

Miami-Dade County Public Schools

Norma Butler Bossard Elementary School



2017-18 School Improvement Plan

Norma Butler Bossard Elementary School

15950 SW 144TH ST, Miami, FL 33196

<http://bossard.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	69%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	36
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	38

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Norma Butler Bossard Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Recognizing the uniqueness of every student, we will maintain high expectations for all, to foster success, respect, honesty, and trust. We will collaborate to provide a creative, high quality, student-centered education, empowering our future leaders to believe and achieve their dreams.

b. Provide the school's vision statement

To create a positive, focused, and nurturing environment where dreams are only the beginning.

2. School Environment

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

Norma Butler Bossard Elementary builds relationships between teachers and students by creating a safe and inclusive learning environment. The school provides opportunities for students to engage with teachers throughout the school day. Teachers provide differentiated instruction during small groups. This allows the students to collaborate with their teacher in a smaller setting and develop a more individualized relationship. Through these small groups our teachers learn about various cultures and the diversity of our students. Teachers and students conference consistently to set goals and discuss progress. To engage in our students' cultures and diversity our school conducts multi-cultural events. Teachers come together in committees to learn and plan for Hispanic Heritage and Black History Month activities. Furthermore, clubs are offered to our students that cater to a wide range of interests. The teachers who run these clubs are able to build relationships with students that go beyond academics.

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

Norma Butler Bossard creates an environment where students feel safe and respected before, during and after school. Before school students have access to morning care provided by a trained professional. The school has an arrival plan in which parents drop off their child at the front gate. Staff members are posted at designated areas throughout the school site to ensure all students enter the building safely. Our Safety Patrol Program consists of fifth grade students that assist in this arrival plan and monitors behavior in the hallways and different areas in the building. During the school day, the school has a security guard who monitors the school site. Throughout the quarter, counselors will visit classrooms to engage students in activities that promote Values Matter Miami initiative. Counselors will be visiting classrooms to deliver lesson aligned with the current standards that focus on two to three core values a month. Teachers participate in the Do The Right Thing campaign where they identify students who are consistently upholding the core values of the school. Also, our teachers use the school wide discipline plan to ensure that students are aware of their boundaries, consequences, and rewards. . At the end of the school day, teachers follow a dismissal plan. Students and teachers report to assigned areas throughout the building. Students who are dismissed to bus or walk home are checked out with attendance rosters first. After school care students in Pre-K through first grade are picked up in the classrooms by their leaders and second through fifth grade students report directly to the cafeteria. The after school care leaders are provided with an updated attendance list and sign students in their rosters. Students who are parent-pick up are dismissed by the classroom teacher in their rooms. Parents are given a colored dismissal pass indicating the

grade-level, teacher's name and student name and are not dismissed without showing the colored pass. Through these various protocols that the school has put in place our students feel safe and respected before, during and after school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Norma Butler Bossard has a behavioral system in place that minimizes distractions and assists in maintaining student engagement during instructional time. During the year, students engage in peer mediation, and conflict resolution with counselors to reinforce appropriate behavior. Students are aware of consequences put in place throughout the year. These include: lunch detentions, weekly detention hall, exclusion from special activities, and alternate assignments. Students are encouraged to make good choices and remain engaged throughout the day. Students who require redirection are placed on a progressive discipline plan. This plan ranges from teacher making parent contact, to student contact, referral to counselor, and lastly administration. Students who make good choices are invited to quarterly reward days, where they cash-in their coins for treats and prizes while listening to music and socializing with their peers. Dollar Bees are given to model classrooms in the cafeteria and can be redeemed for a whole class reward. Students exhibiting model behavior or the core values are highlighted during the "Make Your Day" segment on the morning announcements. Students that receive all A's and B's in conduct and all 1's in effort are given an award and recognized during our awards assemblies.

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

Norma Butler Bossard has two school counselors who ensure the students' social-emotional needs are being met. Students who are identified as needing assistance with their social-emotional well being meet with the counselors in small groups to provide support and guidance. Specifically, conflict management, peer resolution, grief counseling, social skills, and stress management. Counselors facilitate mentor relationships between students of varying ages. Our counselors walk into classrooms and have whole group discussions that deal with bully awareness, test taking strategies, and stress management. The counselors also monitor peer relationships within the cafeteria. Students are encouraged to self-monitor their emotional needs and can set up individual appointments to discuss any issue that they feel is impacting them with a counselor. Our counselors provide a safe place to talk and build positive and healthy relationships.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

If attendance falls below 90 percent, regardless of whether absence is excused or unexcused, the following actions will take place:

- Once students reach five (5) or more consecutive absences (excused or unexcused) within a nine-week grading period; or (5) cumulative absences (excused and/or unexcused) at any point in the school year, parents/guardians will receive a phone call and letter.
- Five (5) or more unexcused absences in a semester or ten (10) or more unexcused absences in an annual course will warrant a formal meeting with a school administrator, a student services representative (counselor), and the school's Attendance Review Committee as per the Miami-Dade County Truancy Intervention Program

If a student receives one or more suspensions, Norma Butler Bossard Elementary (NBB) has a Discipline Committee that allows the faculty and staff to have input and ownership over our school-wide discipline plan and incentive programs. The Discipline Committee implemented a school-wide detention hall with 100% teacher participation. The school-wide detention hall was designed to address violations of the Code of Student Conduct and escalating behaviors that have already been addressed at the classroom level and with parents but continue to occur. It is our goal that this detention hall be another measure to correct inappropriate behaviors before they reach the level of suspensions. To aid in keep suspension to a minimum, the school has created alternative measures to address disruptive behaviors. These include student behavior contracts, conflict resolution, peer mediation, lunch detentions, weekly detention hall, exclusion from special activities and alternative assignments.

