Dr. Toni Bilbao Preparatory Academy

2017-18 School Improvement Plan

Dr. Toni Bilbao Preparatory Academy

8905 NW 114TH AVE, Doral, FL 33178

[no web address on file]

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)
Combination School PK-8	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Dr. Toni Bilbao Preparatory Academy

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Dr. Toni Bilbao Preparatory Academy is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

b. Provide the school's vision statement

Dr. Toni Bilbao Preparatory Academy and the multicultural community it serves will work cooperatively with key stakeholders and parents to improve student achievement and prepare learners to become vital contributors to a global, bilingual society.

2. School Environment

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

Dr. Toni Bilbao Preparatory Academy has established a community of stakeholders that are committed to continuous improvement and excellence. The school culture focuses on positive interaction and interpersonal relationships between parents, students and faculty. In addition to the required topics of study mandated by the district, Dr. Toni Bilbao Preparatory Academy learns about our students' cultures by incorporating their customs and cultural traditions into daily assignments and discussions. During Hispanic Heritage and Black History months, students will present, foods, dress attire and performances during morning announcements. During the Social Sciences instructional block, students will research and share facts about their culture.

Furthermore, the school site has established protocols to ensure relationship-building and collaboration which are critical aspects of the school's culture. The administration and faculty work closely through weekly Collaborative Grade Level Planning sessions to ensure all students' needs are being met. The EESAC Committee and the PTSA work closely with administration and faculty to review, support, and foster collaboration for all school initiatives.

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

Dr. Toni Bilbao Preparatory Academy creates an environment where students feel safe and respected before, during, and after school throughout the day. It is our mission to create an environment where every person is valued and every person's talents are needed. In order to allow students to feel safe before school, we offer a breakfast program where students can start off their day with the proper supervision and a nutritious meal before starting their educational day.

Our instructional staff provide character education lessons, using the Values Matter district initiative, for all students to feel valued. Additionally, during school teachers educate students on rules and regulations that allow all children to feel safe and respected before, during, and after school. After school, there is sufficient personnel to ensure all of the students' safety during the dismissal and after school care procedures. There is personnel directing traffic and assisting any student that is concerned about his/her dismissal procedure. Our highly qualified after school care leaders ensure quality and safety within the YMCA after school care and activities.

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 Dr. Toni Bilbao Preparatory Academy, our principal and instructional staff make sure all of our students' social emotional needs are being met. We have protocols in place to help keep our students engaged durin instructional time and procedures to follow to address disciplinary incidents. All students at Dr. Toni BIlbao Preparatory Academy are required to abide by the Code of Student Conduct, school rules, classroom rules, and expectations for a safe learning environment. Staff and faculty are to support behavior management by redirecting inappropriate behavior observed through: verbal warnings, parental contact/conferences, and administrative support.

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

Meeting the needs of all students, both academic and social-emotional, is the cornerstone of an exceptional school site. Dr. Toni Bilbao Preparatory Academy makes every effort within the school and the community to create partnerships that will best serve the needs of the students.The school site maintains community partnerships to facilitate resources for students and their families.

The school will host several subject-specific school events each school year, providing the forum for teachers, students, and parents to come together to celebrate all content areas, share helpful and fun learning strategies and showcase students' exceptional works and efforts. School-wide Career Day fosters collaboration with community members and local business to provide our students with practical information and activities about careers and businesses within the community.

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

Administrators, teachers and staff understand that student academic development correlates to student attendance and behavior. We commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students to promote positive behavior and interactions.

Student Services promotes the "Do the Right Thing" Program where students are recognized every month for positive behavior. Also, students are exposed to the "Values Matter" MDCPS Initiative where staff collaborate to implement through direct instruction and model behavior core values. In instances where students violate the Student Code of Conduct, teachers are encouraged to follow a school-wide Discipline Plan.

