

Miami-Dade County Public Schools

Gertrude K. Edelman/Sabal Palm



2017-18 School Improvement Plan

Gertrude K. Edelman/Sabal Palm

17101 NE 7TH AVE, North Miami Beach, FL 33162

<http://gkesp.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Gertrude K. Edelman/Sabal Palm

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

It is the belief that a child-centered program creates an atmosphere in which children can develop academically, physically, socially, morally and emotionally to their fullest potential in order to become contributing members of a technological and global society.

b. Provide the school's vision statement

G.K.E.-Sabal Palm Elementary School's vision is to empower students to become 21st Century global learners and citizens.

As a school of learners we will:

- *provide a safe environment conducive to learning
- *promote cultural respect and diversity
- *engage in meaningful activities

2. School Environment

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

The Gertrude K. Edelman Elementary staff is committed to ensuring that every student receives a quality education, demonstrating academic growth and social development at the conclusion of each year. At GKE-Sabal Palm, students receive a variety of culturally based programs that enhance their learning experiences and overall development. Students participate in activities such as Hispanic Heritage Month Celebration, Haitian Flag Day Celebration, Black History Month, and Cultural Passport fieldtrips. Our school will infuse the content required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

GKE-Sabal Palm Elementary considers student safety as top priority. Our school is implementing a closed-campus this year to assist in ensuring student safety. Non-instructional staff, including office staff, cafeteria personnel, and administrators participate in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Student Patrols assist with morning supervision to ensure that appropriate behaviors are exhibited by all students. The counselor provides character education on a monthly basis through the Values Matter Curriculum in addition to small group and whole group developmental counseling sessions. Rti meetings are scheduled to develop behavioral interventions and, if needed, develop Functional Assessment of Behavior and Behavior Intervention Plans to address specific needs of a student.

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

GKE-Sabal Palm Elementary ensures that teachers are trained in classroom management strategies and reinforce expected behaviors on a regular basis. By ensuring that differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. The following activities/opportunities are in place to recognize positive behaviors: Student of the Month, Youth Crime Watch nominations, Values Matter and quarterly honor roll presentations.

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

Provide instruction and various campus activities that address social/emotional needs of students. Connect students to agencies through our school’s social worker and counselor. The school’s counselor will conduct small group mentoring sessions and provide an anonymous reporting system to students for bullying /harassment incidents. Additionally, the counselor conducts whole group lessons with classes that correlate to Values Matter.

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

Parents are informed at the beginning of the school year of the attendance policy and plan. The attendance policies are procedures are indicated in the school website and included in the Student Planners distributed at the beginning of the year. Students with 5 or more absences receive a letter home, following a sequential series of steps (phone calls, home visits, counseling referrals, and detentions) for continued tardies/absences.

Performance - Students who are retained or identified as a Tier 2 or Tier 3 student receive intensive intervention.

Performance - Students who score at proficiency level in either ELA or Math are exposed to enrichment opportunities to ensure that regression is not evident.

School Support Team meetings are scheduled to review student data and to make recommendations on additional academic needs based on data and student performance.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	3	5	5	4	4	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	1	4	11	14	21	26	0	0	0	0	0	0	0	77

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	4	10	5	32	25	0	0	0	0	0	0	0	77

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

Supplemental instruction and interventions are provided in alignment with effective core instruction and behavior supports to groups of targeted students who need additional instruction. All "at risk" students receive intervention through the Wonder Works Intervention Program, iReady, Reflex Math, during/after-school tutoring, and differentiated instruction.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents are kept abreast of school initiatives and upcoming events via Connect Ed messages, school website, monthly Parent Academy workshops and other planned meetings with teachers and school administration.

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

Parents are involved in the planning and implementation of the Title I Program and compact. We extend an open invitation to visit the parent resource center to gain information regarding available programs, their rights under Every Student Succeeds Act (ESSA) and other referral services. The school will offer meetings/workshops before, during and after school in which the topics change and reflect the parents' needs and requests. In addition, the school's website is updated frequently to inform parents of upcoming events. Administration consistently utilizes the Blackboard Connect System to inform families of school news and events. The following media are also used to disseminate information: school calendars, flyers, and the marquee.

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
Costa-DeVito, Alicia	Principal
Franklin, Mia	Teacher, K-12
Garcia, Lissette	Teacher, ESE
Garcia, Norma	Teacher, K-12
Mansdorf, Stephanie	Teacher, K-12
Adderly, Elaine	Assistant Principal
Siegler, Robin	Instructional Coach
Brutus, Leopold	Instructional Coach
Weiner, Hadassah	SAC Member

b. Duties

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

Administration - ensures correct and timely implementation of tiers of support; ensures SIP strategies are used appropriately and with rigor and fidelity.