Any student with a failing grade in English Language Arts or Mathematics, will be grouped according to their deficiency and receive additional small group instruction in the classroom during their designated reading time. Teachers create lessons that are differentiated according the needs of the individual student or group. Instruction will be given at the Teacher Led Center utilizing Wonders Leveled Readers and additional online resources. Progress monitoring will occur weekly to ensure the intervention strategies are meeting the needs of the learners and academic progress is being made. If a student does not show sufficient progress during the quarter, they will receive an additional tier of instruction that is provided outside the required reading and writing block. This Tier 2 level of intervention is also the mandated strategy that is used for any student that receives a Level 1 on the previous year's standardized assessment or has been retained in the current grade level. During this additional 30 minute block, students use the WonderWorks series to receive intensive accelerated instruction. This program focuses on building strong foundational skills in reading to ensure academic success in their current grade level.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	6	10	6	10	8	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	3	2	9	13	16	37	0	0	0	0	0	0	0	80

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	6	12	5	25	38	0	0	0	0	0	0	0	90

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

Our school addresses all the early warning systems such as attendance, retentions, reading below grade level, and behavioral referrals. Students who develop a pattern of non-attendance will be referred to the counselors. Students will also be rewarded for their attendance through a daily attendance drawing. Classes will be rewarded through a school-wide attendance incentive. Students who have not met mastery in Reading and Math receive supplemental instruction during

Differentiated Instruction and 30 minutes of intervention in addition to their required curriculum block. Retained students will receive an additional 30 minutes of intervention utilizing I-Ready and Wonder Works in Reading. Students who receive two or more behavior referrals will be referred to the discipline committee. Consequences will be implemented according to behavior infractions. Students will be rewarded through a school wide behavioral incentive program.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

To increase parents' knowledge and understanding of available resources and materials our school hosts several meetings and events throughout the school year. Some of these meetings work to help parents that have limited English proficiency as well. At the beginning of the year parents are given access to the student and parent handbook which informs parents of Norma Butler Bossard' s mission and vision. Parents are invited to Parent Academies where they are provided an opportunity to be involved in the school and to be given resources that contribute to their child's academic success as well as their emotional well-being. The school also offers a monthly meetings titled Coffee and a Conversation with the Principal where they are given the opportunity to have be updated on activities occurring at the school site and can ask questions or voice concerns with the principal. Every Tuesday students take home their Take Home Tuesday Folder. Teachers place event flyers, reminders, progress reports, or informational flyers that provide important information to parents. On Wednesday students return the folders and turn in any signed paperwork. A school app has been created to help keep parents and teachers connected. Updates and school information can also be found on our school website and marquee. Norma Butler Bossard also utilizes Connect-Ed to provide parents with important information and updates. Parents and teachers communicate regarding student progress via e-mail, phone, or through the students' agenda. Parents are invited to attend parent teacher conferences in order to gain a better perspective on their child's academic performance.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Community-based organizations provide positive student behavior incentives and promote student achievement for our school throughout the year. Our neighborhood McDonalds has partnered with us to have teacher nights where teachers work behind the counters and the store gives students special treats and prizes for being model students. McDonalds also sponsors reading nights for our students and their families where teachers read to students and their families in our school's courtyard. Ronald McDonald has visited our school to speak to the students about bullying and how to be a good citizen. Our neighborhood Tropical Smoothie offers our students coupons for smoothies and highlights student achievements on their walls. We have also partnered with Publix, Chili's and other small businesses such as New Jersey Auto Parts, and Machine Shop to donate food, beverages, and items for special

events at our school such as Rewards Days that recognizes students that have earned coins for behavior and attendance.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Santana, Concepcion	Principal
Somohano, Lorena	Assistant Principal
Castro, Rachael	Teacher, K-12
Webster, Lisa	Teacher, K-12
Castedo-Parra, Nancy	Teacher, ESE
Marin, Julia	Teacher, K-12
Rodriguez, Maria	Guidance Counselor
Flietas, Elenora	Instructional Media
Robinson, Maria	Teacher, K-12
Weber, Melissa	Teacher, K-12
Sanchez, Jessica	Teacher, K-12
Romero, Aliany	Teacher, K-12
Porras, Megie	Teacher, K-12
Gebara, Elba	Assistant Principal
Puig, Janette	Guidance Counselor
Rasua, Nayades	Teacher, K-12
Gonzalez, Lisbet	Teacher, K-12
Florez, Susannah	Teacher, K-12
Solis, Mercedes	Teacher, K-12

b. Duties

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

- Concepcion C. Santana, Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Lorena Somohano, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Elba Gebara, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Jessica Sanchez, Reading Curriculum Leader- Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectiveness of interventions being implemented
- Nayades Rasua, Kindergarten Curriculum Leader- assist in monitoring and responding to the needs of subgroups

Lisbet Gonzalez, First Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Susannah Florez, Second Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Rachel Castro, Third Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Aliany Romero, Fourth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Megie Porras, Fifth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Nancy Castedo-Parra- SPED/Special Areas Curriculum Leader- assists in monitoring and responding to the needs of subgroups and special education students
Julia Marin, Bilingual Leader and PD Liaison-conduct LEP committee meetings for ELL students and organize professional development for teachers based on student needs
Maria Robinson - UTD Steward
Janette Puig and Maria Rodriguez Counselors- Monitor behavior data and student attendance
Mercedes Solis- Math Liaison- Gather and analyze data to determine PD for faculty
Lisa Webster- Science Liaison- Gather and analyze data to determine PD for faculty
Melissa Weber - Writing Liaison - Gather and analyze data to determine PD for faculty
Eleonora Fleitas- Media Specialist- Assist in providing teachers and students with supplemental resources

