

Paul Laurence Dunbar K 8 Center

505 NW 20TH ST, Miami, FL 33127

<http://dunbarel.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-6	Yes	97%
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	C	C	D*	D

**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 Paul Laurence Dunbar K 8 Center

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

Paul Laurence Dunbar K-8 Center prepares students with a comprehensive plan that will enhance their academic performance to ensure they succeed at or above grade level in elementary and beyond.

b. Provide the school's vision statement

Paul Laurence Dunbar K-8 Center will develop all students to become lifelong learners, productive citizens, and contributors to society regardless of their background and socioeconomic status with the assistance of parents and the community.

2. School Environment

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

At Paul L. Dunbar K-8 Center, students' cultures are valued. The school fosters relationships between teachers, students and the community. Parents and families are invited to participate in a variety of school-wide events such as parent/teacher night, Reading Under the Stars, poetry night, PTA events, field trips and in-house assemblies, Hispanic Heritage, and Black History Month. Students are provided the opportunity to participate in extra curricular activities such as student government, safety patrols, and science club.

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

At Paul L. Dunbar K-8 Center students' safety is a priority. Security monitors are located throughout the school building before, during and after school hours. There is a full-time counselor that conducts student seminars on bullying, getting along, dealing with test taking anxiety and other issues that may impact our students. There is a school-wide discipline plan to ensure that students are treated fairly and consequences for non-compliance are consistent throughout the school.

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

At Paul L. Dunbar K-8 Center there is a school-wide discipline plan in place. Teachers and students from Kindergarten through eighth grade are informed of the school-wide discipline plan which comprises of both rewards and consequences. Students have clear behavioral expectations on how to conduct themselves in the classrooms, hallways, cafeteria, media center, etc. The school discipline committee meets quarterly to review and revise the plan as needed.

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

Paul L. Dunbar K-8 Center ensures that the social-emotional needs of students are met by conducting structured activities such as individual counseling, group counseling, and classroom seminars. These activities promote positive mental health which contributes to the development of

skills that enable students to make appropriate decisions that lead to academic success. The school counselor also provides parents with needed information to seek assistance from outside agencies.

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

At Paul L. Dunbar K-8 Center the early warning systems are taken very seriously. To ensure that students' needs are met, these warnings are scrutinized on a regular basis. Attendance reports are monitored on a daily basis and an attendance review committee has been established to screen students' attendance and tardiness. Administration and the counselor generate grade book reports identifying failing students and provide them with assistance. Students scoring level 1 on statewide assessments in English Language Arts are placed in interventions with on-going progress monitoring.

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	1	3	8	4	3	5	9	1	0	0	0	0	0	34
Level 1 on statewide assessment	1	2	13	8	6	28	21	4	10	0	0	0	0	93

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	1	4	10	3	10	25	22	8	11	0	0	0	0	94

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

At Paul L. Dunbar K-8 Center students with two or more early warning indicators are monitored throughout the school year. Students scoring level 1 are placed in interventions for English Language Arts. Third through Fifth grade students also receive afternoon tutorial. Communication between students, teachers and parents are established via conferences to ensure students are making progress.

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

It is the goal of Paul Laurence Dunbar K-8 Center to foster on-going communication by providing all stakeholders with resources to promote their academic involvement. By increasing communications, the students and their parent(s) will take an active role in the learning process. Students will develop attitudes and values which will enhance self-esteem, productive work habits, and pride in the school and community. Students will meet state standards and make adequate learning gains. The educational process requires the creation of a partnership in which students, school, family, and community are actively engaged. We will provide opportunities for parents, students, and community members to be involved in making school decisions.