Students that exhibit below 90 percent in attendance are flagged for truancy. After the teacher records the student's excessive absences, a SCAM is filled out and the child will be reported for truancy. A log will be kept and follow-up will occur. Students with one or more suspensions will be given behavioral strategies to allow them to improve their repetitive disruption.

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

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

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

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

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

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

Students at Dr. Toni Bilbao Preparatory Academy who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. The MTSS/Rti team will monitor students who received two or more behavioral referrals providing students with counseling and encourage to "Do the Right Thing". Additionally, targeted second grade students will participate in the Youth Crime Watch Program to provide mentoring to select Kindergarten and First grade students. Students that are not proficient in Reading or fail an English Language Arts class are closely monitored and intervention strategies are employed by the school to improve the academic performance of these students.

Administrative and instructional staff use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students, In addition, the instructional staff develop classroom routines that implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

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

Parent involvement is very important at Dr. Toni Bilbao Preparatory Academy. The school plans events to build positive relationships with families to foster a home school connection. Academic workshops are provided to the parents on a monthly basis to assist students at home with home learning assignments as well as the digital component that includes Reflex Math, Imagine Learning, i-

Ready and My-On Reader. Efforts to increase relationships between the parents and the school are encouraged through activities such as: Donuts with Dad, Muffins with Mom, Science with a Twist and Reading Under the Stars. Parent volunteers support the school's initiatives by assisting with arrival, dismissal, lunch and special projects.

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 Dr. Toni BIlbao Preparatory Academy, there is an active parent body present. We foster parent cooperation and build positive relationships with families. Parents are given a handbook at the beginning of the school year that informs them of the school's policies and procedures. We are always requesting parental involvement through our PTSA, classroom and school volunteers, and sponsored events that require parent participation. Parents are informed of school events through the school's website, Twitter, Connect-Ed messages, school wide flyers, posters and information placed on the school's marquee. Parents have access to the school website, which provides the monthly parent/student calendar of activities. Parents are informed of their child's progress through communication via Interim Progress Reports, access to the grade book through the Parent Portal, and teacher/parent conferences.

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
Crews, Tracey	Principal
Garneff, Maritza	Teacher, K-12
Abreu, Jessica	Teacher, K-12
Castrillo, Aileen	Teacher, PreK
Hernandez, Victoria	Teacher, ESE
Lopez, Veronica	Teacher, K-12
Perdomo, Penelope	Teacher, K-12
Ramirez, Margarita	Teacher, K-12

b. Duties

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

Principal: Tracey Crews will collaborate with teachers in disaggregating, analyzing, and interpreting data. The principal will provide feedback and information for the appropriate implementation of data-driven instruction.

In addition to the school administrator, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving: Jessica Abreu, Aileen Castrillo, Maritza Garneff, Victoria Hernandez, Veronica Lopez, Penelope Perdomo, and Margarita Ramirez.

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

1. The School's Leadership Team is vital, therefore, in building our team we have considered the following:
•administrators who will ensure commitment and allocate resources:

• teachers 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:

• SPED Personnel
• School Psychologist
• School Social Worker
• EESAC Chairperson
• Community Stakeholders

3. The School's Leadership Team will provide levels of support and/or resources in direct proportion to student needs:

• the first level of support is the Core Instructional and Behavioral Methodology practices and support for all students in the general curriculum.
• the second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective Core Instruction and Behavioral Methodology to groups

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tracey Crews	Principal
Maritza Garneff	Teacher
Digna Cabral	Parent
Penelope Perdomo	Teacher
Victoria Hernandez	Teacher
Miguel Matos	Parent
Henrique Rodrigues	Business/Community
Jaime Patel	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

N/A

b. Development of this school improvement plan

Members of the EESAC meet with teachers and parents to discuss the strategies and programs in place to ensure students are making adequate progress. Once the School Improvement Plan is drafted by the SIP Writing Team, the EESAC members carefully review the document and makes suggestions to the SIP Writing Team. The SIP is once again reviewed with staff and approved by the EESAC. The SIP is then implemented school wide and monitored throughout the year.