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership team will:

- Monitor and adjust the school's academic and behavioral goals through data gathering and analysis
- Monitor the fidelity of the delivery of instruction and intervention
- Provide levels of support and interventions to students and teachers based on data

Title III

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

- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- purchase of supplemental hardware and software (Imagine Learning) for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students.
- After-School tutoring program

The above services will be provided should funds become available for the 2016-2017 school year.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

- Norma Butler Bossard Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- At Norma Butler Bossard Elementary School, nutrition education, as per state statute, is taught through physical education.
- Norma Butler Bossard Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guideline as adopted in District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Concepcion C. Santana	Principal
Maria Robinson	Teacher
Nancy Castedo-Parra	Teacher
Megie Porras	Teacher
Dominique Leys	Teacher
Ana Ortiz	Teacher
Dana Stephens	Teacher
Naidiana Ojeda	Student
Jessie Miller	Education Support Employee
Teresa Lastra	Education Support Employee
Sindy Garcia	Parent
Tania Ortega	Parent
Maritza Tascione	Parent
Ana Clavelo	Parent
Angelica Perez	Parent
Doreen Rivera	Parent
Bryan Grecco	Parent
Susana Otero-Zavala	Parent
Eddy Perez	Student
Adrian Cabrera	Student
Terry Wong	Business/Community
Carmen Sanchez	Business/Community
David Mortazavi	Business/Community
Lorena Somohano	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC team met throughout the year to review and discuss the goals and strategies that are presented in the School's Improvement Plan. During the meetings, the action plan was reviewed and any recommendations were discussed and considered for implementation. At the end of year, the reflection was distributed and discussed to reflect upon any changes that could benefit the school next year.

b. Development of this school improvement plan

A collaborative effort involving a variety of stakeholders were brought together to develop the school improvement plan for the current year. Once the draft was composed, it was presented at the SAC meeting to discuss any edits or modifications that need to be made before it is submitted.

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

The school's budget is distributed at the SAC meeting and discussed by all members. Stakeholders can present any concerns ask questions or propose recommendations they may have before it is approved by the members.

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

Materials are purchased to enhance student achievement and assist with communicating information to parents. Other resources, such as student planners, are used to help with student organization and to maintain an open communication between home and school. Additional supplemental materials can be purchased on a needs basis.

- Take Home Tuesday Folders: \$1100.00
- Student Planners: \$2000.00
- Headsets: \$500.00
- Performance Coach Workbooks: \$2100
- Practice Coach Plus: \$1,500

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sanchez, Jessica	Teacher, K-12
Santana, Concepcion	Principal
Somohano, Lorena	Assistant Principal
Romero, Aliany	Teacher, K-12
Castro, Rachael	Teacher, K-12
Weber, Melissa	Teacher, K-12
Marin, Julia	Teacher, K-12
Castedo-Parra, Nancy	Teacher, ESE
Flietas, Elenora	Instructional Media
Gebara, Elba	Assistant Principal
Porras, Megie	Teacher, K-12

b. Duties

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

- Set up an effective literacy leadership team.
- Develop and implement a school-wide literacy plan.
- Create a positive atmosphere and high expectations for literacy learning across all content areas.
- Ensure a scientific, research-based reading intervention for the lowest 25%, including

appropriate personnel, professional development, materials, technology, and time.
-Provide enrichment literacy based activities to maintain and increase academic achievement.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Norma Butler Bossard Elementary employs a variety of strategies to encourage a positive working relationship between teachers. We are incorporating the four principals of the FISH philosophy; choose your attitude, make their day, be present and play. Once a week teachers participate in collaborative planning with their grade levels. For grade levels that are departmentalized, teachers first meet as a group to discuss any group concerns and then break up into their respective subjects. A second day has been provided to teachers in order to continue their collaborative planning that is more subject/content area specific. This provides teachers an opportunity to get more involved with the curriculum and discuss their current data. Teachers can choose to be a part of instructional rounds where they visit a colleague in their grade level or subject area while they are instructing students. As a group, they observe other teachers to find best practices that can be incorporated into their teaching strategies. Once a month, a faculty meeting is dedicated to professional development. During these meetings teachers share and are provided with resources, strategies, and best practices that they can then use to plan for instruction. At the beginning of each school year, teachers join two committees. These committees range from planning cultural events for students, to creating and providing resources for curriculum needs or participating in projects that enhance the school environment. Teachers meet in their committees at least twice a year. Through these committees teachers can take an active role in their school and have ownership over what takes place at Norma Butler Bossard. During committee meetings, teachers work collaboratively to plan for resources that enhance instructional time.

