Archcreek Elementary School

2015-16 School Improvement Plan

Archcreek Elementary School

702 NE 137TH ST, North Miami, FL 33161

http://archcreek.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	98%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Arch Creek Elementary School is to foster a rich, positive, and educational setting where students can achieve their maximum potential by providing a challenging curriculum with respect to their cognitive, religious, social, and lingual differences.

Provide the school's vision statement

The Vision of Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self-esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world.

School Environment

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

Arch Creek Elementary School's administrators, teachers and staff strive to foster lifelong learners. The school services approximately 570 students. Our school is an ethnically and a socio-economically diverse student population. 88% of students are black, non-Hispanic, 9% Hispanic, 2% white, non-Hispanic, and 1% other, or multi-racial. Economically disadvantaged students account for 89% of the school's population. Additionally, 96% of the students participate in the standard curriculum, 3% of students are Students with Disabilities (SWD), 50% are classified as English Language Learners (ELL), and about 6% of students participate in the Gifted program. Arch Creek campus is quite unique in that it is home to two schools. Arch Creek Elementary shares the campus with North Miami Middle School. The two schools share the media center and the cafeteria. Each school has its own faculty, staff, and administrators and offers a rigorous curriculum that addresses the needs of all students.
Having identified our challenges, staff is working cooperatively to address them in a proactive manner. Arch Creek Elementary began an international language program in the second and third grades. The program's mission is to foster a rich and positive multicultural education by providing students the opportunity to learn a second language. We offer a bilingual program in kindergarten and first grade. We also offer special area classes that include Music, Art, and Physical Education. In addition to the above-mentioned classes, we offer before and during school tutoring for struggling students in an effort to ensure that all students are able to meet grade level expectations.

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

The school's pledge is the foundation for the school's rules and reminds the students to follow the school rules at the start of each day. The students of Arch Creek Elementary School learn and recite the school pledge each morning during the morning announcements.
Arch Creek Pledge
I pledge today to do my best, on class work, home work. and every test. I pledge to follow the rules in school. Respect for myself and others is cool. I pledge to keep Arch Creek dean and safe, to come every day and not be late. I am here to learn and I will say It out loud. I will always be Arch Creek proud!
School Rules

1. Wear uniform daily
2. Keep hands, feet, objects, and negative comments to yourself
3. Come to school with proper materials and ready to learn
4. Respect yourself, others, their property, and your school
5. Work quietly, stay In your seat, and raise your hand to speak
6. Follow cafeteria and hallway rules

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

Teachers are encouraged to display the school, cafeteria, and classroom rules in the classroom. discuss these with the students. and utilize them in lessons. The teachers devise their own specific classroom rules and positive behavior incentives In collaboration with their team or grade level. Also, there are school wide Incentives for positive behavior. The rewards are listed below.
Rewards for Positive Behavior
• Monthly Incentives
Individual student awards like Student of the Month and Do the Right Thing
Recognition via announcements. and bulletin boards
Award and small prize items
• Ouarterly Incentives
Individual student awards like Attendance. Academic. and Conduct Honor Roll
Recognition via announcements
A social gathering for the quarter
Award and small prize Items
Teacher Requirements
• Recognize positive behaviors regularly
• Reiterate the point sheet and behavior plan
• Review class, school, and cafeteria rules frequently
• Model and teach proper behaviors
• Follow the progressive discipline plan for individual students who misbehave and decrease points earned by the class according to how the whole group responds to the individual student's Improper behavior.
The teachers of Arch Creek Elementary are provided professional development activities on corrective strategies for disruptive behaviors, reducing and eliminating undesirable behaviors, and rewarding desirable or effective behaviors. The Positive Behavior System and Progressive Discipline Plan implemented at Arch Creek Elementary School were devised by our discipline committee composed of teachers and administrators. All aspects of both plans have been explained to the facu lty through professional development activities. The most recent version of the Code of Student Conduct Handbook provided by Miami-Dade County Public Schools has been uploaded to our school's collaboration site. Furthermore, many teachers are encouraged to enroll in professional development courses outside of the school which focus on classroom management strategies. As a result, our faculty and staff teaches, models, and provides incentives for positive behavior while following the Progressive Discipline Plan for undesired, disruptive, or improper behaviors.
STUDENTS

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Student-centered alternatives to suspension strategies are after school detentions, temporary reassignment or removal from one class to another, and removal of privileges or participation in extracurricular school activities. Alternate learning experiences are provided during each of the

aforementioned strategies. October is Bullying Prevention month. The students learn to identify bullying and are taught how to defuse a situation and educate others on bullying and harassment through videos and lessons taught in the Social Studies classes. The information is also reiterated throughout the year. As previously mentioned, individual and group counseling sessions are provided by the guidance counselor. Classroom guidance at the primary level is provided by the guidance counselor as well.

