

Bent Tree Elementary School

4861 SW 140TH AVE, Miami, FL 33175

<http://benttree.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	Yes	81%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

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>.

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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 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 Bent Tree 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

The mission of Bent Tree Elementary is to provide our students with a challenging educational program that will develop intellectual, social, emotional, and physical growth in a positive and supportive environment as we encourage, empower, and expect each student to become a productive member of society. All students will be given the tools needed to become active learners that access information and synthesize ideas to solve real world problems.

b. Provide the school's vision statement

The vision of Bent Tree Elementary School is to unite the school and community in teaching our students the value of education. By instilling the value of education in our students we are creating lifelong learners that will develop into responsible, productive members of society.

2. School Environment

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

Bent Tree Elementary embraces diversity by building a school culture that fosters positive relationships between teachers and students. Data chats at the beginning of the school year provide teachers with background knowledge of individual students' strengths and weaknesses. Classroom teachers collaborate with the music teacher to create presentations for Hispanic Heritage, Holidays, and Black History. Furthermore, during ESE Week, the school participates in an Adopt-a-Classroom activity in which a special education class is adopted by a general education class. Through this activity, awareness of a diverse population is built and tolerance for differences is taught. The school hosts a variety of programs and family nights that enable teachers, students, and their families to build positive relationships, such as Polar Express Night, Multicultural Arts Festival, Reading under the Stars, blood drives, Lime Night, Spooky Night, Chuck E. Cheese Night, Career Day, and Field Day.

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

Bent Tree Elementary creates an environment where students feel safe, respected and supported by establishing a culture of inclusion and respect that welcomes all students. The school counselor promotes a bully free environment by providing students with bullying prevention lessons. Furthermore the counselor has an anonymous reporting box located outside her office in which anyone can report safety concerns. In addition the DARE officer works with fifth grades to prevent substance abuse, bullying and safety. Security personnel are visible throughout the building and provide add supervision throughout the building.

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

Bent Tree Elementary promotes a positive school climate that supports academic achievement and emphasizes civility, fairness, mutual respect, and acceptance of diversity. Students are expected to

follow the Miami-Dade County Public Schools Student Code of Conduct. Teachers are expected to maintain high standards in regards to classroom discipline. The policy at Bent Tree Elementary is to require a uniform atmosphere of cordiality, courtesy, consideration and respect in the classroom and throughout the campus. To encourage and recognize positive model student behavior, students will be rewarded and recognized for striving to do their best, and for respecting other students and teachers. Student positive behaviors are recognized on a monthly basis through the Character Trait of the Month and through the Do the Right Thing Program. In addition, teachers are expected to follow the schools Progressive Discipline Plan when discipline problems arise.

Progressive Discipline Plan

Step I: The teacher may use proximity control to shape behavior, speak to the student on a one-to-one basis, move the student's seat, contact the parent, and hold a student/parent conference. Teachers must attempt to re-direct off-task behavior. Parent contact is required before a referral can be made to the administration.

Step II: Teacher/Student/Parent Conference Teachers should honestly make a concerted effort to make parent contact to discuss off-task behavior. All faculty members must keep a Parent Communication Log.

Step III: Teacher refers student, with a Case Management Referral form, to an administrator who will refer to the guidance counselor (when deemed necessary). Our counselor is the vehicle for delivering guidance and counseling to our students, not disciplinary actions.

Step IV: Referring students for Administrative Actions. Students should be sent directly to the appropriate administrator only when critical incidents occur such as fighting, accidents/injury, possession of a weapon or substance, etc. Actions taken by administration are based on the Code of Student Conduct.

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

Bent Tree Elementary ensures the social and emotional needs of all students are met through the school counselor and social worker. The school counselor provides numerous services to our students, such as individual and group counseling, referrals to outside agencies, and educational and career planning. This is evident in our RtI procedures, SST/IEP meetings, Career Week, bullying prevention program, Do the Right Thing Program, D.A.R.E. Program, and monthly character traits recognition for the Values Matter program. The school counselor also implements bullying prevention programs and assist students with conflicts resolution. In addition, the counselor and social worker help parents by providing the support and resources needed to meet the needs of the student and family.