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

The school's annual budget is presented and reviewed with EESAC at the beginning of the school year. EESAC will focus on supplying materials to meet the instructional needs of the teachers and students that will provide the opportunity to improve lessons in the classroom and develop different teaching strategies in order to have students reach their academic goals.

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

N/A

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
Crews, Tracey	Principal
Garneff, Maritza	Teacher, K-12
Abreu, Jessica	Teacher, K-12
Castrillo, Aileen	Teacher, PreK
Hernandez, Victoria	Teacher, ESE
Lopez, Veronica	Teacher, K-12
Perdomo, Penelope	Teacher, K-12
Ramirez, Margarita	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) meets once a month to discuss professional development, reading issues, trends, strategies, assessments, data, and interventions. The principal selects members that are highly qualified professionals that will work to improve literacy instruction. The LLT will encourage school-wide literacy initiatives across all content areas. The principal will provide the necessary resources for the LLT to operate and implement programs and initiatives effectively. The Reading Liaisons will share experience in reading instruction to assist the team with instructional decision-making and strategic planning. The Reading Liaisons, in collaboration with the LLT, will create school-wide focus on literacy by organizing model classrooms, conferencing with teachers and

administrators to provide professional development. In addition, the LLT will maintain a connection with the RtI process by utilizing the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

Dr. Toni BIlbao Preparatory Academy has established a schedule of collaborative grade level and department meetings whereby teachers and administrators monitor, plan, and assess student progress and instructional initiatives. Through collaborative grade level and department planning meetings, teachers have the opportunity to share best practices, review and unpack standards, and plan cross-curricular instructional initiatives to strengthen students' skills across all subjects and grade levels. The school also encourages the establishment of Professional Learning Communities whereby educators may come together to solve problems, develop effective interventions, review research-based strategies and adjust instructional procedures to enhance student engagement and learning. Administration regularly schedules data chats whereby student progress and achievement data is reviewed in order to plan strategic instruction, identify instructional or curricular needs, and address specific grade level concerns.

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

Administration will recruit highly qualified teachers utilizing Teacher Match, certified-in-field, and effective teachers to the school by working with universities, their educational programs, and the District. Dr. Toni Bilbao Preparatory Academy will retain highly qualified teachers by providing professional development in areas of need to prepare teachers with new skills, provide mentoring for beginning teachers in order to
offer support, and acknowledging teachers that achieve outstanding student performance throughout the school year.

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

Teacher's are paired with a mentor, through the MINT Program, that is highly qualified and is considered an expert in his/her field. Teacher's receive professional development in areas of need and are given the opportunity to team plan in order to receive the skills and support needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All stakeholders are well informed of the Florida standards. Faculty members at Dr. Toni Bilbao Preparatory Academy align instruction to the cognitive demands of those standards, make connections and ensure that all instructional goals are aligned to the Florida standards. Core Curriculum liaisons attend regional meetings informing all participants on newly updated resources and plans. These liaisons bring updated information to staff members and assist in the

implementation of new standards. Topic Assessments, E-Assessments and Diagnostics allow for the monitoring of skills that students are being taught that reflect 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

Data is the driving force that affects instruction and assists in recognizing a student's needs. Through data, teachers can differentiate instruction to meet the diverse needs of students. Teachers use classroom assessments and other measures such as MyOn, Reflex Math, i-Ready, Imagine Learning, and other reports to gauge student performance. The data gathered from multiple sources regularly allows for the modification of instruction. Many of these programs provide differentiated instruction tailored to student needs. Teachers also use data reports from Topic Assessments and E-Assessments to conduct data chats with students to ensure their understanding of their performance and learning. Students are grouped based on needs and teacher led centers are geared towards meeting the students' 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: 10,800

Dr. Toni BIlbao Preparatory Academy provides opportunities for extended learning for students in grades K-2 for a minimal fee. Students receive assistance with home learning assignments and provide opportunities for the completion of assignments on digital tools such as iReady, MyON, and Reflex. In addition, enrichment classes are provided that range a variety of activities.

