ferro-Philp	Teacher
Desiree Byron	Parent
Tanikka Knowles	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC both evaluated and reviewed 2013-2014 school's improvement plan during every EESAC meeting. All goals, barriers and action plans were discussed.

Development of this school improvement plan

The purpose of the SAC is to work to ensure improved student achievement. SAC is the guiding force for the writing and implementation of the School Improvement Plan. It is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The SAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. All decisions for the SIP are made through consensus. SAC follows the Continuous Improvement Model in order to ensure fidelity to the school's mission.

Preparation of the school's annual budget and plan

Preparation of the 2014-2015 School Improvement Plan:

- Through consensus disseminate EESAC funds to promote student achievement.
- Provide all schoolwide information to members of the EESAC in order to prepare budget.

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

- \$3,000 Student incentives.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Alba-Nunez, Monica	Teacher, K-12
Brown Major, Tanya	Principal
Good, Paula	Assistant Principal
Diehl, Kevin	Instructional Coach
Michelson, Helanie	Teacher, K-12

Duties**Describe how the LLT promotes literacy within the school**

The LLT will focus on content-based reading comprehension strategies, ongoing formative assessment, intensive writing integration, diverse texts, strategic tutoring, Core Curriculum strategies, and technology integration.

The LLT will increase the number of book titles in the school Media Center as well as increasing the circulation and usage of the Library.

The LLT will monitor, with fidelity, students' performance data from the 2013 Reading FCAT that indicates deficiencies in each Reporting Category.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Madie Ives Elementary promotes working relationships between teachers, administration, instructional coaches by collaborative planning and instruction on a weekly basis. Collaborative planning includes sharing best practices, modelling lessons, utilizing pacing guides, and item specifications.

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

Madie Ives utilizes a rigorous program to recruit and retain highly qualified teachers. Ongoing relationships with local universities, student-teacher programs, and teacher fairs are all part of the school's strategies to recruit and retain teachers. Teacher requirement is an effective method of developing and retaining high quality classroom teachers. The Principal and Assistant Principal are responsible for these strategies.

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

Madie Ives offers a comprehensive mentoring program, involving both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement. The rationale for pairing teachers is for a primary grade experienced teacher to be paired with a beginning primary teacher, as well as a secondary grade experienced teacher to be paired with a beginning secondary teacher. The administrative teams provide resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

During collaborative planning administration, instructional coaches, and teacher leaders ensure that the core instructional programs and materials are utilized by monitoring lesson plans and student work.

Instructional Strategies

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

Data is disaggregated and analyzed individually with teacher and administration to determine the intervention needs of each student. The groups are fluid and are monitored weekly.

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: Weekend Program

Minutes added to school year: 1,400

An 8 week Saturday Writing Academy is implemented for fourth graders. The teachers provide instruction, remediation, and enrichment activities for fourth grade students.

Strategy Rationale

To increase students scoring 4 and above on FSA.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Diehl, Kevin, kdiehl@dadeschools.net

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

Writing data is collected on a weekly basis and analyzed through teacher collaboration as well as student-teacher writing conferencing.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Title 1 Administration assists Madie Ives Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Prekindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This assists 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 1 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 education process of their three-and four-year old children.

Madie Ives Elementary uses the following strategies which are supported by the office of PK/Elementary Instructional Support:

- Welcome to Kindergarten held on May 23, 2013
- Kindergarten Orientation held on August 10, 2013
- Open House held on August 28, 2013
- Establish or expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.
- Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership.
- The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
- Build a working relationship and a culture of exchange and mutual respect by instituting the Early

Educator Exchange (TripleE). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

- Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To use Early Warning Systems (EWS) to identify at risk students and to provide support within the behavioral disciplinary modality.
- G3.** In order to emphasize/engage students in the problem solving process, we will increase the number of students participating in Project Based Learning in STEM.
- G4.** See Title 1 Parent Involvement Plan (P.I.P.)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

 G048044

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Reading - African American	71.0
AMO Reading - ED	71.0

Resources Available to Support the Goal 2

- McGraw Hill
- I-Ready
- WonderWorks
- Instructional Coaches
- Interventionists

Targeted Barriers to Achieving the Goal 3

- Lack of consistency in differentiated instruction.

Plan to Monitor Progress Toward G1. 8

District Interim Assessment

Person Responsible

Paula Good

Schedule

Monthly, from 8/18/2014 to 1/30/2015

Evidence of Completion

Formative Assessments: District Interim Assessment Summative Assessment: 2015 FSA

G2. To use Early Warning Systems (EWS) to identify at risk students and to provide support within the behavioral disciplinary modality. 1a

G048049

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	63.0

Resources Available to Support the Goal 2

- Code of Student Conduct
- Counselor
- Pupil Progression Plan

Targeted Barriers to Achieving the Goal 3

- Insufficient communication between home and school in order to eliminate disciplinary incidents.

