SCHOOL IMPROVEMENT PROCESS 2018 - 2019

MAKING HISTORY BY
School Location # -5281

Name of School - SOUTH MIAMI HEIGHTS ELEMENTARY
MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

5281 - South Miami Heights Elementary

Principal (Last Name, First Name)

Green-Samuel, Yolanda

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

Garcia, Natalie

Demographic Overview

South Miami Heights Elementary is a TITLE I school with 96% of the population on free/reduced lunch. There are approximately 498 students in Pre-Kindergarten through fifth grade currently enrolled at South Miami Heights Elementary. The school population is comprised of 75% Hispanic; 4% White, 19% Black, .04% Multi, and 1% Asian students. The population is further disaggregated with: 19% Students with Disabilities, 6% gifted students, and 32% English Language Learners.

a. Provide the School's Mission Statement

Our mission at South Miami Heights Elementary is to create a positive learning environment that empowers students, staff, parents, and the community to pursue literacy, knowledge, and life skills that will prepare our students for the challenges and expectations of the twenty-first century. “It Takes a Whole Village to Raise a Child.” Building upon this concept, each student’s strengths and abilities will be nurtured through the following four main components: Promote literacy throughout the school and foster life-long readers. Cultivate students’ self-esteem by providing opportunities where they can contribute their cultural values and traditions to their school and community. Utilize schoolwide technological programs that include development of technological skills, critical thinking, writing and problem-solving strategies. Develop students’ personal responsibility to promote decision-making in daily life. By implementing these components, we envision a school in which students are active learners, positive thinkers, and proud citizens of their global village. South Miami Heights Elementary School holds the following beliefs as the motivation for services provided by the school: a commitment to bridge the gap between school and career, and to develop the desire to continue as lifelong learners. Therefore, South Miami Heights Elementary School believes that its responsibility is to its students, faculty and staff, and to the community and society that it serves.

b. Provide the School's Vision Statement

The vision of South Miami Heights Elementary is to help students develop into engaged, productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

https://mdcpsportalapps2.dadeschools.net/SIP/#/I/form
1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

South Miami Heights Elementary is a multi-generational, culturally diverse and culturally rich school. Many of our student's parents and grandparents attended the school themselves. As such the relationship between the teachers and the students often begins long before the student actually becomes a student at the school. The school hosts an annual "Meet and Greet" just prior to school beginning, during which time the students and their families can meet their teachers. During the first week of school classes participate in many activities designed to get to know the students and develop a close working relationship with the students. Other activities such as Hispanic Heritage month, Black History Month, a wide variety of school based clubs, including an award winning Chess club, and the school's multi-cultural fair provide additional opportunities throughout the school year for students to share their cultural and diverse backgrounds.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 11 – July 27, 2018)

Phase I of the School Improvement Process will begin at the 2018 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year. After an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school’s continuous improvement process. The SLT will develop overarching Outcome Statements for the 2018-2019 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school’s continuous improvement process.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school’s plan will address, and be aligned to, the school’s unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection

https://mdcpsportalapps2.dadeschools.net/SIP/#/form
• School Leadership Core Competencies
• Priority Actions Development
• Outcome Statements
• Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2018 Synergy Summer Institute.

July 11- July 27, 2018

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year’s data outcomes. The series of professional development courses on School Leadership Core Competencies will assist schools in developing and implementing the School’s Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT’s goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2018-2019 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

• Identifying the Priority Actions for each Essential Practice selected
• Identifying the Outcome Statements for School Culture and Academic Programs
• Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2018 – 2019 Opening of Schools

https://mdcpsportalapps2.dadeschools.net/SIP/#/hl/form
DATA AND SYSTEMS REVIEW

School Leadership Teams will review all 2017-2018 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent level data) and discuss findings.
2. Within the Data and Systems Review Organizer, classify data findings into the second column titled:
   “Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

   - **Significantly Improved Data Findings**: Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.
   - **Neutral Data Findings**: Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.
   - **Significantly Decreased Data Findings**: Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.

3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.
4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding.

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school’s performance.

