

Florida City Elementary School



2014-15 School Improvement Plan

Florida City Elementary School

364 NW 6TH AVE, Florida City, FL 33034

<http://fce.dadeschools.net>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

99%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

C

D

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 mission at Florida City Elementary School is that faculty, staff, students, parents, and community representatives, being multicultural and multi-ethnic, will work as a collaborative team to ensure that each student attains the highest standards of performance in a nurturing and safe environment. This will serve to narrow the achievement gap and will enable our students to become autonomous learners with a sense of purpose and future in order to prepare them to excel in this highly technological, complex, and multicultural society.

Provide the school's vision statement

The vision of Florida City Elementary School is for our students to become literate, skilled, lifelong learners and contributing members of today's highly complex society. Florida City Elementary seeks to empower our students by instilling a sense of ownership, a belief in themselves, and a work ethic that will support their academic needs.

School Environment

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

Teachers spend the first three weeks of school implementing the Smart Start curriculum in reading and setting a foundation for how the class will run. Teachers implement Whole Brain teaching strategies in order to establish a structured and consistent classroom management plan across all classes. The Leadership Team meets with grade levels to share information about students, such as retention, home situations, data, or previous school information.

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

There are numerous programs and initiatives that Florida City Elementary does to support students and families. Students take part in after school clubs which are geared around math, reading, writing, and science. The school also houses YMCA after school hours. Community Involvement is a big piece at Florida City Elementary. The Parent Resource Specialist organizes monthly parent meetings with topics such as behavior management, how to support children academically, and how to get involved in their child's education. The chorus participates in community events during the holidays and performs for community partners. Many organizations donate their services to Florida City Elementary students throughout the year. From school supplies to books, and even a Dental Van that comes to provide free cleanings and check ups for second graders.

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

At Florida City Elementary, The Right Attitude is Everything. Students understand that they can Choose to have the right attitude or make a Choice to change their attitude in regards to academics and behavior. Each morning students' recite the Right Attitude Affirmation which follows this idea.

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

Students needing support are referred to the Social Worker. Teachers are in communication with outside agencies when requested to provide support for parents at home. Select students in first and third grade participate in a mentoring program through a grant received in 2013-2014. Third grade students use ipads to tutor their buddy in reading skills during the hour together. Teach for America tutors are also assigned to struggling first grade students to allow for tutoring in the areas of letter identification, sounds knowledge, and sight word recognition.

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

No additional early warning systems will be included.

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	36	31	22	24	12	17	142
One or more suspensions	0	0	0	0	0	8	8
Course failure in ELA or Math	25	31	66	66	6	18	212
Level 1 on statewide assessment	0	0	0	69	26	38	133

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	14	17	33	30	15		109

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

Students working below grade level participate in the WonderWorks reading intervention program. Students begin by receiving 30 minutes a day, 4 times a week. Mid year students who are still not progressing are moved to a one hour a day, four times a week intervention program. Students also receive the customized version of the iReady program in both Reading and Math for Tier 3 level of support.

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/187957>.

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 Community Involvement Specialist stays in contact with current partners to ensure that they are providing the school with necessary support and resources needed. The school also receives donations from other organizations and the community throughout the school year.

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
Krtausch, Catherine	Principal
Arbiol, Maria	Assistant Principal
Beall, Sherri	Instructional Coach
Mills, Donald	Teacher, K-12
Smith, Jennifer	Instructional Coach
Reyes, Zeivier	Instructional Coach

Duties

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

Principal; to ensure that the MTSS is being implemented with fidelity and that the goals and strategies aligned in the SIP are the driving force behind instruction

Assistant Principal; to work with the instructional coaches to train teachers on the MTSS and monitor the implementation of the strategies stated in the SIP

Instructional Coaches; to work alongside teachers as they plan, monitor, and revise instruction and intervention

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 is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS Leadership Team is vital in building our team we have considered the following:

- Administrators who will ensure commitment and allocate resources;
- Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

3. The MTSS Leadership Team is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- 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.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

The District coordinates with Title II in ensuring staff development needs are provided. Our Reading and Science 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; assists 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. Other components that are integrated into the school wide program include an extensive Parental Program, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Florida City Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

The District uses supplemental funds for improving basic education as follows:

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

Study Group implementation and protocols

Title III 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-5)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- 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.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and

Florida City Elementary identified a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

At Florida City Elementary, the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers. Training and technical assistance for teachers and administrators is also a component of this program. The Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management. Florida City Elementary will also continue to implement the Olweus Bullying Prevention Program. OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop. Florida City Elementary 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.

Florida City Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to the parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Florida City Elementary strives to increase parental engagement/involvement through developing (with on-going parental input) Florida City Elementary's Title I School- Parent Compact (for each student); Florida City Elementary's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Florida City Elementary conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of Florida City Elementary's goal to empower parents and build their capacity for involvement. Florida City Elementary completes the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Catherine Krtausch	Principal
Sherri Beall	Teacher
Arabella Adams	Teacher
Lawanda Harris	Teacher
Robin Lodge	Teacher
Maricel Pimentel	Teacher
Luisa Olvera	Education Support Employee
Lisa Sweeting	Teacher
Carmen Kreuger	Parent
Kimberly Torres	Parent
Raymundo Torres	Parent
Karen Sosa	Parent
Alexi Sosa	Parent
Alexandra Sosa	Student
Aliyah Smith	Student
Jeremy Beall	Business/Community
Martin Beall	Business/Community
Juanita Smith	Business/Community
Megan McCarty	Business/Community

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

SAC met as a cooperative group to brainstorm instructional strategies that were implemented in the school's improvement plan. This committee also reviewed and made recommendations once the school improvement plan had been drafted.