Grade Level Chairs and ESE Chairs - disseminate goals of the leadership team at grade level meetings, subject area meetings, and intervention group; problem solving to strategize various tiers of implementation of interventions.

Instructional Coaches- Provide instructional support and educational resources to the teachers to ensure that student academic needs are being addressed for continued academic success.

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

Students will be identified based on retention status, iReady window 1 diagnostic data and teacher input. Students identified as at risk and below grade level will be monitored and tracked using tier 1 intervention data. The Rtl process will be monitored and moved to the next tier as designated by the data results and/ or assessment.

The following procedures will be implemented to monitor for effectiveness:

1. Professional development for faculty to ensure understanding of student identification and implementation of intervention tiers.
2. Review of diagnostic data and retention list for student placement within intervention tiers. Ensure that students identified receive appropriate supplemental Tier 2 intervention.
3. Continuously gather and track progress monitoring (OPM) for all interventions and analyze said data using the problem solving process.
4. Regular team meetings to review students' intervention data and progress to determine students' response to intervention.
5. Monthly meetings to ensure proper implementation and to review and adjust as needed the problem solving process which includes goal setting, planning, and program evaluation when addressing student achievement or behavioral success.
6. Movement to next tier of intervention if necessary.

Title I

Services at Gertrude K. Edelman Sabal Palm Elementary are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs) Our school Title I funded Community Involvement Specialist (CIS) serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site.

The Instructional Coaches will ensure that District core content standards/ programs are implemented with fidelity; additionally, will identify and analyze supplemental scientifically based curriculum/ behavior assessments and intervention approaches. The Coaches will identify systematic patterns of students needs while working with district personnel to identify appropriate evidence-based intervention strategies; will assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" will assist in the design and implementation for progress monitoring, data collection, and data analysis; will participate in the design and delivery of professional development; and will provide support for assessment and implementation monitoring.

Parents are encouraged to actively participate in the design of our school's PFEP (Parental Family Engagement Policy) which is provided in three languages, the school improvement process , the Annual Title I

Parent Meeting, as well as other school sponsored events throughout the year. The annual M-DCPS Title I Parent/Family Involvement Survey is distributed and completed by parents to measure the effectiveness of the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to plan for the following year. A concerted effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, Title I Quarterly Parent Bulletins and Connect-Ed Messages. This survey, available in English, Spanish and Haitian-Creole, is available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program with workshops for parents on a monthly basis and special support services to special needs populations such as homeless, migrant, and neglected / delinquent students.

Title III

Title III Funds to supplement and enhance the programs for English Language Learners (ELL) and recently arrived immigrant students are used at G. K. E. Sabal Palm Elementary for Tutoring in Reading and Math.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- Project Upstart, Homeless Children & Youth Program assists our school with the identification, enrollment, attendance, and transportation of homeless students as needed. Mrs. Qureshi and Ms. Prophete have been identified as school based homeless coordinators to be trained on the McKinney-Ventors. Mrs. Qureshi (counselor) and Ms. Prophete (Social Worker) provide training for the school registrar on the procedures for enrolling homeless students and for the school counselor 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 our school. Mrs. Qureshi and Ms. Prophete continue to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs

Gertrude K. Edelman Sabal Palm Elementary offers a non-violence and anti-drug program to students called GREAT which is delivered by the School Resource Officer to 5th Grade students. The School Counselor provides lessons to all students on conflict resolution strategies.

Nutrition Programs

- 1) Gertrude K. Edelman Sabal Palm Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) 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.

Head Start

There are 3 Head Start classes located at this school. Joint activities, including professional development and the transition process are shared with the general population.

District Policy Against Bullying and Harassment

-Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. At G.K. E. Sabal Palm Elementary, the Counselor maintains a bullying reporting box that students are able to report acts of bullying. The Counselor then provides conflict resolution sessions with the students to resolve conflicts.