The faculty and staff of Arch Creek Elementary School maintain frequent parent contact regarding all aspects of their students' education. Moreover, conferences with the parents occur at the onset of undesired or disruptive behaviors. Faculty and staff provide assistance to parents and referral resources to outside agencies for parenting, counseling services, and mental health. The parents are advised of the Code of Student Conduct and School-wide Alternative to Suspension Plan. As a result, parents and faculty work hand in hand to devise a cooperative plan of action to cease undesired behaviors at school and home.

Arch Creek Elementary School works cooperatively with outside providers in the community such as the Institute for Child and Family Health and Chrysalis Health. These agencies provide counseling and mental health services beyond the scope of the school, yet detrimental to student performance. On an individual basis and depending on necessity, faculty and staff may refer parents to these agencies based on school board policies 1213.01 and 3213.01, Request for Outside Providers. The partnership with these community based programs supports our school in maintaining positive student behavior. In addition, Arch Creek Elementary School partners with Publix Supermarket and expects to connect with more businesses in the community. These businesses will provide assistance with incentives for our Positive Behavior System, and assist in educating the students of Arch Creek Elementary School.

Page 3

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	6	14	6	1	9	37
Level 1 on statewide assessment	1	8	38	0	12	26	85
Retentions	0	0	5	1	5	0	11

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	
Students exhibiting two or more indicators	1	7	38	5	9	23	83

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

MTSS is a general education initiative in which the levels of support 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 that are 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 team will meet; data will be disaggregated and analyzed. Students who are not progressing will be identified and placed according to their academic achievement levels; students who meet or exceed the proficiency level will be also identify and tested for acceptance for gifted; students who are part of the lowest 25th percentile in either reading, will benefit from the extra reading/language arts instructional time on a daily which will be reflected on their schedule. The MTSS team will provide suggestions to the SIP writing team, in order to address the school's needs based on the I-Ready 2015 scores.
Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
Managed data will include:
Academic
• I-Ready diagnostic assessment
• Interim assessments
• State/Local Reading, Writing, Math and Science assessments FSA
• Student grades
• School specific assessments

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/49192.

Description

A PIP has been uploaded for this school or district - see the link above.

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

See 2015-2016 Parental Involvement Plan online.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Bazile, Marie	Principal
Wright, Violette	Assistant Principal
Bertin-Evans, Chantal	Instructional Coach
Vabre, Frederique	Instructional Coach
	Other

Duties

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

The following steps will be considered by the school's MTSS Leadership Team to address how the school can utilize the MTSS process:
•The team will meet twice a month to update the implementation of the school program(all stakeholders)
•Reading Coach will provide support and assistance to teachers about the curriculum.
•Grade Chairs will work collaboratively with teachers to discuss students in need of additional support
•Suggestions and plan of actions will be presented with possible solutions to any academic and/or behavior issues.
•School Psychologist will update the progress/challenge of students who are being identified for referral, MTSS, and Placement
•The team will monitor academic and behavior data evaluating progress by reviewing universal screening data and link to instructional decisions; review progress monitoring data at the classroom and individual level, to identify students who are meeting or exceeding benchmarks and moderate or high risk for not meeting benchmarks.
•Walk through monitoring and classroom visitations will be used to evaluate both daily instruction and specific interventions. Maintain communication with staff for input and feedback, as well as update on procedures and progress.
Based on the above information the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

Title I, Part A

Arch Creek provides services to ensure students requiring additional remediation are assisted through Tutorial Programs. The District coordinates with Title II and Title III to ensure and provide staff development as needed. Curriculum Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessments and intervention approaches. The Coach identifies systematic patterns of students' needs while working with District personnel to establish appropriate, evidence-based intervention strategies; assists with all the school screening programs that provide early intervention services for children considered "at risk"; supports in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provide support for assessment and implementation monitoring. Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules monthly meetings and activities, encourage parents to support their child's education, and encourage parental participation in the decision making processes at the school site.