Development of this school improvement plan

SAC met to review the Action Plan and approve the goals listed. SAC will review the SIP and provide feedback as needed. Updates will be shared with SAC and feedback will be taken from the committee to ensure that all parties have an opportunity to review the SIP for the school year.

Preparation of the school's annual budget and plan

- Monthly review and monitor school improvement strategies
- Assist with the district accreditation process
- Fund academic incentives to motivate learning

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

- Academic incentives \$1500
- Curriculum based field trips \$2650

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
Krtausch, Catherine	Principal
Arbiol, Maria	Assistant Principal
Beall, Sherri	Instructional Coach
Smith, Jennifer	Instructional Coach
Colombey, Hanna	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Florida City Elementary will continue to focus on integrating literacy across the content areas. Our focus is to build capacity with our teachers and common core state standards. Cross curricular discussions will continue amongst the teachers to ensure that strategies are being seen across all subject areas. The instructional coaches will support the work of connecting the subject areas. The school will host literacy nights for the families and students, and students will have access to free books at all school events.

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

Teachers meet in grade level for cooperative planning. Instructional coaches provide guidance to each team as they discuss the curriculum, review assessment data, and make instructional adjustments based on the results. Teachers also meet with content area teams to plan for upcoming units being taught. Instructional coaches are also present to support teachers as they organize lessons for all levels of students. Instructional coaches are consistently in classrooms providing support through the coaching cycle to ensure that each teacher is meeting the needs of all students and adjusting their instruction as needed. Model classrooms have also been set up to allow for teachers to visit and learn from each other.

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

Attend job fairs and recruiting opportunities.

Establish Professional Learning Communities.

Provide Professional Development opportunities.

The people responsible include the administrators and instructional coaches.

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

The mentor and mentee will meet bi-weekly to discuss evidence based strategies for each domain. Both mentor and mentee will be given release time to observe. Time will be given for feedback, coaching and planning.

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

Instructional coaches are consistently meeting with teachers to review assessment data and ensure that the majority of the class is meeting the objective for the lessons taught. Instructional modifications are done and additional resources are obtained if needed. Ongoing progress monitoring is completed during intervention to ensure that student's are making adequate progress as defined by the District. Administration and Instructional coaches are consistently reviewing student data to identify needs based on the results of weekly, unit, and interim assessments.

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

Instructional coaches guide teachers as they disaggregate chapter and unit assessment data. Student groupings for differentiated instruction and resources are then aligned with the needs of the students based on the data received. Teachers use ongoing progress monitoring data to adjust materials and instruction as needed. Administration and Instructional coaches conduct walk throughs to ensure that differentiated instruction is occurring with fidelity as well as the implementation of the resources that meet the needs of the student. Administration conducts data chats after interim assessments to discuss students individually and provide additional support to the teacher and student if needed.

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: 1,000

Students take part in After School Book Clubs to focus on reading comprehension skills and Math Clubs to remediate math skills. Fifth grade students take part in a Science Club with weekly labs.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Krtausch, Catherine, pr2001@dadeschools.net

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

Data is collected monthly by the instructional coaches. The data is analyzed by Administration, Instructional Coaches, and teachers leading the after school clubs to ensure students are participating and that learning gains are being made.

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

A variety of events are held at the school to inform PreK students at Florida City Elementary and surrounding communities about the school. The local Head Start agency brings approximately forty students to visit the school. The children participate in a Kindergarten class for 3 hours and are able to see what Kindergarten is like at Florida City Elementary. Parents of students enrolled in our program are a part of end of year celebrations, and administration gives a tour and answers questions about transitioning to Kindergarten. At Florida City Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assess the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/processing. The students are assessed utilizing the FLKRS. Screening data will be collected and disaggregated prior to September 2014. 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 a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Florida City Elementary will 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. Additionally, counselors from local middle schools present to fifth grade

students. Counselors discuss available core courses, electives, expected elementary to middle school changes. Magnet schools help fifth grade students understand the options for middle school programs. Information is provided to parents concerning magnet programs and application deadlines.

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 identify at-risk students to provide support and intervention to increase achievement.
- G3.** To prepare students to be college and career ready through STEM and/or CTE initiatives and programs.
- G4.** See Title 1 PIP

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

G048763

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Reading - Hispanic	63.0
AMO Reading - ED	55.0
FSA - English Language Arts - Proficiency Rate	34.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	74.0
FAA Reading Proficiency	87.0
CELLA Listening/Speaking Proficiency	45.0
CELLA Reading Proficiency	33.0
AMO Math - All Students	63.0
FSA - Mathematics - Proficiency Rate	57.0
Math Gains	58.0
Math Lowest 25% Gains	58.0
AMO Math - Hispanic	70.0
CELLA Writing Proficiency	25.0
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- Core: Wonders, Wonderworks Supplemental: Time for Kids, Leveled A-Z Books, myOn reader, Reading Works.org, FS task cards and leveled passages with analytic questions, iReady, FSA ELA Item Specifications, i-Ready, mobile labs
- CORE: HMH Florida Go Math!; Go Math (Online Resources: Animated Math Models, Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach)SUPPLEMENTAL: Mathematics Florida Standards Item Specifications, i-Ready, Gizmos Grades 3-5; Explore Learning –Reflex Math; District Pacing Guides including online technology resources, mobile labs
- Core: Scott Foresman Grades K-5 (2006) textbook and Scott Foresman Leveled Readers, Elementary Science Instructional Resources: (<http://science.dadeschools.net/elem/instructionalResources/default.html>) Supplemental: Supplemental Resources in Pacing Guides, Gizmos (3-5), Discovery Education (K-5), NBC Learn (K-5), PowerMyLearning, AIMS, ScienceSaurus Handbook, Science Fair Handbook, J&J Bootcamp materials

