

Miami-Dade County Public Schools

# Florida City Elementary School



2017-18 School Improvement Plan

## Florida City Elementary School

364 NW 6TH AVE, Florida City, FL 33034

<http://fce.dadeschools.net>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	96%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (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	C	C	C*	C

*\*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 Florida City Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Gayle Sitter</a>	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 at Florida City Elementary School is that faculty, staff, students, parents, and community representatives, being multicultural and multi-ethnic, will work as a collaborative team to ensure that each student attains the highest standards of performance in a nurturing and safe environment. This will serve to narrow the achievement gap and will enable our students to become autonomous learners with a sense of purpose and future in order to prepare them to excel in this highly technological, complex, and multicultural society.

##### b. Provide the school's vision statement

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

#### 2. School Environment

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

As part of the process by which the school learns about students' cultures and builds relationships between teachers and students, the faculty and staff will participate in the school-wide reward system through using (CHIEFS) C-Bucks to reinforce the appropriate behaviors of FCE students. In addition, PBS and classroom management support sessions will be offered to teachers by way of the Student Success Coach and School Counselor. Additionally, teachers will receive behavior management support from their Grade Level Chairs, and Administrative Team to ensure that the expectations of the PBS program are effectively implemented throughout this academic school year. This year, FCE added a new layer to the current school-wide PBS program to bring calm in the cafeteria. The BE B.R.I.L.L.I.A.N.T. in the Cafeteria initiative helps students acquire and demonstrate responsible behavior. The basic components include clarifying positive expectations; consistently teaching, modeling, and rewarding appropriate behaviors; and discouraging problem behaviors. The Values Matter program will be embedded into the school. The School Counselor will provide teachers with resources each month that align with that month's core value. Additionally, students that exhibit the core value of the month will be nominated and rewarded at the end of each month.

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

The school creates an environment where students feel safe and respected through the implementation of the school-wide Positive Behavior Support (PBS) program. Behavioral expectations are clearly communicated to students. As such, students have a deep understanding of the positive behaviors and appropriate student interactions that an FCE student should demonstrate.

##### 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

As part of the school-based alternatives to suspension plan, teachers will be responsible for following the progressive plan for discipline when dealing with minor infractions committed by students throughout the year. Thus, in response to such infractions, the teacher will be expected to verbally restate the rule to the student and provide the opportunity for the student to respond appropriately. If further action is needed, the teacher will be expected to apply the appropriate consequence, document the action process, and continue with the progressive disciplinary plan measures. Ultimately, the expectation of the Administrative Team will be for all teachers to follow the school-wide positive behavior discipline plan prior to the submittal of an administrative referral.

Training for school personnel will be held for faculty and staff to ensure that they are aware of the school-wide expectations and Positive Behavior Program and use it when interacting with students. Teachers will receive examples of behaviors we expect of the students. The faculty will be shown how to support students who are using the social skills they have been taught by giving students specific and positive feedback. Faculty and staff will be introduced with the Chiefs Bucks when they see the students having the Right Attitude in regards to their academics and behavior.

**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**

All students social-emotional needs will be met through the school's student services program. Students with established patterns of negative behaviors from previous years, will be identified and targeted for behavior interventions. The school's Guidance Counselor will conduct weekly support groups and individual sessions as needed, with the identified students. The sessions will be focused on topics such as anger management, conflict resolution, self-esteem, etc. However, through a push-in model, bi-monthly, the school's Guidance Counselor will deliver the character education curriculum using the core values from the District's "Values Matter" initiative, which focuses on developing good character through making positive choices.

In addition, students who continuously exhibit behaviors that interfere with their learning and the learning of others will be recommended to participate in a Check in/Check Out (CICO) program. The CICO takes places in the morning and requires the student to "check in" with our School Counselor. The student will set a point based goal for their day, and will take their check in card with them to each class for the teachers to initial throughout the day. At the end of the day the student will "check out" with the behavior teacher and discuss whether they met their goal for that day. The parents of the students in CICO will be informed prior to starting and on a daily basis with a daily report card sent home with the student.

