Marjory Stoneman Douglas Elem

2017-18 School Improvement Plan

Marjory Stoneman Douglas Elem

11901 SW 2ND ST, Miami, FL 33184

http://msdouglas.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	98%

School Grades History

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

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 Marjory Stoneman Douglas Elem

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

Our Mission at Marjory Stoneman Douglas Elementary is to bilingually foster student achievement with respect for historical, cultural and individual diversities with an emphasis on the preservation of our environment and an appreciation for the arts.

b. Provide the school's vision statement

We at Marjory Stoneman Douglas Elementary share the vision, feel the pride and experience the commitment to excellence every day. This vision is reflected in a school where all children will learn to be bi-literate and bilingual critical thinkers as a result of the dual language program.

2. School Environment

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

As a part of opening of school activities, students are engaged in writing activities intended to share their unique cultural backgrounds with their classmates. Student services personnel are available for individual, group and classroom-level presentations on core values. Activities at all grade levels incorporate interpersonal communication and interaction skill development, and an emphasis is placed on multicultural awareness and sensitivity.

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

Structured, uniformly-implemented behavioral expectations are communicated to all students and parents during the first week of school. Students are consistently reminded, through direct and indirect examples, of appropriate conduct that reflects respectful behaviors. Incidents of harassment and bullying can be reported anonymously by students, ensuring that student services staff and administration are able to respond and provide necessary interventions. The infusion of the Values Matter Curriculum sets behavioral expectations for all students. Monthly digital citizenship lessons are now available for elementary students include an alignment to the Values Matter Miami campaign and have been embedded into Digital Citizenship Year-at-a-Glance documents and Digital Citizenship Pacing Guides. The lessons aim to educate students of their rights and responsibilities as digital citizens. Students will learn to think critically, behave safely, and participate responsibly with technology.

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

The M-DCPS Code of Student Conduct is provided to all students in their opening of school materials. Additionally, a progressive discipline plan is in place at all grade levels, emphasizing positive behaviors and constructive responses to potential incidents. Faculty and staff take a proactive stance in ensuring that students are consistently reminded of behavioral expectations, consequences for misbehavior, and the benefits as a result of adherence to the stated policies, including the preservation of instructional time.

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

Student services personnel are available on an ongoing basis to meet the social-emotional needs of students. Parents are also able to schedule appointments with counselors when they are in need of additional guidance. Faculty and staff can refer students for counseling and mentoring support on an "as needed" basis.

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 identification of students who demonstrate one or more of the early warning indicators is critical to the provision of interventions intended to address areas of need. The i-Attend Attendance Toolkit serves to assist our school with procedures for reporting, monitoring and creating/implementing a school wide attendance action plan. On a monthly basis, the Leadership Team will review student reports to identify students in need of additional interventions based on the following indicators:
- Excessive absences or tardiness;
- Disciplinary actions, including suspensions;
- Failing grades in one or more content areas;
- Level 1 performance on prior year statewide assessments (in grades 3 through 5); and
- Teacher observations of student performances indicating the student is struggling.

Information collected by the Leadership Team will be shared with Grade Level Chairpersons for dissemination through PLCs, development of intervention implementation plans, and ongoing progress monitoring purposes.

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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	6	12	10	10	9	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	1	5	21	12	24	24	0	0	0	0	0	0	0	87

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	3	6	16	5	25	23	0	0	0	0	0	0	0	78

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

- Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism

(five or more absences).

- Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.

- Identify available times throughout the instructional day when non-proficient readers can be provided access to computer laboratory resources and programs designed to assist with improving reading proficiency (e.g., i-Ready).The McGraw/Hill Wonder Works Reading Intervention program along with the i-Ready toolbox resources will be implemented in the elementary grades. Lastly, students not demonstrating proficiency in Reading in the primary grades should be given priority for involvement in Tier 2 and Tier 3 interventions through the MTSS process.

- Increase the number of classroom-based presentations by student services staff regarding disciplinary expectations, responsibilities and accountability. Additionally, ensure that all initial behavior referrals include a referral to student services for intervention, as well as a parent conference component to ensure parental involvement and understanding.

- There are probably no factors more important to a student's progress in school than regular and punctual school attendance. Students who are tardy or absent excessively from their instructional program will fall behind in academic achievement. Excessive school absenteeism precedes grade failure,

loss of interest, and may result in students withdrawing from school. Raising standards and promoting a high level of student achievement are paramount. Student attendance is a means of improving student performance and is critical in raising student standards. Targeted Student Status Forms are utilized as part of iAttend's monthly parent conferences. Specific interventions are targeted to decrease truancy.

