

North Hialeah Elementary School



2014-15 School Improvement Plan

North Hialeah Elementary School

4251 E 5TH AVE, Hialeah, FL 33013

<http://nhes.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 | C | B | A | B |

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 |
|-------------|-------------------|------------------------------|
| Not In DA | 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

The faculty and staff at North Hialeah Elementary will maximize the potential of every child by fostering and creating life-long learners in a challenging and balanced 21st century environment.

Provide the school's vision statement

The North Hialeah faculty and staff will motivate students to maximize their academic potential and foster their social and moral growth as they prepare to become literate, productive members of society.

School Environment

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

The school uses appropriate school, family and community resources to help meet all students' learning needs. Teachers address the needs of all learners by demonstrating respect for their students' individual differences, cultures, backgrounds, and learning styles. The teacher provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds.

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

The school has grade level orientation meetings with all students the first week of school and the expectations for the school year are set. Topics of discussion during this orientation include: mutual respect of everyone including peers, incentives for proper behavior and exhibiting a positive attitude of success. Students participate in character education and are introduced to monthly core values where teachers model and encourage appropriate behavior throughout the school day. Student of the month rewards are in place to highlight students who exhibit and practice the core value of the month.

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

North Hialeah Elementary
SCHOOL RULES AND CONSEQUENCES
SCHOOL RULES

1. Be in your seat and ready to begin when the bell rings.
2. Remain in your assigned seat unless authorized to do otherwise.
3. Do not use profane, abusive, or derogatory language.
4. Follow directions the first time they are given.
5. Keep your body parts and belongings to yourself.
6. Show respect and common decency at all times.
7. Remain silent while any instructional activity is taking place.
8. Do not chew gum on school property.
9. Follow the school uniform policy and dress codes.
10. Follow the rules of a straight line:
 - a) look forward

- b) keep lips closed
- c) keep hands beside hips
- 11. Cellphones should be turned off and in bookbags.

Date of Incident Consequences Conduct Grades

| | | |
|-------|---|---|
| _____ | 1. Warning _____ | A |
| _____ | 2. Notice of Misconduct _____ | B |
| _____ | 3. Phone Call _____ | C |
| _____ | 4. Conference _____ | D |
| _____ | 5. Referral to Counselor _____ | F |
| _____ | 6. Referral to Administrator/SCAM _____ | F |

Be aware that as rules are broken and consequences are given the conduct grade is lowered.

STUDENT SIGNATURE PARENT SIGNATURE

HOMEROOM TEACHER: _____

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school counselor ensures that the social-emotional needs of all students are met through counseling and active monitoring of academic and behavioral progress. Our goal and focus at the school is on the whole child and the social-emotional needs of all students are always a priority. The staff at North Hialeah Elementary provides a nurturing and caring environment for students. The staff is also trained in the process of referring students to student services or administration when they suspect that a student needs assistance.

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

The early warning indicators for North Hialeah Elementary include 83 students with attendance below 90%, eight students with one or more suspensions, 75 students with a course failure in ELA and 96 students who scored a level one on the statewide assessment in ELA.

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 | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 11 | 8 | 22 | 17 | 14 | 11 | 83 |
| One or more suspensions | 0 | 0 | 0 | 0 | 4 | 4 | 8 |
| Course failure in ELA or Math | 3 | 4 | 9 | 36 | 15 | 8 | 75 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 52 | 20 | 24 | 96 |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

Students are provided with 30 minutes daily Reading intervention through the use of McGraw-Hill's WonderWorks intervention program. Students in this category will also be receiving before and after-school tutoring.

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/186947>.

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

The school connects with the members of the community by inviting them to school activities such as resource fairs, PTA meetings, EESAC meetings and parent informational nights. The school also solicits the assistance of the community to assist and donate resources for students.