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

1. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement what they have learned. Person responsible: Julia Marin
2. Implement Professional Learning Communities in which teachers share best practices, interpret results of tests, accommodate diverse students' learning needs, and address areas of concern. Person responsible: Julia Marin
3. Implement collaborative planning whereupon teachers plan lessons and teacher made assessments; examine student work; examine teacher work; and plan, use, and evaluate instructional practices. Persons responsible: Nayades Rasua, Lisbet Gonzalez, Susannah Florez, Rachel Castro, Aliany Romero, Megie Porras, Nancy Castedo-Parra, and Julia Marin
4. Utilize the i3 Scale Up Grant mentoring program, the teachers' preparation programs, to provide more training in areas in which teachers feel their skills are weakest. Person responsible: Concepcion C. Santana

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

Mentee: Nicole Ajuria Mentor: Naidiana Ojeda

Mentee: Kelly Scott Mentor: Naidiana Ojeda

Mentee: Ana Mierisch Mentor: Susannah Florez

Rationale for Pairing: Mentors have a rich and successful background in the mentee's grade level/ department. Mentors are effective educators that are successful in attaining student achievement.

Planned Mentoring Activities: Review student data and identify student needs to plan for effective instruction. Plan for the implementation of Differentiated Instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Norma Butler Bossard ensures that its core instructional programs and materials are aligned to Florida's standards. Before instruction begins teachers use pacing guides and item specs to help them plan out lessons for the Florida standards. The pacing guides outline the Florida Standards that will be taught in mathematics and reading. They also provide a frame work and time-line by which to deliver instruction. The mathematics series that Norma Butler Bossard uses as an instructional tool is the GO Math Florida series. The lessons in this series align with the Florida Standards for mathematics K-5. For differentiated instruction in mathematics teachers utilize the enrichment and re-teach portions of the GO MATH series that are an extension of instruction. Students use the I-Ready program which has been aligned to the Mathematics Florida Standards. This is a web-based program that provides lessons that provides remediation for students based on an initial mathematics skills test. Teachers are also using Reflex math which addresses the mathematics operations fluency standards in the mathematics Florida Standards. Students access this web-based program to practice addition, subtraction, multiplication, and division skills and over time to become fluent. The reading series that our school uses as an instructional tool is Wonders. The lessons and stories in this series align with the Florida Standards for reading K-5. For differentiated instruction in reading, teachers use leveled readers provided by the Wonders series to support and remediate instruction. Students use the I-Ready program which has been aligned to the English Language Arts Florida Standards to increase comprehension and fluency. The program provides individualized lessons that help students master specific reading standards at their level.

b. Instructional Strategies

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

Norma Butler Bossard uses data to provide differentiated instruction to meet the diverse needs of students. Students are given weekly assessments to track their academic progress. Every quarter, administration has one-on-one conversations regarding student data. This conversation covers student academic growth, identifies struggling students, students that could benefit from enrichment and how the data will now drive future instruction. Also, during collaborative planning teachers meet to discuss the data as a grade level to determine the greatestnof weakness. Teachers then find or create supplemental materials that align with the Florida State Standards to help remediate or enrich students. This work is tailored to individual or groups of students with similar difficulties or enrichment needs. The teacher provides this work during small group instruction. When looking at the data, teachers also look to see which deficient skills will impact mastery of future standards. For example, a class who scored poorly on story elements may have difficulty then learning how to determine the theme of a given text. The teacher would then give a mini-lesson on story elements before going on to teach theme. Another example, a class who scored poorly on multi-digit multiplication will have difficulty multiplying multi-digit decimals. The teacher then reviews and re-teaches multi-digit multiplication before moving on to multiplying decimals. Administrators conduct classroom walk

throughs and look at student work to determine whether teachers have re-taught and assessed based on their student data.

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

Strategy: After School Program

Minutes added to school year: 2,100

I-Ready is a web-based program that serves as an intervention and an enrichment program in reading and mathematics. I-Ready meets the individual needs of each student as identified in the initial diagnostic component of the program. Students are provided lessons that meet the instructional needs of students and then provides additional practice for the skill or standard. Additionally, Title III tutoring for ELL students will be provided after school.

Strategy Rationale

The implementation of I-Ready in reading and mathematics will be offered to those “bubble students” and “bucket students” in fourth and fifth grade who do not receive interventions throughout the school day, and Title III ELL tutoring will be provided for select third grade students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Somohano, Lorena, lsomohano@dadeschools.net

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

Data is collected by the teachers on a monthly basis and reviewed to ensure progress is being demonstrated for each student. Acceptable student progress is demonstrated as students show gains from their initial placement level at the start of the program.

Strategy: Extended School Day

Minutes added to school year: 540

Professional Development is provided to teachers once a month during the second faculty meeting. The professional development is based on a needs assessment conducted at the beginning of the school year.

Strategy Rationale

The purpose of conducting professional development during a faculty meeting is promote collaboration and increase understanding of the current curriculum and its resources. Teachers are given professional development that is specific to their needs without having to leave the building. Norma Butler Bossard can ensure that teachers are receiving the kind of professional development that will enhance and support instruction for our community of learners.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Marin, Julia, jmarin@dadeschools.net

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

Follow up assignments are collected to analyze the effectiveness of the professional development session. Administrators conduct classroom walk-throughs to determine how strategies presented during professional developments are being used in the classroom.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pre-Kindergarten and Kindergarten orientation is held on the Friday before the start of school. This year, orientation was held on August 18, 2017. Students and parents are encouraged to attend the orientation where they attain essential information as it pertains to their new school and the curriculum. Parents/Guardians and students are then given the opportunity to meet the teacher and visit their new classroom. Additionally, Open House was held on September 13, 2017. During Open House parents receive additional information related to the procedures and structure of the program. Parents are encouraged to become approved volunteers and PTA members to support the many school wide initiatives that take place throughout the school year. Parents also receive assistance completing lunch applications and specific directions on accessing the Parent/Student portal.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers in all grade levels and subject areas are provided more opportunities to take on leadership roles and given more in-depth and concise training for the resources available to them in their classroom, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers in all grade levels and subject areas are provided more opportunities to take on leadership roles and given more in-depth and concise training for the resources available to them in their classroom, then student achievement will improve. **1a**