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

Parents and families will be provided a Calendar of Opportunities which will delineate times and dates for them to engage in various events.

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

Marjory Stoneman Douglas Elementary has a strong Dade Partners Program. Our mission is to support student achievement by building partnerships with the community. A meeting is scheduled with the school's Dade Partner Liaison to discuss partnership ideas. Together, these partners continue to share their expertise and provide our school a multitude of resources. Furthermore, they are promoted throughout the year on our monthly parent calendar and school website. At Marjory Stoneman Douglas Elementary we honor and recognize our outstanding school volunteers and Dade Partners during the

Outstanding School Volunteer and Exemplary Dade Partners appreciation breakfast. We participate with the Principal TODAY initiative which engages the private sector to take a leadership role in public education. The goal of the program is for each participant to translate their one-day experience into a long-term relationship that enhances the learning environment of our school and supports student achievement. Our school promotes the United Way Campaign through various efforts. The United Way in turn invests in helping children and youth succeed in school and helps with making Miami-Dade a stronger, safer and healthier community for all of us.

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
Almeida-Perez, Moraima	Principal
Davis, Aubrey	Assistant Principal
Alfaro, Barbara	Assistant Principal
Fernandez, Barbara	Teacher, K-12
Lorenzo, Aleida	Teacher, K-12
Morejon, Jannel	Teacher, K-12
Quindemil, Enriqueta	Teacher, K-12
Cruz-Lopez, Patricia	Teacher, K-12
Gornail, Sabine	Teacher, K-12
Vega, Tania	Assistant Principal
Lorenzana, Delia	Teacher, K-12
Rencurrell, Caridad	Guidance Counselor

b. Duties

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

Moraima Almeida-Perez, Principal: provides common vision and instructional leadership for data-based decision-making; ensures the implementation of the MTSS/RtI model; assesses the MTSS/RtI processes effectiveness.
Barbara Alfaro/Aubrey Davis/Tania Vega, Assistant Principals: assist the Principal with providing common vision and instructional leadership for data-based decision-making; ensuring the implementation of the MTSS/RtI model; and assessing the MTSS/RtI processes effectiveness. Selected General Education teachers/Content Area Liaisons /Professional Development Liaison; Grade-level chairpersons are invited, as appropriate. Special Education teacher: Provides information about core instruction to SWD; serves as liaison to instructional teams. C. Rencurrell and M. Sanchez: Guidance Counselors participate in the Student Support Team process; provide information as to services and interventions for students (academic and behavioral).

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

Primarily, i-Ready data, FCAT Science 2.0 and SAT-10 data will be used to make initial program and instructional decisions for students in Kindergarten through fifth grades respectively. i-Ready and other assessment data (e.g., FLKRS) will be used for students in Kindergarten as these data become available. Benchmark assessments data will be collected and used to generate instructional groups. These data will be disaggregated at the classroom and individual student levels, providing teachers with clear indications as to areas in need of re-teaching (as well as areas of mastery where enrichment and acceleration can be implemented). Benchmark assessments will be administered in the Fall of 2017.

Title III - As a means of meeting the instructional support and intervention needs of English Language Learners (ELL) and Hispanic students in the school, funds are secured annually through the Title III grant to provide an ELL Tutoring Academy in Reading and Mathematics for these AMO subgroups. Funding in the amount of $12,000 has been requested for the 2017-2018 school year. If monies are approved and allocated, they will be applied towards the hourly rates of full-time certified teachers who will serve as tutors.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Moraima Almeida-Perez	Principal
Christopher Rambo	Education Support Employee
Eva Gomez	Education Support Employee
Jose Minguez	Business/Community
Wendy Roca	Parent
Jannel Morejon	Teacher
Sonya Jenkins	Teacher
Lily Martinez	Business/Community
Diana Amador	Parent
Felix Lopez	Parent
Georgina Arbide	Business/Community
Pedro Arcia	Parent
Zeida Fernandez	Teacher
Eli Valtetsiotis	Teacher
Alyssa Amador	Student
Patricia Cruz-Lopez	Teacher
Ines Gonzalez	Parent

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 EESAC was provided with an overview of student performances in Reading, Mathematics and Science in May 2017. Overall, a review of the data indicates that the strategies included in the School Improvement Plan were effective in meeting established goals. Adjustments to planned strategies will be necessary due to the availability of new technological resources and interventions, the scheduling of baseline assessments in Reading and Mathematics for the 2017-2018 school year, and the availability of sufficient instructional materials to meet students' learning needs.

b. Development of this school improvement plan

The EESAC, as a primary function, monitors the development and implementation of the School Improvement Plan. Progress reports, including presentations and analyses of available student performance data, are provided to the EESAC at every meeting, as are opportunities for members to ask questions, offer input, and remain actively involved in the continuous improvement process.