Plan to Monitor Progress Toward G2. 8

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person Responsible

Paula Good

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance Reports

G3. In order to emphasize/engage students in the problem solving process, we will increase the number of students participating in Project Based Learning in STEM. 1a

 G048048

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	38.0

Resources Available to Support the Goal 2

- SECME Elementary Science Fair

Targeted Barriers to Achieving the Goal 3

- Students have limited experience of participation in the Miami Dade STEM Expo. A plan for the development of student projects and the increase of the STEM competitions is in place. Students experience difficulty in understanding informational text as it relates to the scientific method.

Plan to Monitor Progress Toward G3. 8

Following the FCIM model, administration will review the number of students participating in the science fair.

Person Responsible

Paula Good

Schedule

Quarterly, from 8/18/2014 to 1/30/2015

Evidence of Completion

Student journals.

G4. See Title 1 Parent Involvement Plan (P.I.P.) 1a

 G050621

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. To increase student achievement by improving core instruction in all content areas. **1**

 **G048044**

G1.B1 Lack of consistency in differentiated instruction. **2**

 **B124005**

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 **S135870**

Strategy Rationale

Increase the consistent use of differentiated instruction across all grade levels in all subject areas.

Action Step 1 **5**

Introduction: Provide in-house Professional Development during grade level planning using data analysis.

Person Responsible

Paula Good

Schedule

Weekly, from 9/11/2014 to 11/26/2014

Evidence of Completion

Common Planning sign-in sheets

Action Step 2 5

Implementation: Teachers will disaggregate data: STAR - K-2; FAIR - 3-5 in order to foster a deeper understanding of Differentiated Instruction.

Person Responsible

Paula Good

Schedule

Weekly, from 10/2/2014 to 10/2/2014

Evidence of Completion

STAR Reports K-2; FAIR 3-5;

Action Step 3 5

Follow-Up and Support: Teachers will provide effective feedback to students. Monitor fidelity of implementation.

Person Responsible

Paula Good

Schedule

Weekly, from 10/2/2014 to 10/2/2014

Evidence of Completion

Classroom Walkthroughs, Teacher Lesson Plans, Student Folders

Action Step 4 5

Monitor and Support: ETO Support Personnel/Reading Coach/Administration

Person Responsible

Schedule

Weekly, from 10/2/2014 to 10/2/2014

Evidence of Completion

Classroom Walkthroughs, Teacher Lesson Plans, Student Folders

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

Classroom Walkthroughs, Lesson Plans, Student Work Folders

Person Responsible

Paula Good

Schedule

Weekly, from 10/2/2014 to 11/26/2014

Evidence of Completion

Review Agendas, Review Lesson Plans

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

Classroom Walkthroughs, Teacher Lesson Plans, Student Work Folders

Person Responsible

Paula Good


Schedule

Weekly, from 10/2/2014 to 11/26/2014


Evidence of Completion

Agenda, Sign-In Sheets, Teacher Lesson Plans


G2. To use Early Warning Systems (EWS) to identify at risk students and to provide support within the behavioral disciplinary modality. 1

 G048049

G2.B1 Insufficient communication between home and school in order to eliminate disciplinary incidents. 2

 B119697

G2.B1.S1 Students who are deemed as developing a pattern of attaining referrals will be referred to the MTSS/Rtl team. 4

 S131516

Strategy Rationale

To increase student's positive behavior.

Action Step 1 5

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.

Person Responsible

Tanya Brown Major

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance Reports Assessments FAIR - Grades 3-5

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

Utilizing the FCIM, the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person Responsible

Paula Good

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance Reports

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

Utilizing the FCIM, the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person Responsible

Paula Good

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance Reports

G3. In order to emphasize/engage students in the problem solving process, we will increase the number of students participating in Project Based Learning in STEM. 1

 G048048

G3.B1 Students have limited experience of participation in the Miami Dade STEM Expo. A plan for the development of student projects and the increase of the STEM competitions is in place. Students experience difficulty in understanding informational text as it relates to the scientific method. 2

 B119696

G3.B1.S1 Increase the number of students participating in the science fair. 4

 S131515

Strategy Rationale

To increase participation in science based learning in STEM.

Action Step 1 5

Following the FCIM model, administration will review the number of students participating in the science fair.