Targeted Barriers to Achieving the Goal 3

- Limited evidence of in-depth planning and knowledge of the Reading and Writing Language Arts Florida Standards in grades K-5
- Limited teacher's understanding of Florida Mathematics State Standards.
- Limited evidence of in-depth standards-based planning in grades K-5

Plan to Monitor Progress Toward G1. 8

Chapter or unit assessments, OPM data, interim assessments, Florida Standards Assessment, FCAT 2.0 Science

Person Responsible

Catherine Krtausch


Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Data from chapter or unit assessments, OPM data, interim assessments, Florida Standards Assessment, FCAT 2.0 Science

G2. To identify at-risk students to provide support and intervention to increase achievement. 1a

 G049034

Targets Supported 1b

Indicator	Annual Target
Attendance rate	93.0
One or More Suspensions	1.0
Level 1 - Grade 04	31.0
Level 1 - Grade 05	20.0

Resources Available to Support the Goal 2

- Community Involvement Specialist, Social Worker

Targeted Barriers to Achieving the Goal 3

- Parents lack understanding of why they should bring their child to school on time.
- Students have limited understanding of how to control their emotions to decrease negative incidents in school.
- Parents have limited understanding of how to support their child at home increasing overall student achievement.

Plan to Monitor Progress Toward G2. 8

Individual student data for at-risk students will be monitored for attendance, behavior, or academic

Person Responsible

Maria Arbiol

Schedule

Monthly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Data for student attendance, parent conference logs with targeted parents, home visit logs, Truancy meeting minutes

G3. To prepare students to be college and career ready through STEM and/or CTE initiatives and programs. 1a

Targets Supported

1b

 G049035

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal

2

- Model classrooms, mentor teachers

Targeted Barriers to Achieving the Goal

3

- Due to limited funding and understanding many parents are unable to support the student with the necessary supplies and academic support unless provided with adequate notice and training.

Plan to Monitor Progress Toward G3.

8

Final number of students who complete and turn in a science project

Person Responsible

Maria Arbiol

Schedule

On 12/19/2014

Evidence of Completion


Final list of students and final score on science project

G4. See Title 1 PIP

1a

Targets Supported

1b

 G049795

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**

 **G048763**

G1.B1 Limited evidence of in-depth planning and knowledge of the Reading and Writing Language Arts Florida Standards in grades K-5 **2**

 **B121739**

G1.B1.S1 Effective planning and instructional delivery **4**

 **S133697**

Strategy Rationale

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.

Action Step 1 **5**

Conduct in-depth planning sessions to unpack reading standards utilizing the K-2 Florida Standards and the Item Specifications for grades 3-5 in order to develop effective instructional strategies that scaffold instruction to respond to the "District Open Response" questions.

Person Responsible

Sherri Beall

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Collaborative planning sign-in sheets, weekly lesson plans, students' reading response journal, writing notebooks

Action Step 2 5

Develop lesson(s) based on the instructional focus standards and align to the District open responses for grades 2-5 inclusive of technology enhanced resources (i.e. i-Ready and Reading Wonders Digital Resources)

Person Responsible

Sherri Beall

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Collaborative planning sign-in sheets, weekly lesson plans, students' reading response journal, writing notebooks

Action Step 3 5

Plan for, deliver, and monitor data driven differentiated instruction that guide small group with a focus on the alignment of resources and rigorous follow up activities for grades K-5.

Person Responsible

Sherri Beall

Schedule

Daily, from 10/10/2014 to 10/10/2014

Evidence of Completion

Data binders, visual charts with rotations, TLC Lesson Plans, tracking sheets for DI and student work folders

Action Step 4 5

Conduct weekly coaching cycles with identified teachers in primary and intermediate grades to ensure effective use and delivery of standards-based lessons during whole group and small group differentiated instruction.

Person Responsible

Sherri Beall

Schedule

Weekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Coaching logs and coaching calendar

Action Step 5 5

Disaggregate and analyze student assessment data (weekly or bi-weekly assessments, OPM's, Interims, Unit Assessments, etc.) to plan for, deliver and monitor intervention/enrichment through the use of the WonderWorks program to ensure students receive targeted instruction. Assist teachers in analyzing ongoing progress monitoring data to regroup students every twenty instructional days.

Person Responsible

Sherri Beall

Schedule

Biweekly, from 10/3/2014 to 10/3/2014

Evidence of Completion

Intervention schedules, attendance sheets, OPM charts and student work folders

Action Step 6 5

Conduct daily walkthroughs to ensure the effective use and delivery of standards-based lessons and small group targeted differentiated instruction.

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough logs and student work samples

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

Conduct daily walkthroughs to ensure the effective use and delivery of standards-based lessons and small group targeted differentiated instruction.

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough logs and lesson plans

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

Conduct daily walk-throughs looking for student work samples to see if the implementation of standards based lessons are occurring and that differentiated instruction is held daily

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough logs and student work samples

G1.B1.S2 Academic Writing 4

 S134408

Strategy Rationale

Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 5

Utilize the District Writing pacing guide to plan for, deliver and monitor the implementation of text-based academic writing in grades K-5 inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Writer's Workspace, etc.).

Person Responsible

Sherri Beall

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Reader's Response Journals and Writing journals

Action Step 2 5

Provide professional development to teachers in grades 3-5 on the use of an analytical writing rubric.