- Parents will be invited to an organizational meeting for parent volunteers at the beginning of the school year.
- An Open House will be held after school hours so stakeholders can witness first hand the learning process.
- Parent Teacher conferences will be held every week.
- Parents will be encouraged to volunteer at PLD K-8 Center. A volunteer log will be maintained.
- Teachers at each grade level will develop and implement a plan to get parents actively involved in the learning process.
- Workshops for stakeholders will be hosted by LTS TEAM. (Leadership Team) at various times throughout the school year. Topics will include supervising field trips, interpreting test scores, homework assistance, technology in classroom, nutrition, and the importance of reading to children.
- Parents will be invited to participate in updating the School Improvement Plan.
- Stakeholders will be invited to school 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

At Paul L. Dunbar K-8 Center administrators, teachers, and parents are active participants in attaining community partners. Community leaders and agencies are invited to attend School Advisory Council (SAC) meeting, Open House and school-wide events. Current community leaders such as the State Attorney's Office serve as mentors, reading partners and support school-wide activities. Community partners such as the Miami Heat Academy sponsor field trips, morning and afternoon tutoring and supplemental materials. The Overtown Youth Center has partnered with the school and works on a daily basis mentoring and helping students from second through eighth grades.

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
Dearmas, Maria	Principal
Torres, Marta	Instructional Coach
Parasram, Ria	Psychologist
Williams, Corinthia	Guidance Counselor
Roman, Ramon	Teacher, K-12
Victor, Seres	Instructional Coach
Bleus, Marie	Assistant Principal
Hinson, Deedee	Instructional Coach

b. Duties

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

At Paul L. Dunbar K-8 Center the purpose of the School Leadership Team (SLT) is to help guide schoolwide decisions with the goal of increasing overall student achievement and meeting the needs set forth by the School Improvement Plan (SIP). The SLT ensures a focus on learning and continuous improvement. The SLT ensures that the school mission, vision and core values are being promoted by the faculty, students, parents and community members. The SLT uses various sources of data to facilitate decision making and to support the goals of the School Improvement Plan.

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

At Paul L. Dunbar K-8 Center the Leadership Team sets goals and monitors academic and behavioral data to evaluate progress towards set goals. The team uses the four-step, problem-solving process as the basis for goal setting, planning, and program evaluation that focuses on increasing student achievement or behavioral success. The Team gathers and analyzes data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. The Team ensures that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Additionally, the Team conducts on-going progress monitoring (OPM) for all interventions and analyzes that data using the Tier 2 problem solving process after each OPM, responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students and families. Instructional coaches identify systematic patterns of student needs while working with district/school personnel to identify appropriate, evidence-based intervention strategies; They also assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; provide support for assessment and implementation monitoring. Parents participate in the design of the school's Parent and Family Engagement Plan (PFEP), the school improvement process, and the Title I annual parent meeting at the beginning of the school year.

Title I, Part C- Migrant

Paul Laurence Dunbar K-8 Center provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique need of migrant students are met.

Title II

The District uses supplemental funds for improving basic education as follows: Training to certify qualified mentors for the New Teacher Program (MINT); Training for add-on endorsement programs, such as Reading, Gifted, ESOL; Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and recently arrived immigrant children and youth by providing funds to implement morning tutorial program, parent outreach activities through the Bilingual Parent Outreach Program and coaching and mentoring for ESOL and content area teachers

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Guidance counselor will serve as the School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maria Dearmas	Principal
Ramon Roman	Teacher
Susan Stern	Teacher
Betty West	Teacher
Tina Brown	Business/Community
Mary Wallace	Parent
Deedee Hinson	Teacher
Shronda Seay	Business/Community
Willette Kemp	Teacher
Greta Washington	Education Support Employee
Aida Regueiro	Teacher
Nancy Homes	Education Support Employee
Maria Fernandez	Teacher
Mekka Jeanty	Parent
Frances Lopez	Parent
	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

During the 2016-2017 school year the School Advisory Council met on a need basis with teachers, parents, students and community leaders to make decisions that affected instruction and delivery of programs at the school. The SAC discussed and evaluated the strategies listed on the School Improvement Plan. The SAC insured that the School Improvement Plan was a live document by reviewing in, revising it and ensuring that stakeholders adhere to the goals and action steps listed on the plan. The SAC also made decisions on how funds were allocated at the school ensuring that it benefit the entire student body.

b. Development of this school improvement plan

The School Advisory Council is an active participant in the creation and revision of the School Improvement Plan. The SAC meets on a monthly basis to analyze data and strategies that are working within the school. The SAC advises and makes revisions in the School Improvement Plan making the SIP a living document.