### 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**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Two or more indicators

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	15	11	15	16	12	0	0	0	0	0	0	0	72
Level 1 on statewide assessment	2	13	23	26	39	28	0	0	0	0	0	0	0	131

**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	17	18	13	41	38	0	0	0	0	0	0	0	130

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

The school will employ a variety of intervention strategies to improve the academic performance of students identified by the early warning system. The Tier 2 level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Additionally the Attendance Review Committee intervenes with students and parents who require additional support with chronic attendance patterns. Tier 2 problem solving meetings occur bi-monthly to:

1. Review data for intervention to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention across academic, behavioral, and attendance.

**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**

In order to build positive relationships with parents, Florida City Elementary implements numerous school-sponsored events, activities, and incentive programs. The Community Involvement Specialist assists the school-site in planning school sponsored events and activities as well as support

educational programs. Parents are encouraged to visit the Parent Resource Center where they can access information and resources to support the success of their child(ren). It offers support and assistance, parent training workshops, promotional presentations, and serves as an information and referral source for families and staff members. Parents are informed of activities, school events, and testing dates through various modes of communication such as 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

As FCE endeavors to create a collaborative environment that includes the parents and families of our students, parental involvement will continue to be encouraged. On a continual basis, FCE parents will be engaged in both the academic and behavioral matters affecting their child(ren). As needed, Parent-Teacher, Parent-Counselor and Parent-Administrator phone calls and face-to-face meetings will be conducted as a means to progressively deal with inappropriate student behaviors.

Parent meetings will also be held in conjunction with the Parent Academy in the Parent Center both in the mornings and in the early evenings. The meetings will address issues related to student achievement, student behavior, and ways to make home and school connections. Additionally, parent workshops will be held in primary grades to establish a strong foundation for behavior expectations in the home as well as the school.

In addition to parental involvement, FCE believes that school and community partnerships are essential to our school community. With this recognition, FCE has long standing relationships with many of the community-based organizations in Florida City, such as BRANCHES, Farm Share, Main Street Children's Dentistry and Orthodontics, Benjamin Leon School of Nursing, Home Depot, and many of the local churches. In addition, Wal-mart, and Publix Supermarkets, have long supported our school's efforts. Also, FCE is looking to establish a relationship with the Retired Senior Volunteer Program (RSVP), sponsored through Miami-Dade County. This partnership will provide the students of FCE with opportunities to engage with volunteer mentors, who will serve as positive examples and role models. Through this interaction, the desired outcome is that students begin and then continue to exhibit behaviors that positively contribute to their school community, thus reducing negative behaviors. In addition, FCE is a Title I school. As a Title I school, FCE employs a Community Involvement Specialist (CIS). The CIS's primary function is to serve as a liaison between the home, community and school community, and as such, will play a critical role in ensuring that there are open lines between all of these stakeholder groups.

## 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
Surrancy, Rachele	Principal
Reyes, Zeivier	Instructional Coach
Nemec, Kristen	Instructional Coach
	Assistant Principal
Oliu, Yolanda	Assistant Principal

## b. Duties

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

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

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

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

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

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

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

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

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

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

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

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

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

The District coordinates with Title II in ensuring staff development needs are provided. Our Reading and Science curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Florida City Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

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

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

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

- tutorial programs (K-5)
  - parent outreach activities (K-12)
  - professional development on best practices for ESOL and content area teachers
  - The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
  - All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
  - Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
  - The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
  - Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
  - The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and
- Florida City Elementary identified a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