Strategy Rationale

To provide opportunities for students to receive additional instruction in areas of deficiencies.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Crews, Tracey, tcrews@dadeschools.net

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

Data is collected to ensure the effectiveness of the after school program which includes Pre and Post-Tests to determine student academic growth. Web-Based research program reports are generated monthly by the content area contacts and data chats take place to discuss student progress. Instructional strategies are then aligned to ensure data-driven instruction takes place as required.

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

At Dr. Toni Bilbao Preparatory Academy, walk-throughs are provided for parents to become familiar with the school campus and the school personnel. Tours are scheduled for parent and students to meet teachers and become familiar with school structure.

At Dr. Toni Bilbao Preparatory Academy all in-coming Kindergarten students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Furthermore, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of school. Additionally, the FLKRS assessment is administered to all kindergarten students to determine the effectiveness of the Pre-K program.

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 core instruction improves in all content areas, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction improves in all content areas, then student achievement will increase. 1a

🔑 G093866

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	

Targeted Barriers to Achieving the Goal 3

- English Language Learners (ELL) lack the foundational, functional, and content vocabulary to adequately demonstrate the proficiency needed across curriculums.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Imagine Learning for ESOL Level 1 students

- iReady Reading/Mathematics for ESOL Level 2-4 students

- Weekly classroom assessments across curriculums

Plan to Monitor Progress Toward G1. 8

Data collected will derive from i-Ready & Imagine Learning reports, weekly class assessments, G2D District science and writing assessments, and classroom observations.

Person Responsible
Tracey Crews

Schedule
Weekly, from 9/25/2017 to 6/8/2018

Evidence of Completion
I-Ready Data AP1, AP2 and AP3 Data and 2018 SAT-10

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If core instruction improves in all content areas, then student achievement will increase. [1]

🔑 G093866

G1.B1 English Language Learners (ELL) lack the foundational, functional, and content vocabulary to adequately demonstrate the proficiency needed across curriculums. [2]

🔑 B252291

G1.B1.S1 Use of digital programs that will assist ELL learners and supplement core instruction with language acquisition, reading comprehension, and mathematical problem-solving. [4]

🔑 S266210

Strategy Rationale

There is a need for purposeful data-driven instruction, with a focus on foundational, functional, and content vocabulary to enhance students' language abilities and academic vocabulary to enable students adequately demonstrate proficiency

Action Step 1 [5]

Provide professional development to all instructional personnel on effective common planning structures, CRISS strategies and explicit vocabulary instruction.

Person Responsible

Tracey Crews

Schedule

On 6/8/2018

Evidence of Completion

Imagine Learning and iReady reports,G2D district reports, student work, Interim Progress Reports, Report Cards

Action Step 2 [5]

Provide additional support on effective planning across all content areas that will impact student achievement.

Person Responsible

Tracey Crews

Schedule

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

Evidence of Completion

Common Planning Protocol, Lesson Plans and Student Works Samples

Action Step 3 `5`

Facilitate conversations during common planning for effective implementation of CRISS strategies during instructional delivery in all content areas.

Person Responsible

Tracey Crews

Schedule

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

Evidence of Completion

CRISS Strategies Manual and Common Planning Notes

Action Step 4 `5`

During common planning, provide opportunities for the sharing of best practices as it relates to explicit vocabulary instruction.

Person Responsible

Maritza Garneff

Schedule

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

Evidence of Completion

Action Step 5 `5`

Conduct data chats after each Administration Period of i-Ready Assessment with Grades K-2 Instructional Personnel.

Person Responsible

Tracey Crews

Schedule

Triannually, from 8/21/2017 to 6/8/2018

Evidence of Completion

Data Chat Protocol, Sign-In Sheets, i-Ready Data

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

Monitor the implementation of Common Planning Sessions and the utilizations of pacing guides, items specifications, questioning techniques, CRISS strategies, and Depth of Knowledge strategies to incorporate explicit vocabulary instruction in the classroom.