Title I, Part D

Arch Creek coordinates services with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Additionally, funds are used to train qualified mentors for the New Teacher (MINT) Program, for add-on endorsement programs, such as Reading, Gifted, ESOL, as well as training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation and Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of Immigrants and English Language Learners. Funds at Arch Creek are used to purchase:

• imagine Learning licenses

•provide professional development for Imagine Learning

•Cultural supplementary instructional materials

•Parent Outreach activities.

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 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 tutoring and counseling to twelve homeless shelters in the community.

• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide before-school tutoring for Level 1 readers in 3rd, 4th, and 5th grades. SAI funds will be used to expand the before-school program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence, anti-bullying and anti-drug program to students, that incorporates field trips, community service, and counseling.

Nutrition Programs
Arch Creek 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. The school houses a student vegetable garden for exploration and experiments.
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
•N/A
Other
Health Connect in Our School
•Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
•Arch Creek has been provided of a School Social Worker (shared between schools) and a Nurse (shared between schools).

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nick Decius	Business/Community
Dr. Marie Bazile	Principal
Paul Fabre	Teacher
Margaret Crawford	Teacher
Dr. Jacques Pierre	Teacher
Kendra DuPree	Education Support Employee
Natacha Augustama	Parent
Teresa Singh	Education Support Employee
Elsie Delva	Parent
Olga Hollingshead	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC was very involved in the school improvement plan in providing input and recommendations. Items are discussed monthly to monitor the implementation of goals and action plans.

Development of this school improvement plan

The SAC has been instrumental in providing input in the development of this school improvement plan. A draft was submitted for their review and recommendations.

Preparation of the school's annual budget and plan

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

Funds will be used for resources, tutoring students, and for student incentives.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Wright, Violette	Assistant Principal
Bazile, Marie	Principal
Bertin-Evans, Chantal	Instructional Coach
Vabre, Frederique	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our leadership fosters a culture consistent with the school's purpose and direction. We encourage, support and expect all students to held to high standards in all courses of study, so the culture of the school is characterized by collaboration and sense of community. Administration complies with all policies and procedures to promote student achievement. Our team is extremely mindful of students safety, therefore, the staff implements a comprehensive plan of action that ensure every student's welfare is recognized and met. There is consistent communication between all stakeholders through Connect-Ed, Professional Learning Community, bi-monthly parent meetings, EESAC, and daily interaction between administration.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

N/A

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

1. Regular meetings for new teachers with administration by grade level Principal 6/9/16
2. Partnering new teachers with experienced instructional staff Assistant Principal 6/9/16
3. Soliciting referrals from current employees Principal 6/9/16

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

Teachers are paired with experienced teachers who are teaching the same core curriculum subject area. The school provides common planning to maintain daily conversation regarding lesson planning and instructional delivery. Onsite professional development to include gradebook, school site orientation, modeling of instruction, and observing other teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self- esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world. This multi-ethnic, bilingual/bi-literate school presently offers rigorous academic programs through the use of technology, appropriate strategies, and parental/community involvement. Opportunities are provided for students to think creatively, learn to make responsible decisions, and achieve academic success.
Arch Creek Elementary is continuously striving to increase reading achievement. To that end, effective strategies such as: differentiated instruction, data-driven instruction, enrichment instructional opportunities, gradual release model, higher-order thinking and necessary interventions have been put in place to address the students' academic needs.

Instructional Strategies

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

Arch Creek Elementary is continuously striving to increase student achievement. To that end, effective strategies such as: differentiated instruction, data-driven instruction, enrichment instructional opportunities, gradual release model, higher-order thinking and necessary interventions have been put in place to address the students' academic needs. Teachers have been provided professional development on the new Florida Standards to dissect the Item Specifications and align them to guide instruction. Instructional coaches plan weekly with all grades to effectively conduct the coaching cycle as needed in classrooms. Data is reviewed to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning and I-Ready. Interim data is used to guide whole group and small group instruction.