At Florida City Elementary, the Safe and Drug-Free Schools Program addresses violence and drug

prevention and intervention services for students through curriculum implemented by classroom teachers. Training and technical assistance for teachers and administrators is also a component of this program. The Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management. Florida City Elementary will also continue to implement the Olweus Bullying Prevention Program. OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop. Florida City Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Rachelle A. Surrancy	Principal
Arabella Adams	Teacher
Lawanda Harris	Teacher
Robin Lodge	Teacher
Maricel Pimentel	Teacher
Lisa Sweeting	Teacher
Carmen Kreuger	Parent
Kimberly Torres	Parent
Rosa Farfan	Teacher
Lily Martinez	Parent
Rita Desir	Student
Qynata Henry	Teacher
Theresea Jenkins	Education Support Employee
Rita Parada	Education Support Employee
Olivia Gamez	Parent
Cruz Savela	Parent
Joseph Rodriguez-Gamez	Student
Virginia Reynolds	Business/Community
Marilou	Business/Community
Tere Wong	Business/Community

### **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*

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

##### *b. Development of this school improvement plan*

The Educational Excellence School Advisory Council (EESAC) committee will receive on-going reports on the status of the implementation of the School Improvement Plan (SIP). A mid-year review of the implementation of the current SIP will be conducted in order to assess where resources need to be targeted for the remainder of the school year. Modifications will be done to the goals as needed. Additionally, a progress assessment meeting will be scheduled at the end of the school year to allow for the end of year SIP review to take place. In attendance will be the school principal, EESAC chairperson, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community /business representative, and the EESAC student representative. At this meeting, the EESAC makes a presentation of findings. Included in this presentation are data elements that identify the strengths and opportunities for improvement of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the SIP. Teachers will collaborate with the EESAC to determine how student achievement will be addressed

next school year. In order to ensure timely implementation of the SIP, the EESAC will monitor school wide data on an ongoing basis throughout the school year, using the Continuous Improvement Model. This is the primary vehicle that the EESAC will use to review data and receive reports from school administration and staff that will assist in determining whether the components of the plan are being implemented with fidelity, and whether the strategies are being effective. The faculty will also participate in the development, implementation, and evaluation of the SIP using the Continuous Improvement Model, through faculty and grade level meetings.

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

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

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

- Academic incentives \$500
- Curriculum based field trips \$2,750

**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
Surrancy, Rachelle	Principal
Colombey, Hanna	Instructional Media
Nemec, Kristen	Instructional Coach
Ashby, Amanda	Teacher, ESE
Deacon, Christy	Teacher, K-12
Roman, Samantha	Teacher, K-12
Henry, Qynata	Teacher, K-12
Sweeting, Lisa	Teacher, ESE
Oliu, Yolanda	Assistant Principal
James, Sintia	Teacher, K-12

**b. Duties**

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within our school and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team and the team meets monthly.

The faculty signs up to be a part of the Literacy Leadership Team. The reading coach is a member of the Literacy Leadership Team. The LLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The Literacy Leadership Team will encourage and support the development of Lesson Studies and Book Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

The Literacy Leadership Team will work on developing Parent Nights that will expose parents to the expectations required of students with the Florida State Standards. Parents will be provided with resources and ideas on how to assist their child (ren) at home to ensure academic 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**

The school is departmentalized from Kindergarten through fifth grade. Teachers are grouped by subject area within their grade level for cooperative planning. Instructional coaches provide guidance to each team as they discuss the curriculum, review assessment data, and make instructional adjustments based on the results. Common planning time is embedded in the schedule to allow for all teachers to common plan and meet as a grade level monthly. Teachers also meet with content area teams to plan for upcoming units being taught every month during vertical planning sessions. Additionally, Professional Development is embedded into common planning time to provide support in areas identified in an initial needs assessment survey. Instructional coaches are also present to support teachers as they organize lessons for all levels of students. Instructional coaches are consistently in classrooms providing support through the coaching cycle to ensure that each teacher is meeting the needs of all students and adjusting their instruction as needed. Model classrooms have also been set up to allow for teachers to visit and learn from each other.