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

The Leadership Team meets for data chats to document and discuss student attendance, district and statewide assessment data, behavior, and progress in all content areas. Students failing ELA and/or Math courses and Students scoring a level 1 on statewide assessments are referred to the appropriate intervention program following the district's pupil progression plan. Intervention programs include but are not limited to the Core Curriculum Intervention component (Wonder Works), Title III tutoring for ELL students, and computer-based instructional programs that provide differentiated

instruction such as I-Ready, Think Central, Advantage Learning, and Imagine Learning. Students whose attendance is below 90% are referred to the Attendance Review Committee as well as the school social worker. Students with discipline problems are referred to the counselor. The counselor, together with teachers and parents, develops a behavior intervention plan for the child that will be implemented by the classroom teacher.

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	0	6	7	4	18	5	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	6	9	4	16	13	0	0	0	0	0	0	0	48

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	0	6	12	1	18	14	0	0	0	0	0	0	0	51

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

Bent Tree Elementary has an attendance incentive program that rewards students with perfect attendance daily, bi-weekly, monthly, and quarterly through various activities and tangible prizes. The homerooms with perfect attendance for the week are placed in a bi-weekly raffle to win lunch with the principal. Students failing ELA and/or Math courses are placed on a Progress Monitoring Plan which is monitored through Response to Intervention process. Students receive teacher-led and computer-based differentiated instruction. They also participate in Enrichment Lab twice per week for one hour. Title III Tutoring is also provided for ELL students twice per week for an hour.

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

At Bent Tree Elementary numerous school sponsored activities and incentive programs are implemented throughout the school year in order to involve all stakeholders. The Community

Involvement Specialist offers support and assistance to parents as needed. Parents are encouraged to visit the Parent Resource Center in order to access resources. Parents are informed of activities, school-wide events, and parent meetings through Connect-ED messages, monthly calendars, flyers, letters, website, and social media.

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

Bent Tree Elementary continuously builds community partnerships by inviting community agencies to become a school partner. Students are rewarded for their grades through programs like the Winners Circle, which gives students coupons to local business for free or discounted products or experiences. The local community agencies and businesses are invited to participate at parent resource fairs, student health fairs, career day, and ongoing school events. Teachers at the school also participate in donor programs that provide teachers with donations for their classrooms that enhance student learning.

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
Bourland, Victoria	Principal
Ruiz-Garcia, Carmen	Assistant Principal
Zabala, Maria	Instructional Coach
Pou, Raiza	Teacher, K-12
Christie, Kristine	Teacher, K-12
Correa, Arlen	Guidance Counselor
Hernandez, Alexandra	Teacher, ESE
Ortega, Adrianna	Teacher, K-12
Otano, Stephanie	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

Principal (Victoria Bourland): Facilitates and conducts meetings by providing current data and support documents. The Principal guides the leadership team through a process of problem solving issues and concerns that 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.

Assistant Principal (Carmen Ruiz-Garcia): The Assistant Principal assists with working with the leadership team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. The assistant principal also assists with monitoring the curriculum on a continuous basis.

EESAC Chairperson (Stephanie Otano): As the chairperson she prepares and conducts EESAC

meetings. She ensures that all members of the school community are provided an opportunity to participate in decision-making process, including members of the public, which are provided opportunity to address the EESAC.

Reading Coach (Ms. Maria Zabala): Mrs. Zabala attends monthly district ICAD meetings. She provides teachers with professional development in Reading, Language Arts and Writing. Ms. Zabala provides teachers with instructional support through coaching, modeling, conferencing, and collaborative planning. In addition Ms. Zabala, analyzes student data, leads intervention action planning for MTSS/RtI Tier 2/3 students, serves as the technology coordinator during CBT testing, and oversees the implementation of instructional technology.

Student Services (Arlen Correa): Ms. Correa implements the Values Matter Initiative, along with other programs designed to prevent abuse, bullying, drug use, and so forth. She also provides quality services and expertise on intervention with at-risk students. In addition, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for students that are in jeopardy of not doing well.

General Education Teachers K-5:

Mrs. Adriana Ortega serves as the Professional Development Liaison. She processes teacher professional development sessions so that teachers receive credit for their participation. In addition, she keeps track of teacher professional development documentation.

Ms. Raiza Pou serves as the Science Liaison. She attends monthly ICAD meetings sponsored by the district, provides teachers with professional development, and mentor Science teachers.

Ms. Kristine Christie serves as the Math Liaison. She attends monthly ICAD meetings sponsored by the district, provides the teachers with professional development, and mentors Math teachers.