Data Maps

https://mdcpsportalapps2.dadeschools.net/SIP/#!/form
The following Data Maps were provided to schools during the 2018 Synergy Institute. The maps are organized in two parts, School Culture and Academic Programs. Data found on the includes:

- Student Attendance Comparisons
- Student Disciplinary Referrals by Grade-level
- Early Warning System Indicators by Grade-level
- Teacher Attendance
- Teacher Retention
- School Climate Survey Feedback from Staff
- School Climate Survey Feedback from Students
- School Improvement Data from Staff on:
  - Commitment to Students
  - Focus on Sustained Results
  - Develop Others
  - Engages the Team
- 2018 FSA Data for all Tested Subjects by Grade-level
- 2018 SAT-10 Data by Grade-level
- 2018 FSA Data for all Tested Subjects by Subgroup

School Culture Data Map

### DATA AND SYSTEMS REVIEW ORGANIZER

#### SCHOOL CULTURE

<table>
<thead>
<tr>
<th>Data Rating &amp; Area</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly Improved Data Findings</td>
<td>During the 2017-2018 school year survey results indicated that 97% of our staff felt that progress monitoring data was utilized throughout the year to ensure students received appropriate</td>
<td>During the 2017-2018 school year, continuous progress monitoring of all data sources significantly increased 2018 FSA proficiency in Reading by 8% and Science by 8%; and learning</td>
<td>Connected Essential Practices</td>
</tr>
<tr>
<td>Data Rating &amp; Area</td>
<td>Data Findings &amp; Area</td>
<td>Rationale for Selection of Data</td>
<td>Essential Practices</td>
</tr>
<tr>
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</tr>
<tr>
<td>Neutral Data Findings</td>
<td>Results of the 2018 FSA indicated that nine percent of students in grades 3-5 demonstrated Level 1 math proficiency. This is equivalent to the 2018 District level 1 math proficiency of 10 percent in grades 3-5.</td>
<td>Although the percent of students in grades 3-5 demonstrating level 1 math proficiency in 2018 is high it is consistent with the 2018 district percentage rate of 10%.</td>
<td>Interventions/RtI, Technology Integration, Rewards/Incentives</td>
</tr>
<tr>
<td></td>
<td>Results of the 2018 FSA indicated that 66% percent of students in grades 3-5 demonstrated proficiency in math. This is equivalent to 66% proficiency in math on the 2017 FSA.</td>
<td>Although the percent of students in grades 3-5 demonstrating proficiency in math in 2018 is high, it neither increased or decreased based upon results from 2017.</td>
<td>Effective Use of Support Personnel, Effective Use of Resources, Shared Vision</td>
</tr>
</tbody>
</table>

Significant Findings Rationale of Area

Why was this data finding selected as being most impactful? Which Essential Findings are the most impactful? Be specific in defining each data element below.

- Remediation/enrichment an increase of 5 percentage points as compared to the 2016-17 survey.
- Gains in reading by 8% and math by 5% as compared to results of the 2017 FSA.

Emphasis to improve student outcomes at the school site through educational services is paramount to all stakeholders as evidenced by results of the 2017-18 school climate survey that show that 96% of parents feel that their child is receiving a good education at the school, an improvement of 5 percentage points as compared to results of the 2016-17 School Climate Survey.

Essential Practice for Significantly Improved Data Findings (Sustained)

Empower Teachers And Staff

Rationale for Selection of Data

Why was this data finding selected as being most impactful? Which Essential Practice contributed most to the data findings?

Communicate With Stakeholders, Rewards/Incentives, Shared Vision

https://mdcpsoportalapps2.dadeschools.net/SIP/#/form
## Essential Practice for Neutral Data Findings (Secondary)

### Interventions/RtI

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Decreased Data Findings</strong></td>
<td>During the 2017-18 school year Student attendance decreased by 4 percentage points in 0-5 days absent as compared to the 2016-17 school year student attendance.</td>
<td>The decrease in the percent of students who were absent 0-5 days during the 2017-18 school year was significant as the percent of students who were absent more than 6 or more days increased by 4% when compared to the 2016-2017 school year which negatively impacted student learning gains.</td>
<td>Attendance Monitoring / iAttend</td>
</tr>
<tr>
<td></td>
<td>Results of the 2018 FSA indicated that 12 percent of students in grade four demonstrated a decrease in performance level in mathematics proficiency as compared to results from 2016-17.</td>
<td>The 12% decrease in percent of students in fourth grade who maintained or increased mathematics proficiency on the 2018 FSA impacted student learning gains as compared to 2017 FSA learning gains.</td>
<td>Interventions/RtI</td>
</tr>
</tbody>
</table>