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

In order to recruit, and to retain highly qualified, certified-in-field, effective teachers, the Principal along with identified members of the school leadership team, will continue to actively promote the school and its education program, attend District-sponsored recruitment fairs, as well as continue to provide meaningful professional development opportunities focused on surrounding early career teachers with systems of support designed to give them exposure to best practices, effective planning and instructional delivery, and researched-based active learning strategies.

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

Each Beginning and Early Career (2-3 years) teachers will be paired with a certified MINT mentor, or Buddy teacher who will meet with them weekly to assist them in key areas of their instructional practice, such as effective planning and classroom environment/management. Only teachers who are Highly Qualified, and who have been trained and certified through the District's MINT Mentor program will be considered. From this pool, consideration will then be given to subject area certification, teacher

effectiveness, and those whose knowledge of their subject content is at the mastery level, when deciding on how mentees and mentors will be paired.

## 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**

The school ensures that its core instructional programs and materials are aligned to Florida's standards by following the District Pacing Guides. Instructional Coaches lead grade levels in discussion of best practices, strategies that can be implemented, and utilization of adopted text books and/or research-based supplemental material to ensure standards-based lessons are aligned and delivered effectively. Instructional coaches are consistently meeting with teachers to review assessment data and ensure that the majority of the class is meeting the objective for the lessons taught. Instructional modifications are done and additional resources are obtained if needed. Ongoing progress monitoring is completed during intervention to ensure that student's are making adequate progress as defined by the District. Administration and Instructional Coaches are consistently reviewing student data to identify needs based on the results of weekly, unit, and interim assessments.

#### 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 school uses a Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response?
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur bi-monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

**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:** 1,000

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

**Strategy Rationale**

Students that participate in After School Tutoring will have an opportunity to receive additional remediation/enrichment activities that will strengthen the foundation of what they are currently learning in school or continue to develop critical thinking skills.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Surrancy, Rachele, rsurrancy@dadeschools.net

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

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

**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**

A variety of events are held at the school to inform PreK students at Florida City Elementary and surrounding communities about the school. The local Head Start agency brings approximately forty students to visit the school. The children participate in a Kindergarten class for 3 hours and are able to see what Kindergarten is like at Florida City Elementary. Parents of students enrolled in our program are a part of end of year celebrations, and administration gives a tour and answers questions about transitioning to Kindergarten. At Florida City Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assess the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/processing. The students are assessed utilizing the FLKRS. Screening data will be collected and disaggregated prior to September 2017. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a

full time highly qualified teacher and paraprofessional. This will assist with providing young children a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Florida City Elementary will utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. Additionally, counselors from local middle schools present to fifth grade students. Counselors discuss available core courses, electives, expected elementary to middle school changes. Magnet schools help fifth grade students understand the options for middle school programs. Information is provided to parents concerning magnet programs and application deadlines.

## **b. College and Career Readiness**

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

NA

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

NA

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

NA

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

NA

## **II. Needs Assessment**

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

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

## **B. Problem Analysis Summary**

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

## **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** 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**

G092979

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	37.0
FSAA ELA Achievement	0.0
CELLA Listening/Speaking Proficiency	0.0
CELLA Reading Proficiency	0.0
FSA Mathematics Achievement	53.0
CELLA Writing Proficiency	0.0
FCAT 2.0 Science Proficiency	30.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers spend a significant amount of time on core instruction.

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

- Wonders, Wonderworks, Time for Kids, Leveled A-Z Books, myOn reader, iReady, District Pacing Guides, FSA Task and Planning Cards, ELA FSA Item Specifications, Research-based Novel Studies, Systematic Embedded Phonics, and mobile labs.
- HMH Go Math, Go Math Digital Components and Think Central, Go Math Printable Resources, iReady, TenMarks, Reflex Math, District Pacing Guides, Topic Assessments, Topic Planners, District Math Notebook, SAT 10 Dailies (K-2), Bell Ringers (3-5), FSA Review Packets, Mathematics FSA Item Specifications and ALDs, and mobile labs.
- Scott Foresman Grades K-5 (2006) textbook and Scott Foresman Leveled Readers, District Pacing Guides, PowerMix Hyperlinks, Gizmos (3-5), P-Sell Resources (3-5), District Science PowerPoints (K-5), Essential Labs and Reading Passages, Science Item Specifications and mobile labs.