Ms. Alexandra Hernandez is the Title I Liaison. As the liaison, she is responsible for assisting the assistant principal in the proper filing of all appropriate paperwork, in order to ensure compliance. In addition, she is a special education teacher.

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/RTI Leadership Team collaborates with teachers to develop the School Improvement Plan. During the process of developing the SIP, teachers analyze student data to determine the instructional needs of the students. After determining student instructional needs, teachers then reflect on their teaching practices to determine their professional development needs. Once the School Improvement is drafted it is presented to EESAC and the faculty for approval, and then finalized.

Throughout the school year the leadership team meets with teachers to discuss student progress through quarterly student audits. During student audits, the team reviews student data (SAT10, FSA, District Baseline, Mid-Year, Post Tests, IReady Diagnostic and Growth monitoring, Subject Area Chapter/Unit Assessments), grades, attendance, and conduct to ensure that student needs are met throughout the school year.

Title I, Part A

Bent Tree Elementary provides services to ensure students requiring additional remediation are assisted before/after and during the school day. The District coordinates with Title II and III in ensuring staff development needs are provided, as well as ensure support services are provided to students.

The Reading Coach and curriculum liaisons evaluate core curriculum content to ensure it addresses the Florida Standards and provide students with a rigorous instructional program. They collaborate with district personnel in ICAD meetings to identify research-based strategies and participate in the design and delivery of professional development for teachers. In addition, they analyze student data and support teachers in planning and providing Tier ii/iii, ELL, and ESE students with differentiated instruction and intervention. Since parent support is a key component in the success of our students, the Leadership Team encourages parent involvement by providing parents with workshops, resources, events and support. The parent portal provides parents with resources and the ability to keep track of their child's progress. The school website provides all members of the school community with the latest news, updates, and special events happening at the school. Other components that are integrated into the school wide program include Supplemental Educational Services and special support services to special needs populations such as academically disadvantaged, neglected and/or delinquent students.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention Program.

Title II

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, and 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

Bent Tree Elementary School utilizes funds to support English Language Learners by providing an afterschool tutoring program. The program provides support to all ELL students in the areas of Reading and Math twice per week for ninety minutes.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Christina Diaz	Teacher
Stephanie Otano	Parent
Victoria Bourland	Principal
Kristine Christie	Teacher
Raiza Pou	Teacher
Angela Lescano	Education Support Employee
Hilda Gayoso	Education Support Employee
Barry Bourland	Business/Community
Tara Deloach	Teacher
Isabel Lopez Miranda	Parent
Tamara Sequiera	Parent
Davile Espinosa	Parent
Sergio Ruiz	Business/Community
Erick Hernandez	Business/Community
Susana Grossen	Business/Community
Alexandra Hernandez	Parent
Margarita Bonachea	Teacher
Felix Cespedes	Parent
Julie Gomez	Parent
Sohis Rojas-Tallon	Parent
Gia Gayoso	Student
Ryan Gayoso	Student

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 School Advisory Council evaluated last years SIP plan by analyzing student data from the FSA and the SAT 10.

b. Development of this school improvement plan

The School Advisory Council met to evaluate school performance data, develop and approve the School Improvement Plan.

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

The School Advisory Council meets to review, discuss, and approve the school's annual budget plan.

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

Supplemental Materials- \$700.00
Parent Involvement Materials- \$500.00
Technological Materials- \$1,000.00

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
Zabala, Maria	Instructional Coach
Bourland, Victoria	Principal
Ruiz-Garcia, Carmen	Assistant Principal
Correa, Arlen	Guidance Counselor
Lape, Perla	Teacher, K-12

b. Duties

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

The LLT promotes literacy within the school by promoting a school culture that motivates and supports a reading program that is diverse and balanced. The team ensures that classroom teachers create a literacy rich environment that promotes independent reading through classroom libraries. Also the team sponsors programs and contests throughout the year to motivate students to read.

In addition, the Leadership Literacy team monitors student progress in Reading by analyzing student data from district and statewide assessments. Through data chats student needs are discussed and adjustments to instruction are made. Struggling students are provided with support through various programs designed to meet individual student needs. The LTT monitors such programs for implementation fidelity and success.

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

Teachers are provided with common planning time throughout the week. During this time teachers collaborate by analyzing student data as a grade level and plan for instruction. Grade level meetings with the Leadership team are held monthly to ensure collaborative planning and appropriate use of district developed pacing guides across all content areas. However, teachers are invited to plan with liaisons as needed. Teachers are provided with district updates, support and training during the meetings. In addition, Professional Learning Communities are established based on teacher needs assessments in order to promote collaboration across all grade levels and content areas. The monthly PLC meetings are teacher led and build strong professional relationships among colleagues.