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 |
|------------------|---------------------|
| Canales, Yanelys | Principal |
| Del Cristo, Ana | Assistant Principal |

Duties

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

Tier 1(Leadership Team)

Principal- Yanelys Canales

Assistant Principal- Ana Del Cristo

- Provides a common vision for the use of data-based decision making, ensures that the school-based team

is implementing MTSS/Rtl plan, conducts assessment of the MTSS/Rtl skills of school staff, ensures

- implementation of intervention support and documentation, ensures adequate professional development is
- conducted to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

General Education Teachers:

Primary Teacher- Mirna Miranda

Intermediate Teacher- Cecilia Valera

Gifted Teacher- Zunilda Parrondo

- Provides information about core instruction,
- Participates in student data collection,
- Delivers Tier 1 instruction/intervention,
- Collaborates with other staff to implement Tier 2 interventions,
- Integrates Tier 1 materials/instruction with Tier 2/3 activities.

Counselor- Yolanda Soles

- Participates in the collection, development, and interpretation of student data in the Student Services Plan for the Tier 1, 2, and 3 students.

Social Worker- Elizabeth Hernandez

- Conducts and prepares a brief family history about the social and behavioral background of the students.

School Psychologist- Carmen Coleman

- Participates in collection, interpretation, and analysis of data.
- Facilitates development of intervention plans.
- Provides support for intervention fidelity and documentation; program evaluation and facilitates data-based decision making activities.

English Language Learners (ELL)- Maria Bacelo

- Serves as an advisor in the academic progress of ELL students,
- Assesses language acquisition through ESOL Placement Test
- Monitors the ELL requirements involving LEP Plan.

Exceptional Student Education (ESE)- Ileana Jimenez

- Participates in student data collection.
- Integrates core instructional activities/materials to meet students' needs.
- Collaborates with general education teachers through such activities as co-teaching.

In addition to Tier 1 problem solving, the Leadership Team members will meet once a month to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team (Principal, Assistant Principal, Reading Coach, Counselor and Psychologist) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

Tier 3 SST

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

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 use 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. (What progress will show a positive response?)
 4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
 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 (OPM) 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 (see SST guidelines) for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed, implement the SIP strategies and are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), 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, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of 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," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to

measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D- N/A

Title II

The District uses supplemental funds for improving basic education to North Hialeah Elementary as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, which is purchased for selected schools to be used by ELL students (K-12, RFP Process)

Tutorial services will be provided after school for 80 selected ESOL 1-5 students in reading targeting the Florida Standards.

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- A school based homeless coordinator will be identified to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

North Hialeah Elementary School receives funding from Supplemental Academic Instruction (SAI) as part

of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

North Hialeah Elementary addresses violence and drug prevention and intervention services for students through a curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Nutrition Programs

1) North Hialeah Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education-N/A

Job Training- N/A

Other- N/A

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Yanelys Canales | Principal |
| Zunilda Parrondo | Teacher |
| Ivette Carballeira | Teacher |
| Aileen White | Teacher |
| Deborah Stokes | Teacher |
| Nadia Earl | Teacher |
| Luwania Powell | Education Support Employee |
| Jenny Williams | Parent |
| Bobby Williams | Parent |
| Bo Williams | Student |
| David Perez | Parent |
| Denise Algaze | Teacher |
| Yainet Garcia | Teacher |

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

Using faculty feedback, EESAC met at the end of 2013-2014 school year to discuss data and strategies in place. Strategies were reviewed and were modified, removed or kept based on faculty feedback. EESAC members reviewed with the school leadership team data collected from all on-going District assessments, school generated assessments and district and school reports and made recommendations for modifications to the current strategies utilized to reach the goals established in the SIP.

Development of this school improvement plan

The SAC is actively involved in the evaluation of school performance data and preparation of the school's improvement plan as well as our annual budget. The entire faculty met and discussed the overall goal for the school and the barriers for each content areas. Strategies were selected to assist in the development and implementation of the SIP.

Preparation of the school's annual budget and plan

The school's annual budget was developed based on the needs of the school and generated FTE. The principal prepared the budget based on the needs of the school with monies being allocated towards interventions in order to increase student achievement.

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

The SAC purchased projectors so that reading teachers may utilize the new reading series (McGraw-Hill Wonders) to its full advantage as noted in goal 1- Reading. The amount allocated for the projectors is 3000.00.