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:** Before School Program |
| **Minutes added to school year:** 2,400 |

We will provide before-school tutoring for ELL readers in 3rd, 4th, and 5th grades using Title III funds.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Wright, Violette, wrightv@dadeschools.net

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

Based on the results of bi-weekly assessments and data chats, data will be disaggregated by standard and necessary adjustments will be made.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Florida Kindergarten Readiness Screener (FKLRS) is administered at the beginning of kindergarten to evaluate the transition process. The low performing students are targeted early for further assessment. This program follows the district curriculum preparing children for transition to kindergarten. In addition, in the spring of each school year, a "Transition to Kindergarten Workshop" is offered whereby parents receive information and handouts on ways to ensure a smooth transition from preschool to kindergarten.

College and Career Readiness

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

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

N/A

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:
  .

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.

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.

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"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. `1a`

🔍 G066603

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - African American	69.0
AMO Reading - ELL	66.0
AMO Reading - ED	69.0

Resources Available to Support the Goal `2`

- Core: McGraw-Hill Wonders/WonderWorks, Supplemental: MyOnReader, I-Ready, Imagine Learning (ELL)Teachers
-
-
-
-

Targeted Barriers to Achieving the Goal `3`

- There is limited evidence of instructional planning during the English Language Arts (ELA) block

- There is inconsistent use of data to drive differentiated instruction.

- There is an inconsistent use of technology in the classrooms.

- There is an inconsistent use of ELL strategies during the English Language Arts block (ELA)

Plan to Monitor Progress Toward G1. `8`

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Person Responsible

Marie Bazile

Schedule

Monthly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Professional Development roster, sign-in sheets

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

🔑 G066603

G1.B1 There is limited evidence of instructional planning during the English Language Arts (ELA) block 2

🔑 B172428

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

🔑 S183884

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Action Step 1 5

Plan weekly with grades 3-5 to effectively incorporate the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in classrooms. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use interim data to guide whole group and small group instruction.

Person Responsible

Chantal Bertin-Evans

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Reflected in teacher lesson plans, student artifacts, classroom observation

Action Step 2 5

Provide professional development to dissect the Item Specifications and align instruction to the LAFS identifying specific instructional implications.

Person Responsible

Chantal Bertin-Evans

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Reflected in teacher lesson plans, student artifacts, classroom observation

Action Step 3 5

Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, paraphrase into written responses.

Person Responsible

Chantal Bertin-Evans

Schedule

Biweekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Reflected in student journals

Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective instructional deliver of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.

Person Responsible

Violette Wright

Schedule

Daily, from 9/21/2015 to 6/9/2016

Evidence of Completion

Lesson plans and student artifacts

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

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides

Person Responsible

Violette Wright

Schedule

Monthly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Lesson plans, student artifacts and classroom observations

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

Student work samples, topic and weekly assessments

Person Responsible

Violette Wright

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Monthly reports

G1.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing abut text through the use of the writing process, by explicitly teaching various modalities and genres of writing. . 4

S183885

Strategy Rationale

Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing

Action Step 1 5

Use data from District Writing Pretest to effectively plan for student needs.

Person Responsible

Chantal Bertin-Evans

Schedule

On 11/20/2015

Evidence of Completion

Student artifacts

Action Step 2 5

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

Person Responsible

Chantal Bertin-Evans

Schedule

On 10/20/2015

Evidence of Completion

PD rosters, lesson plans

Action Step 3 5

Plan for mini lessons aligned to the data gathered from Pretest and use technology, such as Writer's Workspace to meet student needs. The reading coach will conduct the coaching cycle in identified classrooms.

Person Responsible

Chantal Bertin-Evans

Schedule

Biweekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

Student artifacts, lesson plans, classroom observations.

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines.

Person Responsible

Violette Wright

Schedule

On 11/26/2014

Evidence of Completion

Observation/walkthrough forms and/or checklists

<div style="background-color:#c8a028;">

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

</div>

Develop, execute and monitor the use of an instructional framework, focusing on appropriate pacing and based on student needs.