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

The school provides teachers with support through professional development days, coaching, mentorships, and grade level meetings. Professional Development courses are widely offered and teachers are required to have their certifications current and updated. Also, the Leadership teams and UTD steward provide teachers with information on an ongoing basis on opportunities available for teachers to grow and develop as professionals.

A yearly orientation meeting is held by the administrators to welcome new teachers/current teachers and have the opportunity to introduce and review school procedures and policies.

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

New Teachers are paired with veteran teachers in an effort to assist the rookie teacher with support. New teachers are paired with veteran teachers within their own grade level and/or department in an effort to assist the rookie teacher with the day to day support. Mentoring activities include but are not limited to school procedures, classroom management, gradebook support and best practices instruction. During the 2017-2018 school year, Bent Tree Elementary will be participating in the New Teacher Center i3 Scale Up Grant as a Treatment school.

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

Bent Tree Elementary follows the M-DCPS district pacing guide which is aligned to the Florida standards. Teachers utilize materials provided by the school district that are identified in the pacing guide. Grade level meetings and faculty meetings provide updates on core instructional programs and information on professional development offerings to support teachers as they implement the standards.

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

The Leadership Team meets with teachers on a quarterly basis to discuss student data from classroom, district and statewide assessments. During the data chat student progress is discussed and instructional implications for differentiated instruction are addressed to meet the diverse learning needs of students. Teachers modify instruction to meet student needs by using district required intervention programs to provide students with intervention. In addition students struggling in Reading are referred to the enrichment lab for additional tutoring twice per week for an hour. The core curriculum is supplemented by various instructional technology programs that are designed to provide differentiated instruction to meet the individual needs of students for remediation and enrichment.

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: 2,520

Title III Tutoring for ELL students.

Strategy Rationale

ELL students in second grade will receive tutoring twice per week.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bourland, Victoria, pr0271@dadeschools.net

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

District and statewide data will be analyzed to determine the effectiveness of the strategy.

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

Bent Tree Elementary encourages local Pre-K 4 programs in the community to visit the school. The community is invited to attend the school's annual transition to kindergarten meeting and school sponsored events. In order to lower the level of stress on incoming families, Kindergarten teachers host an orientation before the first day of school. Parents and students are able to meet their teacher, classmates, and see the classroom environment. Parents also receive all the information needed for a successful transition into Kindergarten. On the first day and week of school, the counselor and various staff members are available in the Kindergarten classrooms to assist teachers in welcoming and comforting students.

Students in fifth grade begin to get ready for the transition into middle school throughout the school year. Magnet programs from neighboring middle schools visit the school to present to the students and send information home to parents. At Open House parents are encouraged to explore middle school options for their child. Towards the end of the year, teachers participate in articulation meetings at feeder pattern middle schools and assist in creating the students middle school schedule. Parents of students with disabilities will participate in a transition meeting in which placement for the child will be determined.

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, 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 core instruction is increased in all content areas, then student achievement will improve. 1a

G093027

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics Achievement	90.0
Math Gains	95.0
Math Lowest 25% Gains	83.0
AMO Math - SWD	
AMO Reading - All Students	
FSA ELA Achievement	81.0
ELA/Reading Gains	89.0
ELA/Reading Lowest 25% Gains	94.0
FCAT 2.0 Science Proficiency	64.0
CELLA Writing Proficiency	44.0
FSAA ELA Achievement	78.0
CELLA Listening/Speaking Proficiency	54.0
CELLA Reading Proficiency	39.0
FSAA Mathematics Achievement	78.0
AMO Reading - SWD	

Targeted Barriers to Achieving the Goal 3

- Follow-up activities and procedures need to be refined and monitored.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Principal, AP, Interventionist, Reading coach, Math and Science Liaison, After-School program, Instructional technology (Ex. Reading Plus, Imagine Learning, C-Palms, Discovery Learning, Gizmos, NBC Learn, Social Studies Weekly, McGraw-Hill Wonders, I-Ready, Reflex Math, Think Central, My On Reader), Title III tutoring, PTA, Computer technician, Wonder Works intervention Program, Integrating technology through the use of Promethean Boards.