Health Services

The school participates in a partnership with the University of Miami through the JT MacDonald Foundation to provide health services to the students and families at the school. The school is staffed by a Social Worker and a Nurse.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Hadassah Weiner	Teacher
Herbert Mahone	Teacher
Mariolga Lebreo	Teacher
Jeffrey Berson	Business/Community
Lisette Garcia	Teacher
Alicia M. Costa-DeVito	Principal
Iradia Montijo	Teacher
Jeannie Tison	Education Support Employee
Anthony Dezmal	Education Support Employee
Stephen Adams	Education Support Employee
Mia Franklin	Teacher
Joane Saintelus	Parent
Ruth Smith	Parent
David Beltz	Teacher
Joseph Alcide	Parent
Evelyn Pierre	Parent
Leydys Hernandez	Parent
Desiree Henry	Parent
Rodelin Pierre	Parent
Simon Saravia	Parent
Karen Grant	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Discussed goals and strategies and correlation with actual student progress. Determined if goals were effective and offered opportunities for improvement. Additionally, discussed resources necessary in order to supplement District Pacing Guides. Team also engaged in a dialogue in reference to PD's and need for future PD's and topics.

b. Development of this school improvement plan

The ESSAC Committee will discuss/ review the previous years data, accomplishments and achievement of goals. The ESSAC strategizes methods that can be incorporated to help improve students achievement as well as acknowledge and maintain student achievement. They review and approve the SIP.

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

The principal shares allocations of teachers and assignments given, tutoring plans, hourly employees and surplus to the EESAC Committee.

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

\$ 3720.00 was spent during the 2016-2017 school year, items are as follows: \$1,000 ink for printers, \$1,500 headphones, \$500 paper and \$ 720.00 awards and certificates for End of Year.

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
Costa-DeVito, Alicia	Principal
Garcia, Lisette	Teacher, ESE
Adderly, Elaine	Assistant Principal
Brutus, Leopold	Instructional Coach
Siegler, Robin	Instructional Coach

b. Duties

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

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, create capacity of reading knowledge within the school building, gather knowledge about literacy and resources, organize study groups, initiate action research, support peer coaching, and examine student artifacts. Additionally, the instructional coaches will assist teachers with developing lessons that provide students with opportunities to incorporate writing throughout the curriculum during collaborative planning sessions, incorporating technology, and the increase of rigor throughout.

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

Common planning time is built into teacher's schedules, and collaborative planning is encouraged and supported by administration. Administration participates in collaborative planning sessions and delivers feedback as well as reviews data which is relative at that time, i.e. Topic Assessment Data, iReady Data, and other data points.

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

Open positions are advertised through the district HR portal. Administration interviews eligible candidates from the interview pool and selects finalists based on certification, experience, and

qualifications of the position. Staff is retained based on areas of certification and expertise, as well as statement of interest from the staff member.

The Principal and Assistant Principal will partner new teachers with veteran staff member to:

1. Mentor Early Career Teachers (Retain)
2. Support teachers through Learning Communities and Professional Development (Retain)
3. Provide teachers with leadership opportunities within the school (Retain)
4. Mentor teachers who are aspiring administrators with additional leadership opportunities, (Retain)

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

New teachers and teachers in need of improvement are provided mentors. Teachers are paired based on assignment and grade level. Mentoring session will include coaching cycles with instructional coaches, lesson studies to increase teaching/ learning, classroom management and cooperative group strategies, Common Core integration, FSA Testing Strategies, Professional Development Opportunities, and conversations related to data.

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

Teachers at Gertrude K. Edelman/Sabal Palm Elementary plan collaboratively on a weekly basis to ensure that classroom instruction is based on district adopted instructional materials and pacing guides. Teachers' lesson plans provide evidence of classroom instruction that is aligned with Florida Standards. The Leadership Team and instructional coaches work with grade level teachers during collaborative planning sessions. Backwards planning is used to guide instructional focus on the skills students will need to be successful.

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 used to identify students for targeted remediation and enrichment. Small group instruction, after school and in-school tutoring, Wonderworks intervention, and differentiated instruction are also provided through technology and computer-based programs such as i-Ready and Reflex Math. Enrichment is provided in core subject areas through clubs, reading contests, and district purchased software to enhance student performance. Student data is reviewed after each assessment. Students are grouped based on these outcomes in order to remediate or extend the lesson. Instructional groups are fluid and each group is reorganized after the following assessment based on the results. Students who meet the criteria for placement in the program for Gifted students are exposed to various enrichment opportunities and learning experiences to extend the learning beyond the classroom.

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: 8,100

ELL Students receive small group or one-on-one tutoring in reading, math and science. Tutoring subject is based on student need and area of deficiency.