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 |
|---------------------------------|---------------------|
| Canales, Yanelys | Principal |
| Del Cristo, Ana | Assistant Principal |
| Carballeira, Ivette | Instructional Coach |
| Hernandez, Jessica | Instructional Coach |
| Parrondo, Zunilda | SAC Member |
| pr3901@dadeschools.net, Mayelin | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

- Adheres to the District's Pacing Guides.
- Addresses curriculum issues and analyzes school wide growth trends.
- Uses team members to support literacy instruction.
- Utilizes data to identify curriculum needs and finds supplementary materials to address the needs accordingly.
- Identifies topics based on curriculum trends to be researched for Learning Communities.
- Helps to establish model classrooms for new teachers.
- Collaborates as a team to make instructional and programmatic decisions.

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

Administration and instructional coaches are active members of weekly collaborative meetings with all grade levels. All staff actively participates in the planning session and shares best practices with other staff during the collaboration. This encourages buy in and collaboration amongst all staff. In addition, teachers participated in a team-building session prior to the start of the school year that focused on team work and building positive relationships with co-workers.

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

1. Create an effective environment for professional cooperation and collaboration.
2. Empowering teachers to participate in school decision making processes.
3. Providing opportunities for ongoing professional development based on needs assessment. – PD Liaison and Instructional Coaches
4. Teachers participate in Professional Learning Communities (PLCs). –PD Liaison and Principal
5. Recognize teachers on an on-going basis for contributing to a positive and rigorous learning environment.

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

Beginning teachers with 1-3 years of experience will be paired up with one of the trained mentors of the MINT and NEST program. Mentors and mentees will meet at the beginning of the school year to develop a strategic plan needed to help the beginning teacher succeed. They will also meet on a weekly basis to discuss concerns the new teacher is having. In addition, the mentor will schedule classroom observations for and of the mentee and model lessons as necessary.

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

The school administration ensures that all state adopted materials are being utilized and implemented and are aligned to the Florida Standards. This is monitored through collaborative planning meetings and classroom walk-throughs. During collaborative planning meetings only state and district approved materials are utilized in the lesson planning. This ensures that research based materials are utilized in the delivery of the instruction.

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

FAIR data for students in grades 3-5 is used to identify students' needs and weaknesses in order to provide remediation. Students are grouped utilizing the decision-tree in order to receive prescribed differentiated instruction. During collaborative planning, the teachers analyze the content and the delivery in order to fit the needs of the group of students that they serve. Varied instructional strategies are planned in order to assist students from varied levels and abilities to understand concepts deeply.

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

Strategy: After School Program

Minutes added to school year: 2,640

Through a Title III grant, after school tutoring will be held on Mondays and Thursdays for 60 minutes for our ESOL 1-5 students targeting Florida Standards.

Strategy Rationale

Our school has a large number of ELL students (over 300 levels 1-4). Our data indicates that only 46% of our students achieved proficiency in Reading and 48% achieved proficiency in Math on the 2014 FCAT. Our target goal for the 2015 assessments is to ensure that a higher percentage of our students achieve proficiency. Providing these tutoring interventions will allow us to give additional assistance and support to ensure that they increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Canales, Yanelys, pr3901@dadeschools.net

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

Data is collected through Interim assessments and analyzed through collaborative planning meetings to discuss effectiveness of tutoring as well as suggestions for improvement and instructional focus. The effectiveness of the strategies in place are also determined by the growth in the areas of weaknesses for each student.

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 I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time Highly Qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPO) Program. HIPPO provides in-home training for parents to become more involved in the educational process of their three and four-year old children. Print letter knowledge and level of phonological awareness/processing as well as social/emotional development will be assessed using the Florida Voluntary Prekindergarten (VPK) Education Program Child Progress Portfolio. At North Hialeah Elementary, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain the individual needs by administering the FLKRS to all students. All students are assessed within the areas of Initial sound and Letter naming. Parents are given a Kindergarten Parent Orientation at the beginning of the school year and standards are outlined as well as parent activities are provided in the packet. North Hialeah will establish a welcome to Kindergarten program to build partnership with local early education programs, including the in-school pre kindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with

the directors of neighborhood centers to improve articulation. Minimum standards for Reading will be discussed in order to better prepare students who enter Kindergarten.