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

The School Advisory Council reviews the annual budget and discusses ways to allocate funds. Funds are allocated based on immediate needs that benefit all students.

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

The School Advisory Council decided to allocate funds to purchase supplemental materials to support Tier 2 and Tier 3 as identified by i-Ready diagnostics (\$1500). Funds were also allocated for

incentives such as for student of the month, honor roll assemblies, Accelerated Reader celebrations, and interim assessment celebrations (\$300).

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
Dearmas, Maria	Principal
Beckham, Necole	Teacher, K-12
Escandell, Lourdes	Teacher, K-12
Roman, Ramon	Teacher, K-12
West, Betty	Teacher, K-12
Hinson, Deedee	Instructional Coach
Victor, Seres	Teacher, K-12
Bleus, Marie	Assistant Principal

b. Duties

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

The Literacy Leadership Team (LLT) promotes literacy by conducting school wide activities such as Reading Under the Stars, Literacy Parade Day, Dr. Seuss Day, Poetry Night and Authors' Day. Accelerated Reader is implemented consistently throughout the school year with incentives, rewards and celebrations. The support of the implementation of the Florida Standards will continue to be a major initiative of the school based Literacy Leadership Team. The LLT committee will continue the following actions to support the implementation of the Florida Standards this year: engage in peer coaching, conduct professional development throughout the year, attend regional and district professional development, utilize research based strategies to support instructional delivery, model lessons, and identify additional resources to improve instructional practices.

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

At Paul L. Dunbar K-8 Center teachers, instructional leaders and administrators work together to ensure that students are provided with a comprehensive curriculum. Teachers and instructional leaders meet on a weekly basis to collaborate on lesson plans, effective teaching strategies and rigorous activities that are aligned to state standards. Instructional leaders support teachers at Dunbar by modeling and conducting coaching cycles. Teachers will participate in Professional Learning Communities where they will share Best Practices.

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

Administration pairs incoming teachers with veteran teachers in order to provide mentoring and support. Additionally, the leadership team provides support through grade level, collaborative planning weekly meetings, professional development, and through the coaching cycle.

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

Newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (MINT). Through MINT newly hired teachers will receive a certified-based mentor. Newly hired teachers will meet on a regular basis with the principal and attend on-going professional development. The mentor and the academic coaches will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Florida's State Standards, and progress monitoring that will enhance the instructional delivery across the curriculum.

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

At Paul L. Dunbar K-8 Center the instructional program and materials are aligned to the Florida Standards. District pacing guides and Items Specifications are used for instructional focus. District adopted instructional books and materials are used to deliver effective instruction. The school purchases supplemental materials that are aligned with 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

At Paul L. Dunbar K-8 Center students are provided with differentiated instruction in the core subject areas based on initial assessments such as i-Ready, District Assessments, and Topic tests. Data obtained from topic assessments, benchmark assessments, and other quarterly assessments are analyzed and serve as guides to plan instruction that is differentiated in order to meet the students' learning needs.

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: 14,000

Paul L. Dunbar K-8 Center provides students with opportunities and enrichment activities to increase their learning potential. This practice is best illustrated via the after school reading and math tutoring sponsored by the Miami Heat Academy. Everyday from 3:20 to 4:50 p.m. 82 students in grades third through fifth receive an extra hour and a half of instruction in reading and mathematics. the teachers who work in this program are allotted time to collaborate and plan weekly activities. As the school year progresses, a science club will be initiated for the same purpose.

Strategy Rationale

To support student learning and help them maintain their proficiency status and make learning gains.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dearmas, Maria, pr1441@dadeschools.net

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

Students participate in a pre/post assessment as well as bi-weekly assessments. The data is analyzed by teachers and students instruction is adjusted accordingly.

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

Paul L Dunbar K-8 Center has established the "Welcome to Kindergarten" program to build partnerships with local early education programs and Head Start program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

Pre-K Head Start students participate in the administration of the statewide kindergarten screening tool to determine their readiness for Kindergarten. The data from this screening is analyzed and used for placement.