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

The EESAC will reach consensus on the distribution of the Florida Schools Recognition Program funds. Input will be sought by all members to reach consensus on the expenditure of EESAC monies. Training: The EESAC will recommend staff development in the areas of technology integration with classroom instruction, as well as in high-impact strategies for meeting the needs of student subgroups.

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

The EESAC approved the use of funds ($2,999.00) to purchase small incentives and rewards to promote students' positive behavior, foster a positive school culture, and reinforce and reward high academic standards.

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
Almeida-Perez, Moraima	Principal
Davis, Aubrey	Assistant Principal
Alfaro, Barbara	Assistant Principal
Gornail, Sabine	Teacher, K-12
Vega, Tania	Assistant Principal
Lorenzana, Delia	Teacher, K-12
Morejon, Jannel	Teacher, ESE
Fernandez, Zeida	Teacher, K-12
Vidal, Javier	Teacher, K-12

b. Duties

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

Among the LLT's major initiatives during the 2017-2018 school year will be:
- Participating in the collection, disaggregation and analysis of Reading assessment data for the purpose of instructional decision-making;
- Assessing the utilization and effectiveness of Reading intervention programs, including technologically-based applications;
- Work closely with the MTSS/RtI Leadership Team to ensure fidelity of implementation and program consistency;
- Monitoring the implementation of literacy development strategies in all classes, including special areas, electives and content courses; and
- Facilitating the sharing of best practices in Reading instruction through professional learning community conversations.

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

All teachers are involved in professional learning communities and engage in collaborative planning activities on a weekly basis. Professional development activities, including the sharing of best practices on professional development days, support greater vertical and horizontal articulation.

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

Teachers and aspiring leaders are engaged in shared leadership and decision-making models that encourage the development of key instructional staff. Teachers and other staff are provided with leadership opportunities on a regular basis, and grade-level development sessions provide a venue for the dissemination of information and support.

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

Teachers new to the school are provided with orientation and support upon their arrival. The Leadership Team ensures that new teachers are made familiar with all policies, procedures and resources available, and identify a grade-level colleague to serve as a school-based mentor. Newly-hired teachers are also

enrolled in the district's Mentoring and Induction Program for New Teachers (MINT). Marjory Stoneman Douglas Elementary has been selected as one of 90 treatment schools to participate in the New Teacher Center (NTC) Investing In Innovation (i3) Scale-up Grant. NTC is a highly regarded national developer of research-based coaching models that accelerate the effectiveness of teachers in their first two years in the profession.

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

All teachers are provided with applicable materials that are aligned to the Florida Standards. Additionally, resources provided through the district's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to the Florida 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

Progress monitoring data are collected on all students and disaggregated for instructional planning purposes by PLCs . Instruction is differentiated based on fluid groups. ELL and ESE students are provided accommodations based on their specific instructional plans

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

Resources Available to Support the Goal.

School-based and external personnel are available to provide training and support; existing professional learning communities across grade-levels; availability of computer-based applications and programs e.g., i-Ready, myON Reader, Reflex, Discovery Education, ThinkCentral, Explore Learning/ Gizmos, FCAT Explorer (Science); school-based professional development and content area liaisons. The interactive and engaging digital tools are available through the Student Portal and are meant to provide enrichment activities as well as opportunities for remediation and acceleration

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: 16,300

Students at Marjory Stoneman Douglas Elementary have the opportunity to be enrolled in the After School Care Program. English Language Learners in grades Kindergarten through fifth grades have the opportunity to participate in the ELL Academy tutoring program, through which they are provided with additional support in Reading and Mathematics.

Strategy Rationale

Whether through hands-on materials or computer-based programs, students benefit from consistent, extended opportunities to engage in interventions addressing the deficiencies noted on data sources (i.e., i-Ready, FSA results, etc.)

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Almeida-Perez, Moraima, pr1371@dadeschools.net

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

Reviews of Interim Assessment and other data are conducted on a quarterly basis for students participating in the Tutorial program. Results of data will be used to drive instruction.

Strategy: After School Program

Minutes added to school year: 10,000

The Division of Academics (STEAM) is offering Marjory Stoneman Douglas Elementary the VEX Robotics Challenge (VRC) and Vex IQ Challenge, a science, technology, engineering and mathematics (STEM) enrichment opportunity during the 2017–18 school year. This project-based STEM educational experience, sponsored by NASA and the Robotics Engineering Foundation (REF), engages students in authentic, sustained STEM learning opportunities.