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

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


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If we plan for and deliver rigorous instruction that is based on Florida Standards then we will increase student achievement by improving core instruction in all content areas.
- G2.** Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.
- G3.** To increase student achievement and better prepare students to be college ready through STEM initiatives and projects.

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. If we plan for and deliver rigorous instruction that is based on Florida Standards then we will increase student achievement by improving core instruction in all content areas. 1a

G048078

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | 67.0 |
| AMO Math - All Students | 69.0 |
| FCAT 2.0 Science Proficiency | 44.0 |

Resources Available to Support the Goal 2

- Reading/Writing: McGraw-Hill Wonders and Wonderworks, District Pacing Guides, At-A-Glance guides, Language Arts Florida Standards Item Specifications, ETO Planning cards, FLDOE website, iReady, Accelerated Reader, Imagine Learning, Writing Rubric
- Science: Claim, Evidence and Reasoning Strategy, Promethean Boards, Gizmos, Discovery Education, Think Central, J and J Boot-Camp
- Mathematics: Houghton Mifflin Harcourt Go-Math, District Pacing Guides, Item Specifications, Claim, Evidence and Reasoning Strategy, FLDOE website, Promethean boards, Reflex Math, Gizmos, Think Central, iReady.
- Instructional Coaches, Curriculum Support Staff

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of rigor within the instructional delivery.

Plan to Monitor Progress Toward G1. 8

Analyze student data from Interim Assessments

Person Responsible

Yanelys Canales

Schedule

Quarterly, from 9/9/2014 to 3/2/2015

Evidence of Completion

Think Gate Reports

G2. Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. **1a**

G049810

Targets Supported **1b**

| Indicator | Annual Target |
|-------------------------|---------------|
| Attendance Below 90% | 15.0 |
| One or More Suspensions | 1.0 |
| Level 1 - Grade 04 | 23.0 |

Resources Available to Support the Goal **2**

- Title I Parent-School compact
- Attendance Review Committee
- Perfect Attendance incentives
- Parent Handbook
- Connect-ed
- Alternate Suspension Plan, School-Wide Discipline plan

Targeted Barriers to Achieving the Goal **3**

- There is limited parental involvement as it relates to student attendance and participation in collaborative parent conferences.

Plan to Monitor Progress Toward G2. **8**

Attendance rate

Person Responsible

Yanelys Canales

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Attendance bulletin

G3. To increase student achievement and better prepare students to be college ready through STEM initiatives and projects. 1a

G049857

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 44.0 |

Resources Available to Support the Goal 2

- Florida Lego League
- SECME
- Claim, Evidence and Reasoning Strategy, Promethean Boards, Gizmos, Discovery Education, Think Central, J and J Boot-Camp

Targeted Barriers to Achieving the Goal 3

- Students lack exposure to writing about scientific facts and findings after a STEM activity or project.

Plan to Monitor Progress Toward G3. 8

Analyze student performance data

Person Responsible

Yanelys Canales

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data 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 we plan for and deliver rigorous instruction that is based on Florida Standards then we will increase student achievement by improving core instruction in all content areas. **1**

 G048078

G1.B1 There is limited evidence of rigor within the instructional delivery. **2**

 B119779

G1.B1.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in skill/strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **4**

 S131601

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Action Step 1 **5**

Work collaboratively during common planning time to create lesson plans that include rigorous strategies and higher order thinking questions of varying complexity that are aligned to the standards.

Person Responsible

Ivette Carballeira

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Coaches Log, Student Work Journals and folders

Action Step 2 5

Provide professional development on the gradual release model for effective instruction in the classroom.

Person Responsible

Ivette Carballeira

Schedule

Evidence of Completion

Roster, Follow up assignment, Coaches log, copies of training material

Action Step 3 5

Provide professional development on effective implementation of small group differentiated instruction.

Person Responsible

Mayelin pr3901@dadeschools.net

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Roster, Follow up assignment, Coaches log, copies of training material

Action Step 4 5

Conduct coaching cycles and model the implementation of effective delivery of instruction.

Person Responsible

Ivette Carballeira

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Coaches calendar, Coaches log, walkthrough data

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

Debrief with Instructional Coaches on the implementation of teachers use of the lesson plans and delivery of instruction.