Person Responsible

Marie Bazile

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Monthly reports, student assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Plan weekly with grades 3-5 to effectively incorporate the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in classrooms. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use interim data to guide whole group and small group instruction.	Bertin-Evans, Chantal	9/21/2015	Reflected in teacher lesson plans, student artifacts, classroom observation	6/9/2016 weekly
G1.B1.S2.A1	Use data from District Writing Pretest to effectively plan for student needs.	Bertin-Evans, Chantal	10/30/2015	Student artifacts	11/20/2015 one-time
G1.B1.S1.A2	Provide professional development to dissect the Item Specifications and align instruction to the LAFS identifying specific instructional implications.	Bertin-Evans, Chantal	9/21/2015	Reflected in teacher lesson plans, student artifacts, classroom observation	6/9/2016 weekly
G1.B1.S2.A2	Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.	Bertin-Evans, Chantal	9/24/2015	PD rosters, lesson plans	10/20/2015 one-time
G1.B1.S1.A3	Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, paraphrase into written responses.	Bertin-Evans, Chantal	9/21/2015	Reflected in student journals	6/9/2016 biweekly
G1.B1.S2.A3	Plan for mini lessons aligned to the data gathered from Pretest and use technology, such as Writer's Workspace to meet student needs. The reading coach will conduct the coaching cycle in identified classrooms.	Bertin-Evans, Chantal	9/7/2015	Student artifacts, lesson plans, classroom observations.	6/8/2016 biweekly
G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional deliver of LAFS through	Wright, Violette	9/21/2015	Lesson plans and student artifacts	6/9/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Reading Wonders and consistent utilization of the Pacing Guides.				
G1.B1.S2.A4	[no content entered]			one-time	
G1.MA1	Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.	Bazile, Marie	9/21/2015	Professional Development roster, sign-in sheets	1/22/2016 monthly
G1.B1.S1.MA1	Student work samples, topic and weekly assessments	Wright, Violette	9/21/2015	Monthly reports	1/22/2016 weekly
G1.B1.S1.MA1	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides	Wright, Violette	9/21/2015	Lesson plans, student artifacts and classroom observations	1/22/2016 monthly
G1.B1.S2.MA1	Develop, execute and monitor the use of an instructional framework, focusing on appropriate pacing and based on student needs.	Bazile, Marie	9/24/2014	Monthly reports, student assessments	11/26/2014 biweekly
G1.B1.S2.MA1	Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines.	Wright, Violette	9/24/2014	Observation/walkthrough forms and/or checklists	11/26/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

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.B1 There is limited evidence of instructional planning during the English Language Arts (ELA) block

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Plan weekly with grades 3-5 to effectively incorporate the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in classrooms. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use interim data to guide whole group and small group instruction.

Facilitator

Reading Coaches

Participants

Reading Teachers

Schedule

Weekly, from 9/21/2015 to 6/9/2016

PD Opportunity 2

Provide professional development to dissect the Item Specifications and align instruction to the LAFS identifying specific instructional implications.

Facilitator

Reading Coaches

Participants

Reading teachers

Schedule

Weekly, from 9/21/2015 to 6/9/2016

PD Opportunity 3

Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, paraphrase into written responses.

Facilitator

Reading Coaches

Participants

Reading Teachers

Schedule

Biweekly, from 9/21/2015 to 6/9/2016

G1.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing abut text through the use of the writing process, by explicitly teaching various modalities and genres of writing. .

PD Opportunity 1

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

Facilitator

Christina Cavalli, CSS

Participants

Reading teachers

Schedule

On 10/20/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Plan weekly with grades 3-5 to effectively incorporate the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in classrooms. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use interim data to guide whole group and small group instruction.	$0.00
2	G1.B1.S1.A2	Provide professional development to dissect the Item Specifications and align instruction to the LAFS identifying specific instructional implications.	$0.00
3	G1.B1.S1.A3	Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, paraphrase into written responses.	$0.00
4	G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional deliver of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.	$0.00
5	G1.B1.S2.A1	Use data from District Writing Pretest to effectively plan for student needs.	$0.00
6	G1.B1.S2.A2	Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.	$0.00
7	G1.B1.S2.A3	Plan for mini lessons aligned to the data gathered from Pretest and use technology, such as Writer's Workspace to meet student needs. The reading coach will conduct the coaching cycle in identified classrooms.	$0.00
8	G1.B1.S2.A4		$0.00
		Total:	$0.00