Person Responsible

Paula Good

Schedule

Quarterly, from 8/18/2014 to 1/30/2015

Evidence of Completion

Student journals.

Action Step 2 5

Following the FCIM model, administration will review the number of students participating in the science fair.

Person Responsible

Paula Good

Schedule

Quarterly, from 8/18/2014 to 1/30/2015

Evidence of Completion

Essential Labs

Action Step 3 5

Following the FCIM model, administration will review the number of students participating in the science fair.

Person Responsible

Paula Good

Schedule

Quarterly, from 8/18/2014 to 1/30/2015

Evidence of Completion

Science Fair Projects

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Following the FCIM model, administration will review the number of students participating in the science fair.

Person Responsible

Paula Good

Schedule

Quarterly, from 8/18/2014 to 1/30/2015

Evidence of Completion

Student journals.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Following the FCIM model, administration will review the number of students participating in the science fair.

Person Responsible

Paula Good

Schedule

Quarterly, from 8/18/2014 to 1/30/2015

Evidence of Completion

Student journals.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.	Brown Major, Tanya	8/18/2014	Attendance Reports Assessments FAIR - Grades 3-5	5/29/2015 quarterly
G3.B1.S1.A1	Following the FCIM model, administration will review the number of students participating in the science fair.	Good, Paula	8/18/2014	Student journals.	1/30/2015 quarterly
G1.B1.S1.A1	Introduction: Provide in-house Professional Development during grade level planning using data analysis.	Good, Paula	9/11/2014	Common Planning sign-in sheets	11/26/2014 weekly
G1.B1.S1.A2	Implementation: Teachers will disaggregate data: STAR - K-2; FAIR - 3-5 in order to foster a deeper understanding of Differentiated Instruction.	Good, Paula	10/2/2014	STAR Reports K-2; FAIR 3-5;	10/2/2014 weekly
G3.B1.S1.A2	Following the FCIM model, administration will review the number of students participating in the science fair.	Good, Paula	8/18/2014	Essential Labs	1/30/2015 quarterly
G1.B1.S1.A3	Follow-Up and Support: Teachers will provide effective feedback to students. Monitor fidelity of implementation.	Good, Paula	10/2/2014	Classroom Walkthroughs, Teacher Lesson Plans, Student Folders	10/2/2014 weekly
G3.B1.S1.A3	Following the FCIM model, administration will review the number of students participating in the science fair.	Good, Paula	8/18/2014	Science Fair Projects	1/30/2015 quarterly
G1.B1.S1.A4	Monitor and Support: ETO Support Personnel/Reading Coach/ Administration		10/2/2014	Classroom Walkthroughs, Teacher Lesson Plans, Student Folders	10/2/2014 weekly
G1.MA1	District Interim Assessment	Good, Paula	8/18/2014	Formative Assessments: District Interim Assessment Summative Assessment: 2015 FSA	1/30/2015 monthly
G1.B1.S1.MA1	Classroom Walkthroughs, Teacher Lesson Plans, Student Work Folders	Good, Paula	10/2/2014	Agenda, Sign-In Sheets, Teacher Lesson Plans	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom Walkthroughs, Lesson Plans, Student Work Folders	Good, Paula	10/2/2014	Review Agendas, Review Lesson Plans	11/26/2014 weekly
G2.MA1	Utilizing the FCIM, the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.	Good, Paula	8/18/2014	Attendance Reports	5/29/2015 monthly
G2.B1.S1.MA1	Utilizing the FCIM, the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.	Good, Paula	8/18/2014	Attendance Reports	5/29/2015 monthly
G2.B1.S1.MA1	Utilizing the FCIM, the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.	Good, Paula	8/18/2014	Attendance Reports	5/29/2015 monthly
G3.MA1	Following the FCIM model, administration will review the number of students participating in the science fair.	Good, Paula	8/18/2014	Student journals.	1/30/2015 quarterly
G3.B1.S1.MA1	Following the FCIM model, administration will review the number of students participating in the science fair.	Good, Paula	8/18/2014	Student journals.	1/30/2015 quarterly
G3.B1.S1.MA1	Following the FCIM model, administration will review the number of students participating in the science fair.	Good, Paula	8/18/2014	Student journals.	1/30/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of consistency in differentiated instruction.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Introduction: Provide in-house Professional Development during grade level planning using data analysis.

Facilitator

ETO Support Personnel/Reading Coach

Participants

All Grade Levels

Schedule

Weekly, from 9/11/2014 to 11/26/2014

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction in all content areas.	1,000
Grand Total	1,000

Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S1.A1	Title I Part A	1,000
Total Goal 1		1,000