**Plan to Monitor Progress Toward G1. 8**

Chapter, Unit, Topic, Interim (Science) Assessments, Quarterlies, OPM data, Florida Standards Assessment, and FCAT 2.0 Science

**Person Responsible**

Rachelle Surrancy

**Schedule**

Weekly, from 9/1/2017 to 6/7/2018

**Evidence of Completion**

iReady Diagnostic data, Data from chapter, unit, and topic assessments, OPM data, interim (Science) assessments, Quarterlies, Florida Standards Assessment, FCAT 2.0 Science

## 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**

G092979

**G1.B4 Teachers spend a significant amount of time on core instruction. 2**

B252562

**G1.B4.S1** Continue to implement structures to assess and provide for the effective delivery of instruction during the Differentiated Instruction and Intervention blocks through on-going progress monitoring and the analysis and disaggregation of data. 4

S266562

**Strategy Rationale**

The implementation of these strategies/steps will enhance the Comprehensive Support and ultimately Improve student performance in core instruction and intervention in the areas of Literacy, Mathematics, and Science.

**Action Step 1 5**

Introduce the plan to staff during subject area meetings.

**Person Responsible**

Rachelle Surrancy

**Schedule**

On 9/5/2017

**Evidence of Completion**

Agenda and Sign-in Sheet

**Action Step 2 5**

Provide training to targeted grade levels in the analysis of data and the alignment and utilization of resources.

**Person Responsible**

Kristen Nemec

**Schedule**

On 9/21/2017

**Evidence of Completion**

Agenda and Sign-in Sheet

### Action Step 3 5

Develop a framework within the Differentiated Math block to allow for On-going Progress Monitoring after instruction in remedial standards.

**Person Responsible**

Zeivier Reyes

**Schedule**

On 9/25/2017

**Evidence of Completion**

Agenda, Sign-in Sheet, and Framework

### Action Step 4 5

Implement a bi-weekly data debriefing protocol during common/collaborative planning for teachers to analyze on-going progress monitoring data to group students and develop targeted lesson plans for Differentiated Instruction and Intervention.

**Person Responsible**

Kristen Nemec

**Schedule**

Biweekly, from 10/3/2017 to 6/7/2018

**Evidence of Completion**

Lesson Plans, OPM Calendar, and Walk Throughs

### Action Step 5 5

Continue to utilize common/collaborative planning to plan instruction for the delivery of instruction during Differentiated Instruction and Intervention.

**Person Responsible**

Kristen Nemec

**Schedule**

Weekly, from 10/3/2017 to 6/7/2018

**Evidence of Completion**

Agenda, Lesson Plans, and Walk Throughs

**Action Step 6** 5

Continue to participate in school-wide District supported STEM related initiatives.

**Person Responsible**

Rachelle Surrancy

**Schedule**

Monthly, from 10/16/2017 to 6/7/2018

**Evidence of Completion**

Field Trip Rosters, Science Fair, Attendance Rosters, and Participation Certificates

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

Conduct classroom walk throughs during the Differentiated Instruction block on the specific dates scheduled for on-going progress monitoring.

**Person Responsible**

Rachelle Surrancy

**Schedule**

Daily, from 9/1/2017 to 6/7/2018

**Evidence of Completion**

Classroom Walk Through Log and Student Work Samples.

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

Conduct data chats during common/collaborative planning to review student academic progress of remedial standards.