Person Responsible

Sherri Beall

Schedule

On 10/6/2014

Evidence of Completion

Sign in sheet, agenda of PD

Action Step 3 5

Disaggregate and analyze student assessment data both formal and informal (Weekly Writing open responses and District Writing pre-test) to drive planning and instruction.

Person Responsible

Sherri Beall

Schedule

Weekly, from 10/24/2014 to 11/26/2014

Evidence of Completion

Student assessment reports, data binder, student data chat sheets, writing notebooks

Action Step 4 5

Conduct daily classroom walkthroughs to spot check text based open responses during reading and text based writing prompts during writing instruction.

Person Responsible

Catherine Krtausch

Schedule

Daily, from 10/10/2014 to 10/10/2014

Evidence of Completion

Reader's response journal and writing journals

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Conduct daily classroom walkthroughs to spot check text based open responses during reading and text based writing prompts during writing instruction.

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Reader's response journals and writing journals

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Conduct daily walk-throughs to look through student work samples to see if the implementation of open responses and text based writing prompts are being implemented

Person Responsible

Catherine Krtausch


Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Reader's response journals and writing journals

G1.B2 Limited teacher's understanding of Florida Mathematics State Standards. **2**

 B122495

G1.B2.S1 Use and evidence of effective planning utilizing the Item Specifications **4**

 S134409

Strategy Rationale

Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

Action Step 1 **5**

Conduct weekly collaborative in-depth planning sessions to unpack the math standards utilizing the K-2 Florida Standards and the Item Specifications for grades 3-5. In addition, plan for the effective use of the mathematics problem solving process, assessment for student learning and inclusion of technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources).

Person Responsible

Zeivier Reyes

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Collaborative planning agenda; lesson plans reflecting the use of item specification and available math resources; student work samples; math journals; DI folders with developed activities

Action Step 2 **5**

Use the coaching cycle to conduct bi-weekly classroom walkthroughs in grades K-5, with a focus in Grade 5, to ensure the effective use and delivery of standards-based lessons that allow implementation of Differentiated Instruction activities.

Person Responsible

Zeivier Reyes

Schedule

Biweekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs logs; lesson plans reflecting the use of item specification and available math resources; student sample work/ assessments with HOTS and DI folders; coaching cycle logs

Action Step 3 5

Provide opportunities for the Math Coach to attend monthly ICADS.

Person Responsible

Zeivier Reyes

Schedule

Monthly, from 9/23/2014 to 11/26/2014

Evidence of Completion

PD registration, roster, and follow-up

Action Step 4 5

Conduct daily classroom walkthroughs to ensure the effective use and delivery of standards-based lessons and implementation of Differentiated Instruction activities.

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Walk through logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Conduct daily classroom walkthroughs to ensure the effective use and delivery of standards-based lessons and implementation of Differentiated Instruction activities.

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough log and student work samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct daily walk-throughs to look through student work samples to see if the implementation of standards based lessons are occurring and that differentiated instruction is held daily

Person Responsible

Catherine Krtausch


Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough log and student work samples, evidence of DI

G1.B2.S2 Intervention and Enrichment Opportunities 4

 S134411

Strategy Rationale

Provide intervention and enrichment opportunities as determined by data.

Action Step 1 5

Use data from Topic Assessments in Thinkgate to determine students' individual academic needs and provide differentiated instruction to address those needs.

Person Responsible

Zeivier Reyes

Schedule

Biweekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Thinkgate reports; data protocols; student grouping

Action Step 2 5

Support teachers in disaggregating data from chapter assessments and Fall Interim assessment including analyzing results to assist in differentiating instruction to meet students instructional needs; specifically targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Zeivier Reyes

Schedule

Biweekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Data debriefing agenda, sign-in sheets; data from classroom assessment and fall interim assessment; instructional action plans to include primary/secondary standards for DI centers; i-Ready and Think Central reports

Action Step 3 5

Conduct daily classroom walk-throughs to ensure the effective implementation of differentiated instruction activities during the mathematics block.

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough log; student work samples; DI folders; technology programs reports

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Conduct daily classroom walk-throughs to ensure the effective implementation of differentiated instruction activities during the mathematics block.

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough log; student work samples; DI folders; technology programs reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Conduct daily walk-throughs to look through student work samplesto see if the implementation of differentiated instruction is held daily

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Classroom walk-through log; student work samples; DI folders; technology programs reports

G1.B3 Limited evidence of in-depth standards-based planning in grades K-5 2

 B122496

G1.B3.S1 Effective Planning 4

 S134412

Strategy Rationale

Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

Action Step 1 5

Provide professional development on effective collaborative planning for the 5 E's/Gradual Release model using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals to K-5 science teachers.

Person Responsible

Maria Arbiol

Schedule

On 10/8/2014

Evidence of Completion

Agenda and sign in sheets

Action Step 2 5

Plan collaboratively to effectively implement a routine of inquiry-based, hands-on activities that include technology that make real-world connections and allow students to develop higher order thinking using the Pacing Guide and other District resources on a weekly basis.

Person Responsible

Maria Arbiol

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student work

Action Step 3 5

Utilize District developed science resources (see supplemental page in Pacing Guide and instructional resources on science website: science.dadeschools.net) that include technology to support the NGSSS.

Person Responsible

Maria Arbiol

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student work

Action Step 4 5

Set up model classrooms to allow K - 2 science teachers to observe the appropriate delivery of the 5 E's model of instruction including

Person Responsible

Maria Arbiol

Schedule

On 11/26/2014

Evidence of Completion

Schedule of observations

Action Step 5 5

Attend content and pacing professional development for K – 4 teachers on the Professional Development Work Day, Nov. 4, 2014, and share best practices with grade level teachers.