Person Responsible

Tracey Crews

Schedule

Weekly, from 9/25/2017 to 6/8/2018

Evidence of Completion

Lesson plans, grade level minutes, student assessment results, IPEGS observation forms, student artifacts

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

Administrative team will monitor student data, ongoing progress monitoring, provide instructional feedback, and provide opportunities to visit model classrooms.

Person Responsible

Tracey Crews

Schedule

Weekly, from 9/25/2017 to 6/8/2018

Evidence of Completion

Data chat debriefings, i-Ready & Imagine Learning data, peer visitation and observation schedule

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M376810	Data collected will derive from i-Ready & Imagine Learning reports, weekly class assessments, G2D...	Crews, Tracey	9/25/2017	I-Ready Data AP1, AP2 and AP3 Data and 2018 SAT-10	6/8/2018 weekly
G1.B1.S1.MA1 M376796	Administrative team will monitor student data, ongoing progress monitoring, provide instructional...	Crews, Tracey	9/25/2017	Data chat debriefings, i-Ready & Imagine Learning data, peer visitation and observation schedule	6/8/2018 weekly
G1.B1.S1.MA1 M376795	Monitor the implementation of Common Planning Sessions and the utilizations of pacing guides, items...	Crews, Tracey	9/25/2017	Lesson plans, grade level minutes, student assessment results, IPEGS observation forms, student artifacts	6/8/2018 weekly
G1.B1.S1.A1 A353377	Provide professional development to all instructional personnel on effective common planning...	Crews, Tracey	8/17/2017	Imagine Learning and iReady reports,G2D district reports, student work, Interim Progress Reports, Report Cards	6/8/2018 one-time
G1.B1.S1.A2 A358227	Provide additional support on effective planning across all content areas that will impact student...	Crews, Tracey	8/21/2017	Common Planning Protocol, Lesson Plans and Student Works Samples	6/8/2018 weekly
G1.B1.S1.A3 A358228	Facilitate conversations during common planning for effective implementation of CRISS strategies...	Crews, Tracey	8/21/2017	CRISS Strategies Manual and Common Planning Notes	6/8/2018 weekly
G1.B1.S1.A4 A358229	During common planning, provide opportunities for the sharing of best practices as it relates to...	Garneff, Maritza	8/21/2017		6/8/2018 weekly
G1.B1.S1.A5 A358230	Conduct data chats after each Administration Period of i-Ready Assessment with Grades K-2...	Crews, Tracey	8/21/2017	Data Chat Protocol, Sign-In Sheets, i-Ready Data	6/8/2018 triannually

V. Professional Development Opportunities

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

G1. If core instruction improves in all content areas, then student achievement will increase.

G1.B1 English Language Learners (ELL) lack the foundational, functional, and content vocabulary to adequately demonstrate the proficiency needed across curriculums.

G1.B1.S1 Use of digital programs that will assist ELL learners and supplement core instruction with language acquisition, reading comprehension, and mathematical problem-solving.

PD Opportunity 1

Provide professional development to all instructional personnel on effective common planning structures, CRISS strategies and explicit vocabulary instruction.

Facilitator

Tracey Crews and Maritza Garneff

Participants

Pre-K through Second Grade Instructional Staff

Schedule

On 6/8/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development to all instructional personnel on effective common planning structures, CRISS strategies and explicit vocabulary instruction.	$0.00
2	G1.B1.S1.A2	Provide additional support on effective planning across all content areas that will impact student achievement.	$0.00
3	G1.B1.S1.A3	Facilitate conversations during common planning for effective implementation of CRISS strategies during instructional delivery in all content areas.	$0.00
4	G1.B1.S1.A4	During common planning, provide opportunities for the sharing of best practices as it relates to explicit vocabulary instruction.	$0.00
5	G1.B1.S1.A5	Conduct data chats after each Administration Period of i-Ready Assessment with Grades K-2 Instructional Personnel.	$0.00
		Total:	$0.00