Person Responsible

Yanelys Canales

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Coaches logs, Administrative Reflections, agenda, meeting minutes

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

Analyze student performance data.

Person Responsible

Yanelys Canales

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Student journals, student work folders, Thinkgate reports, Accelerated Reader Reports, Teacher/Coaches observational data, Reflex Reports, iReady Reports, Imagine Learning Reports, WonderWorks OPM data

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

Conduct classroom walkthroughs to ensure effective implementation of the delivery of rigorous instruction.

Person Responsible

Yanelys Canales

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Classroom walkthrough data, Administrative Reflection logs and teacher lesson plans

G2. Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1

G049810

G2.B1 There is limited parental involvement as it relates to student attendance and participation in collaborative parent conferences. 2

B124721

G2.B1.S1 The classes with 100% attendance will be announced on a daily basis. 4

S136842

Strategy Rationale

Increase student attendance in all grade levels

Action Step 1 5

Homeroom teachers will take attendance every morning in the Pinnacle grade book system by 9:00 a.m.

Person Responsible

Ana Del Cristo

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Attendance Bulletin

Action Step 2 5

Classes with 100% attendance will be announced during morning announcements.

Person Responsible

Ana Del Cristo

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Attendance bulletin, in-house perfect attendance log

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

Ensure perfect attendance is being announced

Person Responsible

Yanelys Canales

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Perfect attendance log

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

Monitor the daily attendance rate of school

Person Responsible

Yanelys Canales

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Daily emails of attendance rate, attendance bulletin

G3. To increase student achievement and better prepare students to be college ready through STEM initiatives and projects. 1

G049857

G3.B1 Students lack exposure to writing about scientific facts and findings after a STEM activity or project. 2

B124809

G3.B1.S1 Increase rigor in science by providing students the opportunity to respond to STEM activities and projects through writing found in journals. 4

S136731

Strategy Rationale

To increase the use of technology in Science and Mathematics through rigorous, purposeful, and engaging instructional activities.

Action Step 1 5

Provide professional development on effective implementation of STEM activities with a focus on technology and software programs that will enhance the STEM objectives.

Person Responsible

Ana Del Cristo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Roster, Follow-up assignment, coaching log, copies of training materials

Action Step 2 5

Conduct classroom walkthroughs to monitor the implementation of STEM activities.

Person Responsible

Yanelys Canales

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Walkthrough logs and notes, student notebooks

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

Ongoing monitoring of STEM activities and projects in the classroom.

Person Responsible

Yanelys Canales

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Walkthrough logs and notes and student notebooks and journals.

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

Conduct classroom walkthroughs to monitor the effectiveness of the implementation and instruction of STEM activities.

Person Responsible

Yanelys Canales

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Walkthrough logs and notes and student notebooks and 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 |
|-------------|---|---------------------|-------------------------------|--|--------------------|
| G1.B1.S1.A1 | Work collaboratively during common planning time to create lesson plans that include rigorous strategies and higher order thinking questions of varying complexity that are aligned to the standards. | Carballeira, Ivette | 8/25/2014 | Lesson Plans, Coaches Log, Student Work Journals and folders | 6/4/2015 weekly |
| G3.B1.S1.A1 | Provide professional development on effective implementation of STEM activities with a focus on technology and software programs that will enhance the STEM objectives. | Del Cristo, Ana | 8/18/2014 | Roster, Follow-up assignment, coaching log, copies of training materials | 6/4/2015 quarterly |
| G2.B1.S1.A1 | Homeroom teachers will take attendance every morning in the Pinnacle grade book system by 9:00 a.m. | Del Cristo, Ana | 8/25/2014 | Attendance Bulletin | 6/4/2015 daily |