Strategy Rationale

Small group remediation and varying exposure to specified skills will increase understanding.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Costa-DeVito, Alicia, pr4801@dadeschools.net

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

The Literacy Leadership Team will create goals, specific objectives and strategies in the School Improvement Plan that will increase reading achievement. The LLT will participate in the analysis of student data (on a quarterly basis) and interpret various reports that drive instructional implications across the curriculum.

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

During the Spring of 2016-2017, two orientation meetings were held for parents of future Kindergarten students and neighboring daycare centers of possible K students. Upon entrance into Kindergarten, students will undergo the FLKRS assessment which is used to determine Kindergarten readiness in Reading and Mathematics. This assessment is used to provide support/interventions to the Kindergarten students. A meet and greet was conducted on Saturday, August 19, 2017 which allowed our students and their parents to see their classrooms and meet and speak with teachers. Parents and students received information relative to the matriculation of students at the school. Area agencies were invited to attend to meet and speak with parents regarding the various services they offer within the community.

5th grade articulation meetings are held during the school year with feeder pattern Middle Schools (J.F. Kennedy and Andover Middle) to learn about academic program choices. Parents are made aware of open enrollment for Magnet Schools and are provided with assistance to apply.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

G093691

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	3.0

Targeted Barriers to Achieving the Goal 3

- Teachers need assistance in accurately analyzing data, from a variety of assessment sources, to ascertain appropriate data points to guide instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Instructional Coaches, District Curriculum Support Specialists, ESOL Chairperson, collaborative planning framework, effective teachers, ELA/Mathematics/Science Instructional Framework, lesson plans, Promethean Board, Web-Based Resources, Learning Village, District Instructional Pacing Guides, Reflex Math, Go Math Series, Item Specifications (Reading, Mathematics and Science), J&J Bootcamp, Go Math Manipulative Box, iReady (Reading and Math), Depth of Knowledge Wheel, planning/task cards, Media Center, Community Involvement Specialist, 4-6 computers per classroom, myOn, McGraw Hill Wonders and Wonder Works, Interventions, Tutorial, graphic organizers, tutoring, Imagine Learning, Wi-Fi, Computer Lab, Laptops, Gizmos, Discovery Learning, Science Lab Kits and Power Bi

Plan to Monitor Progress Toward G1. 8

Conduct walkthroughs and formal/informal teacher observations to ensure that instruction is aligned to the data and said data is being used to guide the instruction.

Person Responsible

Alicia Costa-DeVito

Schedule

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

Evidence of Completion

student data, classroom walkthrough logs

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

G093691

G1.B1 Teachers need assistance in accurately analyzing data, from a variety of assessment sources, to ascertain appropriate data points to guide instruction. 2

B251919

G1.B1.S1 Professional Development will be provided to teachers on how to interpret data from multiple sources to guide instruction and use data trackers to monitor student achievement. 4

S265742

Strategy Rationale

By analyzing student data, the teacher will be able to provide specific skill focused lessons based on student need and will be able to engage students and parents in accountable talks about their academic progress.

Action Step 1 5

Results from 2016-2017 of FSA Reading and Math will be shared with teachers as a reflective piece.

Person Responsible

Alicia Costa-DeVito

Schedule

On 8/17/2017

Evidence of Completion

Email thread and agendas

Action Step 2 5

Data chats will be conducted with teachers to review data and make instructional adjustments as needed.

Person Responsible

Elaine Adderly

Schedule

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

Evidence of Completion

Data Chat protocols and sign-in sheets.

Action Step 3 5

Instructional coaches will assist teachers with identification of appropriate instructional resources that match student data.

Person Responsible

Robin Siegler

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Collaborative planning session agendas and sign-in sheets

Action Step 4 5

Teachers will use data trackers to monitor student progress.

Person Responsible

Leopold Brutus

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Classroom walkthroughs, forms

Action Step 5 5

Coaches will provide PD on utilizing data, creating groups on e-assessments and generating reports in order to provide differentiated instruction during reading, math and science.

Person Responsible

Robin Siegler

Schedule

On 10/2/2017

Evidence of Completion

DI folders, classroom walkthroughs

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

Focused classroom walkthroughs will be conducted to ensure that teachers are appropriately utilizing the data to gauge instruction to address the academic needs of the students.

Person Responsible

Alicia Costa-DeVito

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Classroom walkthrough logs, informal/formal observations

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

Analyze quarterly data and district assessments to monitor the effectiveness of implementation

Person Responsible

Alicia Costa-DeVito

Schedule

Quarterly, from 10/23/2017 to 6/7/2018

Evidence of Completion

Results of District assessments, iReady reports and Power BI will reflect student achievement of grade level standards.