Person Responsible

Maria Arbiol

Schedule

On 10/2/2014

Evidence of Completion

PD registration form

Action Step 6 5

Conduct daily walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.).

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Walk through notes

Action Step 7 5

Disaggregate and analyze student assessment data both formal and informal (observations, probes, teacher-made, Interim, Quarterly Science Benchmark Assessments, etc.) to drive planning and instruction.

Person Responsible

Catherine Krtausch

Schedule

Biweekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Student assessments, data binder, student data chat sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct daily walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.).

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Walk through notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Conduct daily walk-throughs to look through student work samples to see if the implementation of the 5 E's gradual release model is evident

Person Responsible

Catherine Krtausch


Schedule

Daily, from 9/23/2014 to 11/26/2014

Evidence of Completion

Walk through notes, interactive notebooks, science projects


G2. To identify at-risk students to provide support and intervention to increase achievement. 1

 G049034

G2.B1 Parents lack understanding of why they should bring their child to school on time. 2

 B122501

G2.B1.S1 The team will develop a plan for students who consistently come to school late 4

 S135425

Strategy Rationale

Goal to decrease the amount of students who are late each day in turn missing instruction.

Action Step 1 5

Truancy team will meet to discuss students showing a consistent pattern in arriving late to school.

Person Responsible

Maria Arbiol

Schedule

Monthly, from 9/23/2014 to 6/4/2015

Evidence of Completion

Minutes of meetings, decrease in number of students with attendance and behavior issues

Action Step 2 5

Parent conferences will be set up with parents of identified at -risk students.

Person Responsible

Maria Arbiol

Schedule

Monthly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Parent conference notes

Action Step 3 5

Home visits will be held for parents of students who do not come in for parent conferences.

Person Responsible

Maria Arbiol

Schedule

Biweekly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Copies of home visit logs

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

Administration will track attendance and meet with parents and teachers of students in need

Person Responsible

Maria Arbiol

Schedule

Weekly, from 9/23/2014 to 6/4/2015

Evidence of Completion

Parent conference notes, home visit logs, Truancy meeting minutes and agenda

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

Decrease will be seen in the number of tardies for the identified at-risk students

Person Responsible

Maria Arbiol


Schedule

On 6/4/2015


Evidence of Completion

Attendance logs for the targeted students

G2.B2 Students have limited understanding of how to control their emotions to decrease negative incidents in school. **2**

 B124616

G2.B2.S1 Students receive ongoing support in learning how to Choose and Change their behavior **4**

 S136535

Strategy Rationale

Identified students need to be taught how to control their emotions in specific situations

Action Step 1 **5**

Identified students will receive Tier 2 level of support through a daily behavior report to track daily behaviors and communicate with parents.

Person Responsible

Donald Mills

Schedule

Biweekly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Daily Behavior Reports

Action Step 2 **5**

Students showing a decrease in positive behaviors will receive a Tier 3 level of support with a Check in / Check Out program.

Person Responsible

Donald Mills

Schedule

Monthly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Report from Check in Check Out program

Action Step 3 5

A FAB/BIP will be created for students who continue to display issues with behavior.

Person Responsible

Maria Arbiol

Schedule

Monthly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Completion of FAB/BIP

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Student progress will be tracked through daily reports

Person Responsible

Maria Arbiol

Schedule

Daily, from 10/10/2014 to 6/4/2015

Evidence of Completion

Data pulled from student daily reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data on daily reports will show a decrease in negative behaviors for each student

Person Responsible

Maria Arbiol


Schedule

Daily, from 10/10/2014 to 6/4/2015


Evidence of Completion

Specific student data on behaviors

G2.B3 Parents have limited understanding of how to support their child at home increasing overall student achievement. **2**

 B124617

G2.B3.S1 Parent meetings will be held to teach parents strategies for working with their children at home **4**

 S136544

Strategy Rationale

Parents have a limited understanding of how to assist their child at home

Action Step 1 **5**

Parent workshops will be held for Kindergarten and First Grade parents to provide tools on how to help their child become successful readers

Person Responsible

Jennifer Smith

Schedule

On 11/26/2014

Evidence of Completion

Agenda of meeting, sign in sheets

Action Step 2 **5**

Work with outside agencies to assist in providing weekly classes to parents in both english and spanish

Person Responsible

Maria Arbiol

Schedule

Weekly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Agenda of meetings, sign in sheets

Action Step 3 **5**

Survey parents to find out what their needs are for in house workshops

Person Responsible

Maria Arbiol

Schedule

Quarterly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Results from parent survey

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Administration will work alongside the Community Involvement Specialist to ensure that parents are informed of upcoming meetings and workshops and that topics are appropriate to the needs of the parents.

Person Responsible

Maria Arbiol

Schedule

Monthly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Sign in sheets from parents, surveys, monthly parent calendars

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 **7**

Parent survey results will be reviewed to address topics of need

Person Responsible

Maria Arbiol

Schedule


Quarterly, from 10/10/2014 to 6/4/2015

Evidence of Completion


Results from parent surveys

G3. To prepare students to be college and career ready through STEM and/or CTE initiatives and programs.

1

 G049035

G3.B1 Due to limited funding and understanding many parents are unable to support the student with the necessary supplies and academic support unless provided with adequate notice and training. 2

 B123520

G3.B1.S1 Provide resources and training to parents to allow them to support their children through the projects and experiments presented. 4

 S135427

Strategy Rationale

Parents will be able to provide support to their child at home if previously notified and informed.

Action Step 1 5

Provide parents the opportunity to attend one of two meetings held to guide them through the steps on completing the science project.