G092226

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ELL	
AMO Reading - SWD	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FCAT 2.0 Science Proficiency	58.0
CELLA Writing Proficiency	46.0
FSA ELA Achievement	81.0
FSA Mathematics Achievement	71.0

Targeted Barriers to Achieving the Goal **3**

- Teachers are mainly using interactive whiteboards as a projection system.
- Teachers are reluctant and resistant to take on leadership roles.
- Professional development sessions covered a variety of topics once and there was no follow up and support.
- Information disseminated at faculty meetings focuses on operational topics already discussed in leadership and grade level meetings instead of instructional strategies.

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

- Reading: I-Ready, HOT Sheet, Wonder Works, My On, McGraw Hill, One Note, Accelerated Reader, Imagine Learning, after school enrichment, and ELL after school tutoring.
- Mathematics: I-Ready, Reflex, Moby Max, ThinkCentral, HOT Sheet, and after school enrichment.
- Science: J-Labs, GIZMOs, Discovery Learning, and NBC Learn.
- Writing: Spelling City, Wonders, One Note, and No Red Ink

Plan to Monitor Progress Toward G1. 8

The percentage of staff members attending leadership meetings will be reviewed to determine whether there was an increase the number of teachers participating in the decision making process of the school.

Person Responsible

Lorena Somohano

Schedule

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

Evidence of Completion

Participation in a variety of activities by different teachers that had not previously taken on leadership roles in the school.

Plan to Monitor Progress Toward G1. 8

Data will be collected through weekly and monthly assessments administered in the classroom along with iReady Growth Monitoring assessments to determine if digital fluency is being supported in the classroom to increase student achievement.

Person Responsible

Jessica Sanchez

Schedule

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

Evidence of Completion

iReady Class Profile Reports, Instructional Group Profiles, district created assessments and classroom created assessments.

Plan to Monitor Progress Toward G1. 8

Gradebook tabs will reflect the accurate naming of assignments to reflect mastery of a particular standard and this information will be used in combination with spreadsheet data to create instructional groups within the classroom.

Person Responsible

Julia Marin

Schedule

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

Evidence of Completion

Professional development sign-in sheets will show participation in professional development sessions and meeting agendas will reflect the ongoing discussion occurring on those topics.

Plan to Monitor Progress Toward G1. 8

Information presented as best practices will be discussed at subsequent meetings within grade levels or subject areas in order to allow for a productive follow-up discussion of the best practice that was shared.

Person Responsible

Lorena Somohano

Schedule

Monthly, from 9/26/2017 to 5/29/2018

Evidence of Completion

Professional development sign-in sheets will show participation in professional development sessions and meeting minutes will reflect the ongoing discussion occurring on those topics.

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 teachers in all grade levels and subject areas are provided more opportunities to take on leadership roles and given more in-depth and concise training for the resources available to them in their classroom, then student achievement will improve. 1

G092226

G1.B1 Teachers are mainly using interactive whiteboards as a projection system. 2

B247048

G1.B1.S1 Provide more in-depth support through monthly professional development sessions that are specific and focused on utilizing the available resources in the classroom. 4

S260349

Strategy Rationale

Our rationale for developing digital fluency and implementing instructional strategies to utilize the four competencies as an instructional frameworks is to develop higher order thinking skills and independent problem solving to allow our students to comprehend text and construct written responses.

Action Step 1 5

Use complex text to develop digital fluency through the use of how-to articles, brochures, fliers and real world documents such to identify text features and to locate, interpret, and organize information. Help students recognize that valid information is correct or sound and reliable information is dependable. Utilize two-column note to list conclusions and supporting evidence in non-fiction articles and editorials. Have students quote from literary and informational text to support statements about the text. Create interactive notebooks with student authentic work.

Person Responsible

Jessica Sanchez

Schedule

Every 6 Weeks, from 8/21/2017 to 6/7/2018

Evidence of Completion

Classroom walkthroughs, student work folders, and lesson plans

Action Step 2 5

Promote the use of instructional technology such as I-Ready, Reflex Math, Performance Coach, Imagine Learning, MyOnReader, Discovery Education, NBC Learn, Gizmos, and Brain Pop to enhance and provide remediation for student conceptual understanding of topics being addressed. Monitor and support the implementation of rigorous activities, and higher-order questioning to increase student conceptual understanding.

Person Responsible

Lorena Somohano

Schedule

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

Evidence of Completion

Classroom walkthroughs, student work folders, and lesson plans

Action Step 3 5

To promote parent support the development of digital fluency across all content areas each student is provided with a Take Home Tuesday folder. The folder facilitates constant communication regarding vital curriculum and informational material in English and Spanish.

Person Responsible

Lorena Somohano

Schedule

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

Evidence of Completion

Take Home Tuesday Master Binder

Action Step 4 5

Provide students with a Student Planner to facilitate student self-monitoring and organization and communicate academic expectations with parents.

Person Responsible

Lorena Somohano

Schedule

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

Evidence of Completion

Documentation in planners

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

Administrators will conduct classroom walk-throughs, review lesson plans and student work folders to ensure that the strategy is being implemented with fidelity.

Person Responsible

Lorena Somohano

Schedule

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

Evidence of Completion

Lesson plans, student work folders and learning targets.