Plan to Monitor Progress Toward G1. 8

Data from 2018 Florida Standards Assessments, Science Assessments, I-Ready Diagnostic Assessments, Core curriculum unit assessments, Topic Assessments, FSAA, and 2018 Science FCAT 2.0, will be collected and reviewed to determine progress toward the goal.

Person Responsible

Victoria Bourland

Schedule

Quarterly, from 10/6/2017 to 6/7/2018

Evidence of Completion

Assessment data reports(FSA, FSAA Topic Assessments, and Unit Assessments, Science Assessments), Student performance reports (I-Ready)

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 core instruction is increased in all content areas, then student achievement will improve. 1

G093027

G1.B3 Follow-up activities and procedures need to be refined and monitored. 2

B249522

G1.B3.S1 Each job-embedded professional development will require one follow-up activity and a meeting with instructional leaders in order to provide effective feedback and support. 4

S265470

Strategy Rationale

Teachers need to be able to effectively implement strategies obtained from professional development.

Action Step 1 5

Instructor will assign meaningful follow-up activity to ensure appropriate application of skills learned through the professional development.

Person Responsible

Victoria Bourland

Schedule

Monthly, from 8/14/2017 to 6/7/2018

Evidence of Completion

Evidence of completion of follow-up activity will be submitted to administration no more than two weeks after professional development.

Action Step 2 5

Administration will conduct walkthroughs specifically targeting the implementation of strategies learned through professional development.

Person Responsible

Victoria Bourland

Schedule

Weekly, from 10/30/2017 to 6/7/2018

Evidence of Completion

Walkthrough logs, Lesson Plans

Action Step 3 5

Administrator will provide constructive feedback related to the implementation of strategies.

Person Responsible

Victoria Bourland

Schedule

Monthly, from 10/30/2017 to 12/7/2017

Evidence of Completion

Administrator/Teacher Meeting log

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

After every job embedded professional development, the principal will ensure that follow-up activities are completed.

Person Responsible

Victoria Bourland

Schedule

Monthly, from 8/14/2017 to 6/7/2018

Evidence of Completion

Teachers will submit follow-up assignment two weeks after professional development. Teachers will also submit evaluation through My Learning Plan.

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

Results from a variety of data sources will be reviewed to monitor the effectiveness of the professional development.

Person Responsible

Victoria Bourland

Schedule

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

Evidence of Completion

Data from iReady, topic assessments, unit assessments, SAT, FSAA, FSA and FCAT Science.

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.B3.S1.A3 A358292	Administrator will provide constructive feedback related to the implementation of strategies.	Bourland, Victoria	10/30/2017	Administrator/Teacher Meeting log	12/7/2017 monthly
G1.B3.S1.A1 A353550	Instructor will assign meaningful follow-up activity to ensure appropriate application of skills...	Bourland, Victoria	8/14/2017	Evidence of completion of follow-up activity will be submitted to administration no more than two weeks after professional development.	6/7/2018 monthly
G1.B3.S1.MA1 M377088	After every job embedded professional development, the principal will ensure that follow-up...	Bourland, Victoria	8/14/2017	Teachers will submit follow-up assignment two weeks after professional development. Teachers will also submit evaluation through My Learning Plan.	6/7/2018 monthly
G1.B3.S1.MA1 M378659	Results from a variety of data sources will be reviewed to monitor the effectiveness of the...	Bourland, Victoria	8/21/2017	Data from iReady, topic assessments, unit assessments, SAT, FSAA, FSA and FCAT Science.	6/7/2018 monthly
G1.B3.S1.A2 A358291	Administration will conduct walkthroughs specifically targeting the implementation of strategies...	Bourland, Victoria	10/30/2017	Walkthrough logs, Lesson Plans	6/7/2018 weekly
G1.MA1 M369275	Data from 2018 Florida Standards Assessments, Science Assessments, I-Ready Diagnostic Assessments,...	Bourland, Victoria	10/6/2017	Assessment data reports(FSA, FSAA Topic Assessments, and Unit Assessments, Science Assessments), Student performance reports (I-Ready)	6/7/2018 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Instructor will assign meaningful follow-up activity to ensure appropriate application of skills learned through the professional development.	\$0.00
2	G1.B3.S1.A2	Administration will conduct walkthroughs specifically targeting the implementation of strategies learned through professional development.	\$0.00
3	G1.B3.S1.A3	Administrator will provide constructive feedback related to the implementation of strategies.	\$0.00
Total:			\$0.00