Person Responsible

Maria Arbiol

Schedule

Monthly, from 10/10/2014 to 12/19/2014

Evidence of Completion

Agenda of meeting, handouts, sign in sheets

Action Step 2 5

Provide students with ongoing feedback on the progress of their project that is shared with the parents.

Person Responsible

Maria Arbiol

Schedule

On 12/19/2014

Evidence of Completion

Logs from chats with students on the progress of their projects

Action Step 3 5

Hold a parent night to view completed projects and other STEM projects created.

Person Responsible

Maria Arbiol

Schedule

On 12/10/2014

Evidence of Completion

Sign in sheets, agenda of the meeting

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

Administration will work with the teacher to organize the parent meetings and materials provided.

Person Responsible

Maria Arbiol

Schedule

Monthly, from 10/10/2014 to 12/19/2014

Evidence of Completion

Handouts provided to parents

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

Monitoring of the student's progress of the projects and involvement on behalf of the parent

Person Responsible

Maria Arbiol

Schedule

Weekly, from 10/10/2014 to 12/19/2014

Evidence of Completion

Student work samples, final submission of science project

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	Conduct in-depth planning sessions to unpack reading standards utilizing the K-2 Florida Standards and the Item Specifications for grades 3-5 in order to develop effective instructional strategies that scaffold instruction to respond to the "District Open Response" questions.	Beall, Sherri	9/23/2014	Collaborative planning sign-in sheets, weekly lesson plans, students' reading response journal, writing notebooks	11/26/2014 weekly
G1.B1.S2.A1	Utilize the District Writing pacing guide to plan for, deliver and monitor the implementation of text-based academic writing in grades K-5 inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Writer's Workspace, etc.).	Beall, Sherri	9/23/2014	Reader's Response Journals and Writing journals	11/26/2014 weekly
G1.B2.S1.A1	Conduct weekly collaborative in-depth planning sessions to unpack the math standards utilizing the K-2 Florida Standards and the Item Specifications for grades 3-5. In addition, plan for the effective use of the mathematics problem solving process, assessment for student learning and inclusion of technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources).	Reyes, Zeivier	9/23/2014	Collaborative planning agenda; lesson plans reflecting the use of item specification and available math resources; student work samples; math journals; DI folders with developed activities	11/26/2014 weekly
G1.B2.S2.A1	Use data from Topic Assessments in Thinkgate to determine students' individual academic needs and provide differentiated instruction to address those needs.	Reyes, Zeivier	10/3/2014	Thinkgate reports; data protocols; student grouping	11/26/2014 biweekly
G1.B3.S1.A1	Provide professional development on effective collaborative planning for the 5 E's/Gradual Release model using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals to K-5 science teachers.	Arbiol, Maria	10/8/2014	Agenda and sign in sheets	10/8/2014 one-time
G2.B1.S1.A1	Truancy team will meet to discuss students showing a consistent pattern in arriving late to school.	Arbiol, Maria	9/23/2014	Minutes of meetings, decrease in number of students with attendance and behavior issues	6/4/2015 monthly
G3.B1.S1.A1	Provide parents the opportunity to attend one of two meetings held to guide them through the steps on completing the science project.	Arbiol, Maria	10/10/2014	Agenda of meeting, handouts, sign in sheets	12/19/2014 monthly
G2.B2.S1.A1	Identified students will receive Tier 2 level of support through a daily behavior report to track daily behaviors and communicate with parents.	Mills, Donald	10/10/2014	Daily Behavior Reports	6/4/2015 biweekly
G2.B3.S1.A1	Parent workshops will be held for Kindergarten and First Grade parents to provide tools on how to help their child become successful readers	Smith, Jennifer	10/10/2014	Agenda of meeting, sign in sheets	11/26/2014 one-time
G1.B1.S1.A2	Develop lesson(s) based on the instructional focus standards and align to the District open responses for grades 2-5 inclusive of technology enhanced resources (i.e. i-Ready and Reading Wonders Digital Resources)	Beall, Sherri	9/23/2014	Collaborative planning sign-in sheets, weekly lesson plans, students' reading response journal, writing notebooks	11/26/2014 weekly
G1.B1.S2.A2	Provide professional development to teachers in grades 3-5 on the use of an analytical writing rubric.	Beall, Sherri	10/6/2014	Sign in sheet, agenda of PD	10/6/2014 one-time
G1.B2.S1.A2	Use the coaching cycle to conduct bi-weekly classroom walkthroughs in	Reyes, Zeivier	9/23/2014	Classroom walkthroughs logs; lesson plans reflecting the use of item	11/26/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	grades K-5, with a focus in Grade 5, to ensure the effective use and delivery of standards-based lessons that allow implementation of Differentiated Instruction activities.			specification and available math resources; student sample work/ assessments with HOTS and DI folders; coaching cycle logs	
G1.B2.S2.A2	Support teachers in disaggregating data from chapter assessments and Fall Interim assessment including analyzing results to assist in differentiating instruction to meet students instructional needs; specifically targeting students that fall in the lowest quartile and/or show regression.	Reyes, Zeivier	10/8/2014	Data debriefing agenda, sign-in sheets; data from classroom assessment and fall interim assessment; instructional action plans to include primary/ secondary standards for DI centers; i-Ready and Think Central reports	11/26/2014 biweekly