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers are able to write lesson plans that are designed for differentiation using the Achievement Level Descriptors (ALDs), the delivery of instruction will target the students' deficiencies and increase their achievement potential.

Strategic Goals Detail

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

G1. If teachers are able to write lesson plans that are designed for differentiation using the Achievement Level Descriptors (ALDs), the delivery of instruction will target the students' deficiencies and increase their achievement potential. 1a

G093570

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	38.0
FSA Mathematics Achievement	50.0
Statewide Science Assessment Achievement	39.0
School Grade - Percentage of Points Earned	51.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge in developing lesson plans that are clear and aligned to the daily learning target using the Achievement Level Descriptors (ALDs).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative Planning, student data, Pacing Guides, District Curriculum Support Specialist, Instructional Coaches, Lesson Plan Template, Professional Development, Planning Cards, Items Specifications, Unwrapping the Benchmark/Standards.

Plan to Monitor Progress Toward G1. 8

On-going monitoring of the implementation of research based instructional strategies through assessing student progress, classroom walkthroughs, and collaborative planning with teachers.

Person Responsible

Deedee Hinson

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Increase in performance data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers are able to write lesson plans that are designed for differentiation using the Achievement Level Descriptors (ALDs), the delivery of instruction will target the students' deficiencies and increase their achievement potential. **1**

 G093570

G1.B1 Teachers have limited knowledge in developing lesson plans that are clear and aligned to the daily learning target using the Achievement Level Descriptors (ALDs). **2**

 B251008

G1.B1.S1 During collaborative planning, instructional coaches will help teachers unwrap the standards and model how to create lesson plans that are aligned with student data in order to target the needs of the student. **4**

 S264606

Strategy Rationale

Instructional planning is the root of student learning. The teachers will practice developing in-depth lesson plans that are student specific to ensure daily learning.

Action Step 1 **5**

Conduct Collaborative planning sessions focusing on developing lesson plans that incorporate the use of a variety of strategies to reach all learners.

Person Responsible

Seres Victor

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Agendas, Sign-In Sheets, Administrative Walkthroughs, Observations, Assessments

Action Step 2 5

Provide professional development opportunities on developing plans that incorporate diverse activity structures.

Person Responsible

Seres Victor

Schedule

On 6/1/2018

Evidence of Completion

Lesson Plans and Activities, Agendas, Sign-in Sheets, Administrative Walkthroughs, Observations

Action Step 3 5

Demonstrate how to incorporate a variety of strategies and activities, including the gradual release model during the coaching cycle.

Person Responsible

Deedee Hinson

Schedule

On 6/1/2018

Evidence of Completion

Lesson Plans and Activities, Coaches' Logs, Student Work Products, Administrative Walkthroughs, Observations

Action Step 4 5

Model the use of skills focus lesson plans and their connection to student engagement.

Person Responsible

Seres Victor

Schedule

Monthly, from 9/25/2017 to 5/23/2018

Evidence of Completion

Coaches' log, lesson plans, materials and activities, administrative walkthroughs, observations.

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

Observation through the coaching cycle and administrative walkthroughs

Person Responsible

Seres Victor

Schedule

Weekly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Weekly lesson Plans, Common Planning Agendas, Sign-in Sheets, Student Work

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

Daily walk-throughs will be conducted focusing on delivery of instruction with a focus on student engagement.

Person Responsible

Maria Dearmas

Schedule

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

Evidence of Completion

Lessons plans, Students' Activities, Student Work Products

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

The Leadership Team will collect and analyze student performance data.