Dade - 3901 - North Hialeah Elementary Schl - 2014-15 SIP
North Hialeah Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------------------------|-------------------------------|---|--------------------|
| G1.B1.S1.A2 | Provide professional development on the gradual release model for effective instruction in the classroom. | Carballeira, Ivette | 9/16/2014 | Roster, Follow up assignment, Coaches log, copies of training material | one-time |
| G3.B1.S1.A2 | Conduct classroom walkthroughs to monitor the implementation of STEM activities. | Canales, Yanelys | 8/25/2014 | Walkthrough logs and notes, student notebooks | 6/4/2015 quarterly |
| G2.B1.S1.A2 | Classes with 100% attendance will be announced during morning announcements. | Del Cristo, Ana | 8/25/2014 | Attendance bulletin, in-house perfect attendance log | 6/4/2015 daily |
| G1.B1.S1.A3 | Provide professional development on effective implementation of small group differentiated instruction. | pr3901@dadeschools.net, Mayelin | 8/25/2014 | Roster, Follow up assignment, Coaches log, copies of training material | 6/4/2015 weekly |
| G1.B1.S1.A4 | Conduct coaching cycles and model the implementation of effective delivery of instruction. | Carballeira, Ivette | 9/2/2014 | Coaches calendar, Coaches log, walkthrough data | 6/4/2015 weekly |
| G1.MA1 | Analyze student data from Interim Assessments | Canales, Yanelys | 9/9/2014 | Think Gate Reports | 3/2/2015 quarterly |
| G1.B1.S1.MA1 | Analyze student performance data. | Canales, Yanelys | 8/25/2014 | Student journals, student work folders, Thinkgate reports, Accelerated Reader Reports, Teacher/Coaches observational data, Reflex Reports, iReady Reports, Imagine Learning Reports, WonderWorks OPM data | 6/4/2015 weekly |
| G1.B1.S1.MA3 | Conduct classroom walkthroughs to ensure effective implementation of the delivery of rigorous instruction. | Canales, Yanelys | 8/25/2014 | Classroom walkthrough data, Administrative Reflection logs and teacher lesson plans | 6/4/2015 daily |
| G1.B1.S1.MA1 | Debrief with Instructional Coaches on the implementation of teachers use of the lesson plans and delivery of instruction. | Canales, Yanelys | 8/25/2014 | Coaches logs, Administrative Reflections, agenda, meeting minutes | 6/4/2015 weekly |
| G2.MA1 | Attendance rate | Canales, Yanelys | 8/25/2014 | Attendance bulletin | 6/4/2015 daily |
| G2.B1.S1.MA1 | Monitor the daily attendance rate of school | Canales, Yanelys | 8/25/2014 | Daily emails of attendance rate, attendance bulletin | 6/4/2015 daily |
| G2.B1.S1.MA1 | Ensure perfect attendance is being announced | Canales, Yanelys | 8/25/2014 | Perfect attendance log | 6/4/2015 daily |
| G3.MA1 | Analyze student performance data | Canales, Yanelys | 8/18/2014 | Data reports | 6/4/2015 quarterly |
| G3.B1.S1.MA1 | Conduct classroom walkthroughs to monitor the effectiveness of the implementation and instruction of STEM activities. | Canales, Yanelys | 8/18/2014 | Walkthrough logs and notes and student notebooks and journals | 6/4/2015 quarterly |
| G3.B1.S1.MA1 | Ongoing monitoring of STEM activities and projects in the classroom. | Canales, Yanelys | 8/18/2014 | Walkthrough logs and notes and student notebooks and journals. | 6/4/2015 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. If we plan for and deliver rigorous instruction that is based on Florida Standards then we will increase student achievement by improving core instruction in all content areas.

G1.B1 There is limited evidence of rigor within the instructional delivery.

G1.B1.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in skill/strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development on the gradual release model for effective instruction in the classroom.

Facilitator

Ivette Carballeira, Maylin Suarez, Jessica Hernandez

Participants

All instructional staff

Schedule

PD Opportunity 2

Provide professional development on effective implementation of small group differentiated instruction.

Facilitator

Maylin Suarez, Jessica Hernandez

Participants

All instructional staff

Schedule

Weekly, from 8/25/2014 to 6/4/2015

G3. To increase student achievement and better prepare students to be college ready through STEM initiatives and projects.

G3.B1 Students lack exposure to writing about scientific facts and findings after a STEM activity or project.

G3.B1.S1 Increase rigor in science by providing students the opportunity to respond to STEM activities and projects through writing found in journals.

PD Opportunity 1

Provide professional development on effective implementation of STEM activities with a focus on technology and software programs that will enhance the STEM objectives.

Facilitator

Jessica Hernandez

Participants

K-5 Teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0 |