G1.B3.S1.A2	Plan collaboratively to effectively implement a routine of inquiry-based, hands-on activities that include technology that make real-world connections and allow students to develop higher order thinking using the Pacing Guide and other District resources on a weekly basis.	Arbiol, Maria	9/23/2014	Lesson plans, instructional activities that include technology, student work	11/26/2014 weekly
G2.B1.S1.A2	Parent conferences will be set up with parents of identified at -risk students.	Arbiol, Maria	10/10/2014	Parent conference notes	6/4/2015 monthly
G2.B2.S1.A2	Students showing a decrease in positive behaviors will receive a Tier 3 level of support with a Check in / Check Out program.	Mills, Donald	10/10/2014	Report from Check in Check Out program	6/4/2015 monthly
G2.B3.S1.A2	Work with outside agencies to assist in providing weekly classes to parents in both english and spanish	Arbiol, Maria	10/10/2014	Agenda of meetings, sign in sheets	6/4/2015 weekly
G3.B1.S1.A2	Provide students with ongoing feedback on the progress of their project that is shared with the parents.	Arbiol, Maria	10/10/2014	Logs from chats with students on the progress of their projects	12/19/2014 one-time
G1.B1.S1.A3	Plan for, deliver, and monitor data driven differentiated instruction that guide small group with a focus on the alignment of resources and rigorous follow up activities for grades K-5.	Beall, Sherri	10/10/2014	Data binders, visual charts with rotations, TLC Lesson Plans, tracking sheets for DI and student work folders	10/10/2014 daily
G1.B1.S2.A3	Disaggregate and analyze student assessment data both formal and informal (Weekly Writing open responses and District Writing pre-test) to drive planning and instruction.	Beall, Sherri	10/24/2014	Student assessment reports, data binder, student data chat sheets, writing notebooks	11/26/2014 weekly
G1.B2.S1.A3	Provide opportunities for the Math Coach to attend monthly ICADS.	Reyes, Zeivier	9/23/2014	PD registration, roster, and follow-up	11/26/2014 monthly
G1.B2.S2.A3	Conduct daily classroom walk-throughs to ensure the effective implementation of differentiated instruction activities during the mathematics block.	Krtausch, Catherine	9/23/2014	Classroom walkthrough log; student work samples; DI folders; technology programs reports	11/26/2014 daily
G1.B3.S1.A3	Utilize District developed science resources (see supplemental page in Pacing Guide and instructional resources on science website: science.dadeschools.net) that include technology to support the NGSSS.	Arbiol, Maria	9/23/2014	Lesson plans, instructional activities that include technology, student work	11/26/2014 weekly
G2.B1.S1.A3	Home visits will be held for parents of students who do not come in for parent conferences.	Arbiol, Maria	10/10/2014	Copies of home visit logs	6/4/2015 biweekly
G2.B2.S1.A3	A FAB/BIP will be created for students who continue to display issues with behavior.	Arbiol, Maria	10/10/2014	Completion of FAB/BIP	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A3	Survey parents to find out what their needs are for in house workshops	Arbiol, Maria	10/10/2014	Results from parent survey	6/4/2015 quarterly
G3.B1.S1.A3	Hold a parent night to view completed projects and other STEM projects created.	Arbiol, Maria	12/10/2014	Sign in sheets, agenda of the meeting	12/10/2014 one-time
G1.B1.S1.A4	Conduct weekly coaching cycles with identified teachers in primary and intermediate grades to ensure effective use and delivery of standards-based lessons during whole group and small group differentiated instruction.	Beall, Sherri	9/29/2014	Coaching logs and coaching calendar	11/26/2014 weekly
G1.B1.S2.A4	Conduct daily classroom walkthroughs to spot check text based open responses during reading and text based writing prompts during writing instruction.	Krtausch, Catherine	10/10/2014	Reader's response journal and writing journals	10/10/2014 daily
G1.B2.S1.A4	Conduct daily classroom walkthroughs to ensure the effective use and delivery of standards-based lessons and implementation of Differentiated Instruction activities.	Krtausch, Catherine	9/23/2014	Walk through logs	11/26/2014 daily
G1.B3.S1.A4	Set up model classrooms to allow K - 2 science teachers to observe the appropriate delivery of the 5 E's model of instruction including	Arbiol, Maria	9/23/2014	Schedule of observations	11/26/2014 one-time
G1.B1.S1.A5	Disaggregate and analyze student assessment data (weekly or bi-weekly assessments, OPM's, Interims, Unit Assessments, etc.) to plan for, deliver and monitor intervention/enrichment through the use of the WonderWorks program to ensure students receive targeted instruction. Assist teachers in analyzing ongoing progress monitoring data to regroup students every twenty instructional days.	Beall, Sherri	10/3/2014	Intervention schedules, attendance sheets, OPM charts and student work folders	10/3/2014 biweekly
G1.B3.S1.A5	Attend content and pacing professional development for K – 4 teachers on the Professional Development Work Day, Nov. 4, 2014, and share best practices with grade level teachers.	Arbiol, Maria	10/2/2014	PD registration form	10/2/2014 one-time
G1.B1.S1.A6	Conduct daily walkthroughs to ensure the effective use and delivery of standards-based lessons and small group targeted differentiated instruction.	Krtausch, Catherine	9/23/2014	Classroom walkthrough logs and student work samples	11/26/2014 daily
G1.B3.S1.A6	Conduct daily walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.).	Krtausch, Catherine	9/23/2014	Walk through notes	11/26/2014 daily
G1.B3.S1.A7	Disaggregate and analyze student assessment data both formal and informal (observations, probes, teacher-made, Interim, Quarterly Science Benchmark Assessments, etc.) to drive planning and instruction.	Krtausch, Catherine	9/23/2014	Student assessments, data binder, student data chat sheets	11/26/2014 biweekly
G1.MA1	Chapter or unit assessments, OPM data, interim assessments, Florida Standards Assessment, FCAT 2.0 Science	Krtausch, Catherine	9/23/2014	Data from chapter or unit assessments, OPM data, interim assessments, Florida Standards Assessment, FCAT 2.0 Science	11/26/2014 weekly