## Essential Practice for Significantly Decreased Data Findings (Primary)

Attendance Monitoring / iAttend

## DATA AND SYSTEMS REVIEW ORGANIZER

### ACADEMIC PROGRAMS

<table>
<thead>
<tr>
<th>Data Rating</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Decreased Data Findings</strong></td>
<td></td>
<td>Why was this data finding selected as being most impactful?</td>
<td></td>
</tr>
<tr>
<td>Significant Improved Data Findings</td>
<td>School Improvement Process</td>
<td>Which Essential Practice(s) contributed most to the data findings?</td>
<td></td>
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</tr>
<tr>
<td>Results of the 2017-2018 FCAT Science indicated that 5th grade Science proficiency increased by 12 percentage points as compared to the 2016-2017 school year.</td>
<td>The 2018 cohort of fifth grade students had a strong background in reading which helped to facilitate an increase in science proficiency. The use of the latest data-driven instructional strategies and ongoing progress monitoring contributed to an increase in proficiency in 2018 science as compared to 2017 science proficiency.</td>
<td>Data-Driven Instruction</td>
<td></td>
</tr>
<tr>
<td>Results of the 2017-2018 FSA Mathematics and Reading Assessments indicate that the percent of students in the Lowest 25 percent demonstrating learning gains improved by eight percentage points in Reading and five percentage points in Mathematics as compared to the 2016-2017 school year.</td>
<td>This population is extremely challenging to impact as many of these students are Students With Disabilities and/or English Language Learners. The use of the latest data-driven instructional strategies and ongoing progress monitoring contributed to an increase in reading and math learning gains from 2016-2017 to 2017-2018.</td>
<td>Corrective Feedback for Students</td>
<td></td>
</tr>
</tbody>
</table>

**Essential Practice for Significantly Improved Data Findings (Sustained)**

Explicit Instruction

<table>
<thead>
<tr>
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<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral Data</td>
<td>Math proficiency for SWD students in third through 5th grade has remained neutral with</td>
<td>SWD students in 3rd through 5th grade comprise a majority of our lowest 25% of students in math, thus a lack of change in the percent of students</td>
<td>Interventions/RtI</td>
</tr>
</tbody>
</table>

https://mdcpsportalapps2.dadeschools.net/SIP/#/I/form
## School Improvement Process

### Findings
- a minimal increase of 1 point from 26 points in 2016-2017 to 27 points in 2017-2018.
- who have demonstrated proficiency during 2017-18 as compared to the 2016-17 school year demonstrates a lack of learning gains in this population.
- The 2017-2018 schoolwide proficiency rate on WIDA was 24%. In 2016-2017 the schoolwide proficiency rate was 23%. This indicates no significant change.

### Essential Practice for Neutral Data Findings (Secondary)

#### Differentiated Instruction

<table>
<thead>
<tr>
<th>Data Rating</th>
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<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly Decreased Data Findings</td>
<td>Results of the 2017-2018 FSA Mathematics assessment indicate that 4th grade math proficiency was down 10 points as compared to the 2017-2018 FSA Mathematics district proficiency.</td>
<td>Despite following all district based pacing guides and instructional recommendations the percent of 4th grade students demonstrating proficiency in math on the 2018 FSA Mathematics assessment was less than the district's 2018 average for the same population.</td>
<td>Data-Driven Instruction</td>
</tr>
</tbody>
</table>
through 2nd grade average math percentile was 11 points less than the 2017-2018 FSA Mathematics district proficiency. percentile ranking of kindergarten through second grade students was less than the 2018 district SAT-10 Mathematics average for the same population.

Essential Practice for Significantly Decreased Data Findings (Primary)
Ongoing Progress Monitoring

ESSENTIAL PRACTICES SELECTION

School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific. Schools will identify the Priority Actions to ensure this successful practice is sustained during the 2018-2019 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2018-2019 school year. These actions will be captured under Priority Actions.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall
performance during the 2018-2019 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2018-2019 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2018-2019 school year.

SCHOOL CULTURE

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Practice

Provide opportunities for teachers and staff to be empowered through professional development offerings; sharing of best practices with colleagues; and identifying, expanding and offering leadership roles.

Primary Essential Practice

Attendance Monitoring / iAttend

Secondary Essential Practice Selection

Interventions/RtI

ACADEMIC PROGRAMS

Sustained Essential Practice

Explicit Instruction

Priority Actions for the Sustained Practice

Provide professional development and/or research reviews in the area of explicit instruction during the first grade level and subject area meetings on August 16 and 17, 2018. Identify in lesson plans, opportunities for explicit questioning. Implement explicit instruction throughout the curriculum via direct and explicit questioning strategies to ensure that students develop a deep understanding of the curriculum that is being taught.

https://mdcpsportalapps2.dadeschools.net/SIP/#!/form
Primary Essential Practice

Ongoing Progress Monitoring

Secondary Essential Practice Selection

Differentiated Instruction

DAY TWO- Synergy Summer Institute

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school’s overall performance during the 2018-2019 school year. The next step in the process is to assess and develop the School Leadership Team’s skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader’s ability to affect change within a school. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement the School Improvement Process.