Strategy Rationale

The project-based activities will expose our students to hands-on/minds on activities that are aligned with the Next Generation Sunshine State Standards and Common Core and will be used for enrichment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lorenzana, Delia, dlorenzana@dadeschools.net

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

Results of Vex IQ Challenge competition.

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-school students are provided with a rigorous and engaging educational program. Beginning with parent orientation sessions held in August 2017 and Open House night in September and October 2017, parents are provided with information and strategies intended to assist with their child's transition to school and additional resources available to them via the dadeschools.net portal. Additionally, parent workshops and meetings are scheduled throughout the school year to ensure their active involvement. Monthly newsletters are also produced and distributed to parents, providing updated information, activities and materials for parents to use at home in support of their child's learning.

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

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.

N/A

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.

N/A

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

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

🔑 G093206

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	84.0
AMO Math - SWD	
AMO Reading - All Students	80.0
AMO Reading - Hispanic	80.0
AMO Reading - ED	78.0
AMO Reading - ELL	71.0
AMO Reading - SWD	59.0
AMO Math - All Students	85.0
AMO Math - Hispanic	85.0
AMO Math - ED	84.0
AMO Math - ELL	80.0
ELA/Reading Lowest 25% Gains	86.0
FSA ELA Achievement	70.0
Math Gains	80.0
Math Lowest 25% Gains	71.0
FSA Mathematics Achievement	78.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Effective articulation and collaborative planning across all grade levels and subject areas amongst teachers to improve instruction and optimize student performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts/Reading - School-based (America Reads Tutors, Title I paraprofessionals, Content Area Liaisons) are available to provide on-going training and support; computer labs, interactive boards, computer based applications and programs (e.g., iReady, myON Reader, Gateway 2 Data (G2D); reading and response journals, writing journals, and student agendas provided for intermediate grades to assist with communication and organizational skills. Before and after school tutoring , and positive school climate. School wide word of the day to increase vocabulary.

- Mathematics - School-based (Title I paraprofessionals, Content Area Liaisons) are available to provide on-going training and support; computer labs, interactive boards, computer based applications and programs (e.g., Reflex, Discovery Education, iReady, G2D, Think Central); interactive journals, and student agendas provided for intermediate grades to assist with communication and organizational skills. After school tutoring and positive school climate. School wide word of the day to increase vocabulary.

- Science - School-based Content Area Liaison and Title I paraprofessionals are available to provide on-going training and support; computer labs, interactive boards, computer based applications and programs (e.g., ExploreLearning/GIZMOS, FOCUS); science journals, science field trips, manipulatives, and student agendas provided for intermediate grades to assist with communication and organizational skills. School wide word of the day to increase vocabulary.

- Social Science - School-based Content Area Liaison is available to provide on-going training and support; computer labs, interactive boards, computer based applications and programs (e.g., Discovery Education); interactive journals, Character Education/Dream in Green Team, resources provided by the district (e.g. Holocaust, Black History, etc.) and student agendas provided for intermediate grades to assist with communication and organizational skills. Before and After school tutoring and positive school climate. School wide word of the day to increase vocabulary.

Plan to Monitor Progress Toward G1. 8

Florida Standards Assessment data and i-Ready data.

Person Responsible

Moraima Almeida-Perez

Schedule

Quarterly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Data will be collected from the i-Ready reports and Florida Assessments results to demonstrate monitoring and whether the goal has been met.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G093206

G1.B2 Effective articulation and collaborative planning across all grade levels and subject areas amongst teachers to improve instruction and optimize student performance. [2]

🔑 B250028

G1.B2.S1 Across all content areas, plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. [4]

🔑 S263535

Strategy Rationale

To provide instructional staff with collaborative planning opportunities which will enhance curriculum instruction utilizing the Florida Standards.

Action Step 1 [5]

Introduce effective collaborative practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities.

Person Responsible

Tania Vega

Schedule

Monthly, from 9/20/2017 to 6/1/2018

Evidence of Completion

Agenda, sign-in sheets, minutes and reflection from professional development

Action Step 2 `5`

Content Area Liaisons and Grade Level Chairpersons will introduce effective collaborative practices inclusive of the Florida Standards to their respective teams through Professional Learning Communities.

Person Responsible

Moraima Almeida-Perez

Schedule

Monthly, from 9/20/2017 to 6/1/2018

Evidence of Completion

Agenda, sign-in sheets, and minutes

Action Step 3 `5`

Monitor the implementation of effective planning in all content areas and within the grade levels using the collaborative planning framework.