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

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment and monitor the effectiveness of interventions and remediation. Additionally, they will review reports of I-Ready Reading diagnostic assessments and progress monitoring data to monitor the progress of the students in reading.

Person Responsible

Jessica Sanchez

Schedule

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

Evidence of Completion

Formative: Weekly teacher generated assessments Computer assisted reports from I-Ready
Summative: 2018 FSA

G1.B2 Teachers are reluctant and resistant to take on leadership roles. 2

B248496

G1.B2.S1 Provide an opportunity for every member of the grade level to attend monthly leadership meetings with the curriculum chair. 4

S263286

Strategy Rationale

If teachers are given more opportunities to participate in the decision making process of the school, they will take ownership and school culture will be improved.

Action Step 1 5

Teachers will identify inner strengths that contribute and maintain positive aspects of school culture to shape a stronger foundation for academic achievement.

Person Responsible

Julia Marin

Schedule

On 10/2/2017

Evidence of Completion

Leadership meeting notes and sign in sheets will keep track of teachers that attend as guests of the curriculum chair.

Action Step 2 5

Curriculum chairs will create a sign-up sheet with the dates of upcoming leadership meetings for members of their team to sign up and attend as their guests.

Person Responsible

Lorena Somohano

Schedule

On 5/2/2018

Evidence of Completion

Sign-up sheets will be collected and reviewed to ensure that all those interested parties are given an opportunity to attend.

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

Leadership meeting agendas will be distributed to all parties that plan on attending the upcoming meeting so they can be prepared to share any ideas or concerns.

Person Responsible

Lorena Somohano

Schedule

Monthly, from 9/6/2017 to 5/2/2018

Evidence of Completion

Sign-in sheets created for each meeting will identify those that attended as guests and which department they are accompanying.

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

Teachers that attend meetings as guests will assist the curriculum chair in disseminating information back to the grade level and help teachers understand the reasoning behind decisions that were made.

Person Responsible

Lorena Somohano

Schedule

Monthly, from 9/6/2017 to 5/2/2018

Evidence of Completion

A roster of all those that attended leadership meetings as guests will be kept to ensure that everyone was given equal opportunity to participate.

G1.B3 Professional development sessions covered a variety of topics once and there was no follow up and support. **2**

 B248509

G1.B3.S1 Create tailored professional development that focuses on specific elements of a topic rather than a general overview and subsequent sessions provide opportunities for follow up discussions and support at grade level, leadership and faculty meetings. **4**

 S263287

Strategy Rationale

Teachers need professional development that will address the needs of their current classroom instead of strategies that might be utilized in future lessons.

Action Step 1 **5**

Teachers will be able to apply the process of standards-aligned grading to the assignments and activities that are used in the classroom.

Person Responsible

Lorena Somohano

Schedule

On 6/7/2018

Evidence of Completion

Assignment tabs in the grade book will be reviewed to ensure they are being titled according to the standards they are assessing.

Action Step 2 **5**

Teachers will manipulate data from multiple sources using spreadsheet technology to identify and group students according to their learning needs.

Person Responsible

Lorena Somohano

Schedule

On 10/27/2017

Evidence of Completion

Ongoing discussions in grade level, leadership and faculty meetings will be used to monitor progress and ensure strategies are being used with fidelity.

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

Teachers will be given opportunities during grade level meetings and faculty meetings to discuss any questions or challenges they are facing in using spreadsheets to manipulate data or implementing standard-aligned grading in their classroom.

Person Responsible

Lorena Somohano

Schedule

On 6/7/2018

Evidence of Completion

Gradebook data will be collected to ensure assignments are being used to assess specific standards in all grade levels and subject areas. Data chats will utilize the information teachers have gathered using their spreadsheets to identify students that might benefit from additional intervention or enrichment programs.

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

Teachers will break down assignments by standards so that student grades can accurately reflect their progress towards achieving mastery of each standard. Teachers will also use data gathered from spreadsheets to differentiate instruction in the classroom.

Person Responsible

Lorena Somohano

Schedule

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

Evidence of Completion

Progress reports will provide students, teachers and parents with ability to monitor progress towards mastery and quarterly report cards will reflect whether students require additional remediation or enrichment in those standards that have already been taught. That information will be combined with data collected from the spreadsheets to target the individual needs of the students in the classroom.

G1.B4 Information disseminated at faculty meetings focuses on operational topics already discussed in leadership and grade level meetings instead of instructional strategies. 2

B248510

G1.B4.S1 Faculty meetings will incorporate the sharing of best practices with a different grade level and/or department presenting each month. 4

S263289

Strategy Rationale

Operational announcements can be disseminated through e-mail rather than discussed at length during meetings so teachers can walk away with useful strategies that can be implemented in the classroom after each faculty meeting.

Action Step 1 5

Teachers from all grade levels and departments will share best practices during faculty meetings that they use with their students that can be used across all subject areas.

Person Responsible

Lorena Somohano

Schedule

Monthly, from 9/26/2017 to 5/29/2018

Evidence of Completion

Sign-in sheets, lesson plans and classroom walkthroughs

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

Teachers from a different department or subject area will present during each faculty meeting and share a best practice that has proven effective with their students.

Person Responsible

Concepcion Santana

Schedule

Monthly, from 9/26/2017 to 5/29/2018

Evidence of Completion

Teacher will reflect on the implementation of these best practices during their weekly grade level meetings and address any concerns during the subsequent faculty meeting.

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

Teachers will address any concerns with the presenter and modify the best practice to suit the needs of the student population in their classroom.