**Person Responsible**

Rachelle Surrancy

**Schedule**

Weekly, from 9/1/2017 to 6/7/2018

**Evidence of Completion**

Agenda, Sign-in Sheets, Data Binder, Data Chats, and On-going Progress Monitoring Assessments and 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
<b>2018</b>					
G1.B4.S1.A1 A353902	Introduce the plan to staff during subject area meetings.	Surrancy, Rachelle	9/5/2017	Agenda and Sign-in Sheet	9/5/2017 one-time
G1.B4.S1.A2 A353961	Provide training to targeted grade levels in the analysis of data and the alignment and utilization...	Nemec, Kristen	9/21/2017	Agenda and Sign-in Sheet	9/21/2017 one-time
G1.B4.S1.A3 A353978	Develop a framework within the Differentiated Math block to allow for On-going Progress Monitoring...	Reyes, Zeivier	9/25/2017	Agenda, Sign-in Sheet, and Framework	9/25/2017 one-time
G1.MA1 M369029	Chapter, Unit, Topic, Interim (Science) Assessments, Quarterlies, OPM data, Florida Standards...	Surrancy, Rachelle	9/1/2017	iReady Diagnostic data, Data from chapter, unit, and topic assessments, OPM data, interim (Science) assessments, Quarterlies, Florida Standards Assessment, FCAT 2.0 Science	6/7/2018 weekly
G1.B4.S1.MA1 M377606	Conduct classroom walk throughs during the Differentiated Instruction block on the specific dates...	Surrancy, Rachelle	9/1/2017	Classroom Walk Through Log and Student Work Samples.	6/7/2018 daily
G1.B4.S1.MA1 M381023	Conduct data chats during common/ collaborative planning to review student academic progress of...	Surrancy, Rachelle	9/1/2017	Agenda, Sign-in Sheets, Data Binder, Data Chats, and On-going Progress Monitoring Assessments and Data.	6/7/2018 weekly
G1.B4.S1.A4 A353980	Implement a bi-weekly data debriefing protocol during common/collaborative planning for teachers to...	Nemec, Kristen	10/3/2017	Lesson Plans, OPM Calendar, and Walk Throughs	6/7/2018 biweekly
G1.B4.S1.A5 A358302	Continue to utilize common/ collaborative planning to plan instruction for the delivery of...	Nemec, Kristen	10/3/2017	Agenda, Lesson Plans, and Walk Throughs	6/7/2018 weekly
G1.B4.S1.A6 A358304	Continue to participate in school-wide District supported STEM related initiatives.	Surrancy, Rachelle	10/16/2017	Field Trip Rosters, Science Fair, Attendance Rosters, and Participation Certificates	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.** To increase student achievement by improving core instruction in all content areas.

**G1.B4** Teachers spend a significant amount of time on core instruction.

**G1.B4.S1** Continue to implement structures to assess and provide for the effective delivery of instruction during the Differentiated Instruction and Intervention blocks through on-going progress monitoring and the analysis and disaggregation of data.

### **PD Opportunity 1**

Provide training to targeted grade levels in the analysis of data and the alignment and utilization of resources.

#### **Facilitator**

Nemec, Kristen

#### **Participants**

Instructional Staff

#### **Schedule**

On 9/21/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B4.S1.A1	Introduce the plan to staff during subject area meetings.	\$0.00
2	G1.B4.S1.A2	Provide training to targeted grade levels in the analysis of data and the alignment and utilization of resources.	\$0.00
3	G1.B4.S1.A3	Develop a framework within the Differentiated Math block to allow for On-going Progress Monitoring after instruction in remedial standards.	\$0.00
4	G1.B4.S1.A4	Implement a bi-weekly data debriefing protocol during common/collaborative planning for teachers to analyze on-going progress monitoring data to group students and develop targeted lesson plans for Differentiated Instruction and Intervention.	\$0.00
5	G1.B4.S1.A5	Continue to utilize common/collaborative planning to plan instruction for the delivery of instruction during Differentiated Instruction and Intervention.	\$0.00
6	G1.B4.S1.A6	Continue to participate in school-wide District supported STEM related initiatives.	\$0.00
<b>Total:</b>			<b>\$0.00</b>