Person Responsible

Moraima Almeida-Perez

Schedule

Monthly, from 9/27/2017 to 6/1/2018

Evidence of Completion

Attendance in grade-level meetings and administrator observation logs.

Action Step 4 `5`

Provide continuous support to all content areas as needed.

Person Responsible

Moraima Almeida-Perez

Schedule

Biweekly, from 9/20/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs; reviews of debriefing conversations following walkthroughs and instructional rounds.

Action Step 5 5

Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.

Person Responsible

Moraima Almeida-Perez

Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional rounds.

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

Monitor the fidelity of the collaborative practice sessions in all content areas.

Person Responsible

Moraima Almeida-Perez

Schedule

Monthly, from 9/20/2017 to 6/1/2018

Evidence of Completion

Lesson plans, classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional rounds.

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

Monitor the effectiveness of the collaborative practice sessions in all content areas.

Person Responsible

Moraima Almeida-Perez

Schedule

Monthly, from 9/20/2017 to 5/25/2018

Evidence of Completion

i-Ready reports, GIZMOS reports, Reflex reports, Assessment results, academic grades, and work samples.

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.MA1 🔍 M370562	Florida Standards Assessment data and i-Ready data.	Almeida-Perez, Moraima	8/17/2017	Data will be collected from the i-Ready reports and Florida Assessments results to demonstrate monitoring and whether the goal has been met.	5/25/2018 quarterly
G1.B2.S1.MA1 🔍 M370560	Monitor the effectiveness of the collaborative practice sessions in all content areas.	Almeida-Perez, Moraima	9/20/2017	i-Ready reports, GIZMOS reports, Reflex reports, Assessment results, academic grades, and work samples.	5/25/2018 monthly
G1.B2.S1.A5 🔍 A348356	Monitor the effectiveness and fidelity of the collaborative practice sessions in all content...	Almeida-Perez, Moraima	9/25/2017	Classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional rounds.	5/25/2018 monthly
G1.B2.S1.A1 🔍 A348352	Introduce effective collaborative practices to all Content Area Liaisons along with Grade Level...	Vega, Tania	9/20/2017	Agenda, sign-in sheets, minutes and reflection from professional development	6/1/2018 monthly
G1.B2.S1.MA1 🔍 M370561	Monitor the fidelity of the collaborative practice sessions in all content areas.	Almeida-Perez, Moraima	9/20/2017	Lesson plans, classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional rounds.	6/1/2018 monthly
G1.B2.S1.A3 🔍 A348354	Monitor the implementation of effective planning in all content areas and within the grade levels...	Almeida-Perez, Moraima	9/27/2017	Attendance in grade-level meetings and administrator observation logs.	6/1/2018 monthly
G1.B2.S1.A4 🔍 A348355	Provide continuous support to all content areas as needed.	Almeida-Perez, Moraima	9/20/2017	Classroom walkthroughs; reviews of debriefing conversations following walkthroughs and instructional rounds.	6/1/2018 biweekly
G1.B2.S1.A2 🔍 A348353	Content Area Liaisons and Grade Level Chairpersons will introduce effective collaborative practices...	Almeida-Perez, Moraima	9/20/2017	Agenda, sign-in sheets, and minutes	6/1/2018 monthly

V. Professional Development Opportunities

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

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

G1.B2 Effective articulation and collaborative planning across all grade levels and subject areas amongst teachers to improve instruction and optimize student performance.

G1.B2.S1 Across all content areas, plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Introduce effective collaborative practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities.

Facilitator

Gornail, Sabine

Participants

K-5 Reading and Language Arts Teachers

Schedule

Monthly, from 9/20/2017 to 6/1/2018

PD Opportunity 2

Content Area Liaisons and Grade Level Chairpersons will introduce effective collaborative practices inclusive of the Florida Standards to their respective teams through Professional Learning Communities.

Facilitator

Aleida Lorenzo

Participants

K-5 Mathematics Teachers

Schedule

Monthly, from 9/20/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	**Introduce effective collaborative practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities.**	$0.00
2	G1.B2.S1.A2	**Content Area Liaisons and Grade Level Chairpersons will introduce effective collaborative practices inclusive of the Florida Standards to their respective teams through Professional Learning Communities.**	$0.00
3	G1.B2.S1.A3	**Monitor the implementation of effective planning in all content areas and within the grade levels using the collaborative planning framework.**	$0.00
4	G1.B2.S1.A4	**Provide continuous support to all content areas as needed.**	$0.00
5	G1.B2.S1.A5	**Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.**	$0.00
		Total:	$0.00