Person Responsible

Lorena Somohano

Schedule

Monthly, from 9/26/2017 to 5/29/2018

Evidence of Completion

Classroom walkthroughs, student work folders and lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1 A347850	Teachers will identify inner strengths that contribute and maintain positive aspects of school...	Marin, Julia	10/2/2017	Leadership meeting notes and sign in sheets will keep track of teachers that attend as guests of the curriculum chair.	10/2/2017 one-time
G1.B3.S1.A2 A347858	Teachers will manipulate data from multiple sources using spreadsheet technology to identify and...	Somohano, Lorena	10/27/2017	Ongoing discussions in grade level, leadership and faculty meetings will be used to monitor progress and ensure strategies are being used with fidelity.	10/27/2017 one-time
G1.B2.S1.MA1 M369944	Teachers that attend meetings as guests will assist the curriculum chair in disseminating...	Somohano, Lorena	9/6/2017	A roster of all those that attended leadership meetings as guests will be kept to ensure that everyone was given equal opportunity to participate.	5/2/2018 monthly
G1.B2.S1.MA1 M369943	Leadership meeting agendas will be distributed to all parties that plan on attending the upcoming...	Somohano, Lorena	9/6/2017	Sign-in sheets created for each meeting will identify those that attended as guests and which department they are accompanying.	5/2/2018 monthly
G1.B2.S1.A2 A347853	Curriculum chairs will create a sign-up sheet with the dates of upcoming leadership meetings for...	Somohano, Lorena	9/6/2017	Sign-up sheets will be collected and reviewed to ensure that all those interested parties are given an opportunity to attend.	5/2/2018 one-time
G1.B4.S1.MA1 M369964	Teachers will address any concerns with the presenter and modify the best practice to suit the...	Somohano, Lorena	9/26/2017	Classroom walkthroughs, student work folders and lesson plans	5/29/2018 monthly
G1.B4.S1.MA1 M369963	Teachers from a different department or subject area will present during each faculty meeting and...	Santana, Concepcion	9/26/2017	Teacher will reflect on the implementation of these best practices during their weekly grade level meetings and address any concerns during the subsequent faculty meeting.	5/29/2018 monthly
G1.MA4 M369970	Information presented as best practices will be discussed at subsequent meetings within grade...	Somohano, Lorena	9/26/2017	Professional development sign-in sheets will show participation in professional development sessions and meeting minutes will reflect the ongoing discussion occurring on those topics.	5/29/2018 monthly
G1.B4.S1.A1 A347859	Teachers from all grade levels and departments will share best practices during faculty meetings...	Somohano, Lorena	9/26/2017	Sign-in sheets, lesson plans and classroom walkthroughs	5/29/2018 monthly
G1.B1.S1.A4 A342796	Provide students with a Student Planner to facilitate student self-monitoring and organization and...	Somohano, Lorena	8/21/2017	Documentation in planners	6/7/2018 monthly
G1.B1.S1.A3 A342795	To promote parent support the development of digital fluency across all content areas each student...	Somohano, Lorena	8/21/2017	Take Home Tuesday Master Binder	6/7/2018 weekly
G1.B1.S1.A2 A342794	Promote the use of instructional technology such as I-Ready, Reflex Math, Performance Coach,...	Somohano, Lorena	8/21/2017	Classroom walkthroughs, student work folders, and lesson plans	6/7/2018 quarterly
G1.B1.S1.A1 A342792	Use complex text to develop digital fluency through the use of how-to articles, brochures, fliers...	Sanchez, Jessica	8/21/2017	Classroom walkthroughs, student work folders, and lesson plans	6/7/2018 every-6-weeks
G1.B1.S1.MA1 M363441	Administrators will conduct classroom walk-throughs, review lesson plans and student work folders...	Somohano, Lorena	8/21/2017	Lesson plans, student work folders and learning targets.	6/7/2018 weekly
G1.B3.S1.MA1 M369948	Teachers will break down assignments by standards so that student grades can accurately reflect...	Somohano, Lorena	8/21/2017	Progress reports will provide students, teachers and parents with ability to monitor progress towards mastery and quarterly report cards will reflect whether students require additional	6/7/2018 monthly

Dade - 0125 - Norma Butler Bossard Elementary School - 2017-18 SIP
Norma Butler Bossard Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				remediation or enrichment in those standards that have already been taught. That information will be combined with data collected from the spreadsheets to target the individual needs of the students in the classroom.	
G1.B3.S1.MA1  M369945	Teachers will be given opportunities during grade level meetings and faculty meetings to discuss...	Somohano, Lorena	8/21/2017	Gradebook data will be collected to ensure assignments are being used to assess specific standards in all grade levels and subject areas. Data chats will utilize the information teachers have gathered using their spreadsheets to identify students that might benefit from additional intervention or enrichment programs.	6/7/2018 one-time
G1.B3.S1.A1  A347857	Teachers will be able to apply the process of standards-aligned grading to the assignments and...	Somohano, Lorena	8/21/2017	Assignment tabs in the grade book will be reviewed to ensure they are being titled according to the standards they are assessing.	6/7/2018 one-time
G1.B1.S1.MA1  M363440	Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data...	Sanchez, Jessica	8/21/2017	Formative: Weekly teacher generated assessments Computer assisted reports from I-Ready Summative: 2018 FSA	6/7/2018 biweekly
G1.MA3  M369968	Gradebook tabs will reflect the accurate naming of assignments to reflect mastery of a particular...	Marin, Julia	8/21/2017	Professional development sign-in sheets will show participation in professional development sessions and meeting agendas will reflect the ongoing discussion occurring on those topics.	6/7/2018 monthly
G1.MA2  M369965	Data will be collected through weekly and monthly assessments administered in the classroom along...	Sanchez, Jessica	8/21/2017	iReady Class Profile Reports, Instructional Group Profiles, district created assessments and classroom created assessments.	6/7/2018 monthly
G1.MA1  M363442	The percentage of staff members attending leadership meetings will be reviewed to determine whether...	Somohano, Lorena	8/21/2017	Participation in a variety of activities by different teachers that had not previously taken on leadership roles in the school.	6/7/2018 quarterly