Person Responsible

Maria Dearmas

Schedule

Monthly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Increase in Performance Data

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.B1.S1.A4 A358224	Model the use of skills focus lesson plans and their connection to student engagement.	Victor, Seres	9/25/2017	Coaches' log, lesson plans, materials and activities, administrative walkthroughs, observations.	5/23/2018 monthly
G1.B1.S1.A1 A350365	Conduct Collaborative planning sessions focusing on developing lesson plans that incorporate the...	Victor, Seres	9/4/2017	Lesson Plans, Agendas, Sign-In Sheets, Administrative Walkthroughs, Observations, Assessments	6/1/2018 weekly
G1.MA1 M372970	On-going monitoring of the implementation of research based instructional strategies through...	Hinson, Deedee	8/28/2017	Increase in performance data	6/1/2018 weekly
G1.B1.S1.MA1 M372969	Observation through the coaching cycle and administrative walkthroughs	Victor, Seres	9/25/2017	Weekly lesson Plans, Common Planning Agendas, Sign-in Sheets, Student Work	6/1/2018 weekly
G1.B1.S1.A3 A350367	Demonstrate how to incorporate a variety of strategies and activities, including the gradual...	Hinson, Deedee	9/25/2017	Lesson Plans and Activities, Coaches' Logs, Student Work Products, Administrative Walkthroughs, Observations	6/1/2018 one-time
G1.B1.S1.A2 A350366	Provide professional development opportunities on developing plans that incorporate diverse...	Victor, Seres	9/25/2017	Lesson Plans and Activities, Agendas, Sign-in Sheets, Administrative Walkthroughs, Observations	6/1/2018 one-time
G1.B1.S1.MA1 M372967	Daily walk-throughs will be conducted focusing on delivery of instruction with a focus on student...	Dearmas, Maria	8/21/2017	Lessons plans, Students' Activities, Student Work Products	6/7/2018 weekly
G1.B1.S1.MA3 M372968	The Leadership Team will collect and analyze student performance data.	Dearmas, Maria	9/4/2017	Increase in Performance Data	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If teachers are able to write lesson plans that are designed for differentiation using the Achievement Level Descriptors (ALDs), the delivery of instruction will target the students' deficiencies and increase their achievement potential.

G1.B1 Teachers have limited knowledge in developing lesson plans that are clear and aligned to the daily learning target using the Achievement Level Descriptors (ALDs).

G1.B1.S1 During collaborative planning, instructional coaches will help teachers unwrap the standards and model how to create lesson plans that are aligned with student data in order to target the needs of the student.

PD Opportunity 1

Demonstrate how to incorporate a variety of strategies and activities, including the gradual release model during the coaching cycle.

Facilitator

Victor Seres, Deedee Hinson, Marta Torres,

Participants

Kindergarten through Eighth grade classroom teachers

Schedule

On 6/1/2018

VI. Technical Assistance Items

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

G1. If teachers are able to write lesson plans that are designed for differentiation using the Achievement Level Descriptors (ALDs), the delivery of instruction will target the students' deficiencies and increase their achievement potential.

G1.B1 Teachers have limited knowledge in developing lesson plans that are clear and aligned to the daily learning target using the Achievement Level Descriptors (ALDs).

G1.B1.S1 During collaborative planning, instructional coaches will help teachers unwrap the standards and model how to create lesson plans that are aligned with student data in order to target the needs of the student.

TA Opportunity 1

Provide professional development opportunities on developing plans that incorporate diverse activity structures.

Facilitator

Victor Seres, Deedee Hinson, Marta Torres

Participants

Kindergarten through Eighth grade classroom teachers

Schedule

On 6/1/2018

TA Opportunity 2

Model the use of skills focus lesson plans and their connection to student engagement.

Facilitator

Victor Seres, Deedee Hinson, Marta Torres

Participants

Kindergarten through Eighth grade classroom teachers

Schedule

Monthly, from 9/25/2017 to 5/23/2018

VII. Budget

1	G1.B1.S1.A1	Conduct Collaborative planning sessions focusing on developing lesson plans that incorporate the use of a variety of strategies to reach all learners.	\$0.00
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2	G1.B1.S1.A2	Provide professional development opportunities on developing plans that incorporate diverse activity structures.	\$0.00
3	G1.B1.S1.A3	Demonstrate how to incorporate a variety of strategies and activities, including the gradual release model during the coaching cycle.	\$0.00
4	G1.B1.S1.A4	Model the use of skills focus lesson plans and their connection to student engagement.	\$0.00
			Total: \$0.00