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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	Conduct daily walk-throughs looking for student work samples to see if the implementation of standards based lessons are occurring and that differentiated instruction is held daily	Krtausch, Catherine	9/23/2014	Classroom walkthrough logs and student work samples	11/26/2014 daily
G1.B1.S1.MA1	Conduct daily walkthroughs to ensure the effective use and delivery of standards-based lessons and small group targeted differentiated instruction.	Krtausch, Catherine	9/23/2014	Classroom walkthrough logs and lesson plans	11/26/2014 daily
G1.B2.S1.MA1	Conduct daily walk-throughs to look through student work samples to see if the implementation of standards based lessons are occurring and that differentiated instruction is held daily	Krtausch, Catherine	9/23/2014	Classroom walkthrough log and student work samples, evidence of DI	11/26/2014 daily
G1.B2.S1.MA1	Conduct daily classroom walkthroughs to ensure the effective use and delivery of standards-based lessons and implementation of Differentiated Instruction activities.	Krtausch, Catherine	9/23/2014	Classroom walkthrough log and student work samples	11/26/2014 daily
G1.B3.S1.MA1	Conduct daily walk-throughs to look through student work samples to see if the implementation of the 5 E's gradual release model is evident	Krtausch, Catherine	9/23/2014	Walk through notes, interactive notebooks, science projects	11/26/2014 daily
G1.B3.S1.MA1	Conduct daily walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.).	Krtausch, Catherine	9/23/2014	Walk through notes, lesson plans	11/26/2014 daily
G1.B1.S2.MA1	Conduct daily walk-throughs to look through student work samples to see if the implementation of open responses and text based writing prompts are being implemented	Krtausch, Catherine	9/23/2014	Reader's response journals and writing journals	11/26/2014 daily
G1.B1.S2.MA1	Conduct daily classroom walkthroughs to spot check text based open responses during reading and text based writing prompts during writing instruction.	Krtausch, Catherine	9/23/2014	Reader's response journals and writing journals	11/26/2014 daily
G1.B2.S2.MA1	Conduct daily walk-throughs to look through student work samplesto see if the implementation of differentiated instruction is held daily	Krtausch, Catherine	9/23/2014	Classroom walk-through log; student work samples; DI folders; technology programs reports	11/26/2014 daily
G1.B2.S2.MA1	Conduct daily classroom walk-throughs to ensure the effective implementation of differentiated instruction activities during the mathematics block.	Krtausch, Catherine	9/23/2014	Classroom walkthrough log; student work samples; DI folders; technology programs reports	11/26/2014 daily
G2.MA1	Individual student data for at-risk students will be monitored for attendance, behavior, or academic	Arbiol, Maria	10/10/2014	Data for student attendance, parent conference logs with targeted parents, home visit logs, Truancy meeting minutes	6/4/2015 monthly
G2.B1.S1.MA1	Decrease will be seen in the number of tardies for the identified at-risk students	Arbiol, Maria	10/10/2014	Attendance logs for the targeted students	6/4/2015 one-time
G2.B1.S1.MA1	Administration will track attendance and meet with parents and teachers of students in need	Arbiol, Maria	9/23/2014	Parent conference notes, home visit logs, Truancy meeting minutes and agenda	6/4/2015 weekly
G2.B2.S1.MA1	Data on daily reports will show a decrease in negative behaviors for each student	Arbiol, Maria	10/10/2014	Specific student data on behaviors	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Student progress will be tracked through daily reports	Arbiol, Maria	10/10/2014	Data pulled from student daily reports	6/4/2015 daily
G2.B3.S1.MA1	Parent survey results will be reviewed to address topics of need	Arbiol, Maria	10/10/2014	Results from parent surveys	6/4/2015 quarterly
G2.B3.S1.MA1	Administration will work alongside the Community Involvement Specialist to ensure that parents are informed of upcoming meetings and workshops and that topics are appropriate to the needs of the parents.	Arbiol, Maria	10/10/2014	Sign in sheets from parents, surveys, monthly parent calendars	6/4/2015 monthly
G3.MA1	Final number of students who complete and turn in a science project	Arbiol, Maria	10/10/2014	Final list of students and final score on science project	12/19/2014 one-time
G3.B1.S1.MA1	Monitoring of the student's progress of the projects and involvement on behalf of the parent	Arbiol, Maria	10/10/2014	Student work samples, final submission of science project	12/19/2014 weekly
G3.B1.S1.MA1	Administration will work with the teacher to organize the parent meetings and materials provided.	Arbiol, Maria	10/10/2014	Handouts provided to parents	12/19/2014 monthly

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 Limited evidence of in-depth planning and knowledge of the Reading and Writing Language Arts Florida Standards in grades K-5

G1.B1.S2 Academic Writing

PD Opportunity 1

Provide professional development to teachers in grades 3-5 on the use of an analytical writing rubric.

Facilitator

Nannette Raska, District Support

Participants

3rd through 5th grade Reading Teachers

Schedule

On 10/6/2014

G1.B3 Limited evidence of in-depth standards-based planning in grades K-5

G1.B3.S1 Effective Planning

PD Opportunity 1

Provide professional development on effective collaborative planning for the 5 E's/Gradual Release model using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals to K-5 science teachers.

Facilitator

Ms. Tweedy, District Support for Science

Participants

K-5 Science teachers

Schedule

On 10/8/2014

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