V. Professional Development Opportunities

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

G1. If teachers in all grade levels and subject areas are provided more opportunities to take on leadership roles and given more in-depth and concise training for the resources available to them in their classroom, then student achievement will improve.

G1.B2 Teachers are reluctant and resistant to take on leadership roles.

G1.B2.S1 Provide an opportunity for every member of the grade level to attend monthly leadership meetings with the curriculum chair.

PD Opportunity 1

Teachers will identify inner strengths that contribute and maintain positive aspects of school culture to shape a stronger foundation for academic achievement.

Facilitator

Suzy Flores, Naidiana Ojeda, Rachel Castro, Megie Porras

Participants

K-5, Special Area, Bilingual, SPED Teachers

Schedule

On 10/2/2017

G1.B3 Professional development sessions covered a variety of topics once and there was no follow up and support.

G1.B3.S1 Create tailored professional development that focuses on specific elements of a topic rather than a general overview and subsequent sessions provide opportunities for follow up discussions and support at grade level, leadership and faculty meetings.

PD Opportunity 1

Teachers will manipulate data from multiple sources using spreadsheet technology to identify and group students according to their learning needs.

Facilitator

Megie Porras, Lisa Webster, Rachel Castro

Participants

K-5, Special Areas, Bilingual, SPED Teachers

Schedule

On 10/27/2017

G1.B4 Information disseminated at faculty meetings focuses on operational topics already discussed in leadership and grade level meetings instead of instructional strategies.

G1.B4.S1 Faculty meetings will incorporate the sharing of best practices with a different grade level and/or department presenting each month.

PD Opportunity 1

Teachers from all grade levels and departments will share best practices during faculty meetings that they use with their students that can be used across all subject areas.

Facilitator

Suzy Flores, Lisbet Gonzalez, Rachel Casto, Aliany Romero, Megie Porras

Participants

K-5, Special Areas, Bilingual, SPED Teachers

Schedule

Monthly, from 9/26/2017 to 5/29/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Use complex text to develop digital fluency through the use of how-to articles, brochures, fliers and real world documents such to identify text features and to locate, interpret, and organize information. Help students recognize that valid information is correct or sound and reliable information is dependable. Utilize two-column note to list conclusions and supporting evidence in non-fiction articles and editorials. Have students quote from literary and informational text to support statements about the text. Create interactive notebooks with student authentic work.				\$2,127.99
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0125 - Norma Butler Bossard Elementary School	Other		\$1,820.00
<i>Notes: Toner and Paper</i>						
			0125 - Norma Butler Bossard Elementary School	Other		\$307.99
<i>Notes: Performance Coach</i>						
2	G1.B1.S1.A2	Promote the use of instructional technology such as I-Ready, Reflex Math, Performance Coach, Imagine Learning, MyOnReader, Discovery Education, NBC Learn, Gizmos, and Brain Pop to enhance and provide remediation for student conceptual understanding of topics being addressed. Monitor and support the implementation of rigorous activities, and higher-order questioning to increase student conceptual understanding.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0125 - Norma Butler Bossard Elementary School	Other		\$500.00
<i>Notes: Brain Pop</i>						
			0125 - Norma Butler Bossard Elementary School	Other		\$500.00
<i>Notes: Head Phones</i>						
			0125 - Norma Butler Bossard Elementary School	Other		\$0.00
<i>Notes: Waggle</i>						
3	G1.B1.S1.A3	To promote parent support the development of digital fluency across all content areas each student is provided with a Take Home Tuesday folder. The folder facilitates constant communication regarding vital curriculum and informational material in English and Spanish.				\$1,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0125 - Norma Butler Bossard Elementary School	Other		\$1,100.00

		<i>Notes: Take Home Tuesday Folders</i>				
4	G1.B1.S1.A4	Provide students with a Student Planner to facilitate student self-monitoring and organization and communicate academic expectations with parents.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0125 - Norma Butler Bossard Elementary School	Other		\$2,000.00
		<i>Notes: Student Planners</i>				
5	G1.B2.S1.A1	Teachers will identify inner strengths that contribute and maintain positive aspects of school culture to shape a stronger foundation for academic achievement.				\$0.00
6	G1.B2.S1.A2	Curriculum chairs will create a sign-up sheet with the dates of upcoming leadership meetings for members of their team to sign up and attend as their guests.				\$0.00
7	G1.B3.S1.A1	Teachers will be able to apply the process of standards-aligned grading to the assignments and activities that are used in the classroom.				\$0.00
8	G1.B3.S1.A2	Teachers will manipulate data from multiple sources using spreadsheet technology to identify and group students according to their learning needs.				\$0.00
9	G1.B4.S1.A1	Teachers from all grade levels and departments will share best practices during faculty meetings that they use with their students that can be used across all subject areas.				\$0.00
					Total:	\$6,227.99