**Competency 1: Commitment to Students** A relentless pursuit and commitment to student learning as evidenced by a belief in one’s own capability, and the courage to take a stand on behalf of students.

Commitment to Students includes certain behaviors such as:

- taking ownership for students’ learning
- setting high expectations for all learners
- believing in students’ ability to learn regardless of barriers
- relentlessly pursuing the implementation of what is right for the students
- supporting decisions and policies to improve instruction and advance learning for all students

Development in Commitment to Students prioritizes the students’ learning as the foundation of the School Improvement Process.

**Competency 2: Focus on Sustainable Results** The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.
A Focus on Sustainable Results includes certain behaviors such as:

- prioritizing activities
- implementing initiatives
- regularly tracking progress
- demonstrating perseverance
- considering innovative actions
- taking courses of action to achieve desired results and minimize risks

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

**Competency 3: Developing Others** The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.

Developing Others includes certain behaviors such as:

- setting positive expectations
- personally providing instruction
- providing developmental feedback
- choosing the timing and delivery of information
- selecting training and work assignments to build other's capabilities
- fully delegating so that others may learn from their own successes and mistakes

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

**Competency 4: Engages the Team** A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.

Engaging the Team includes certain behaviors such as:

- empowering others
- keeping people on the team informed
- ensuring that the team produces as planned
- promoting the morale and performance of a team
- obtaining resources that the team needs to perform
- motivating the team with a compelling vision and enthusiasm

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.
School Leadership Core Competency Course Reflections

School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic Programs. SLTs will reflect on their current leadership roles and implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2018-2019 school year.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

The school leadership team is committed to ensuring maximum student success in academic and social areas for all learners.

As evidenced by:

This will be evidenced by facilitating the acquisition and maintenance of skills needed by instructional staff and support staff to implement a safe and supportive environment; and setting high goals and expectations for all learners.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

All policies and decisions will be fully supported and implemented in order to consistently ensure the maximum benefit for student success. The school leadership team will monitor and assist all grade levels with the implementation of rigor, best practices and inclusion throughout the academic core content.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

The school leadership team believes that there is inconsistent implementation of data driven instruction in classrooms.

As evidenced by:

This will be evidenced by continuous monitoring of all student progress and ongoing classroom walkthroughs.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The school leadership team will conduct ongoing progress monitoring with fidelity in order to ensure sustained and/or improved results; implementing instructional changes as needed in order to promote learning for all students; and prioritizing activities and resources in order to ensure student success and learning gains.
Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

The school leadership team is committed to providing all stakeholders with the support needed to develop professionally.

As evidenced by:

This will be evidenced by providing professional development/training; providing developmental feedback; and by selecting work assignments that build upon each staff member's professional strengths.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The school leadership team will identify and provide professional development opportunities that enables professional growth in implementing data driven instruction with fidelity and utilizing ongoing progress monitoring tools. Classroom walk throughs, conducted by the leadership team, will be utilized as opportunities to provide developmental feedback.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

The school leadership team consistently strives to engage and empower all stakeholders through various communication methods such as email, collaborative meetings, faulty/staff meetings, parent meetings, leadership meetings, EESAC meetings, the school website as well as other social media, and personal/group conversations.

As evidenced by:

This will be evidenced by maintaining an open door policy in order to promote ongoing communication; sharing information with stakeholders; celebrating successes; and monitoring processes in order to ensure success.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The school leadership team will: identify success to celebrate; share and motivate support for the vision and mission of the school; solicit feedback from all stakeholders; and obtain and allocate resources needed to achieve success.

DAY THREE- Synergy Summer Institute

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2018-2019 school year.
Sustained Essential Practice

SLTs will review the Priority Actions for the Sustained Essential Practice.

Secondary and Primary Essential Practices

SLTs identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2018-2019 school year.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2018-2019 school year.

SCHOOL CULTURE

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Provide opportunities for teachers and staff to be empowered through professional development offerings; sharing of best practices with colleagues; and identifying, expanding and offering leadership roles.

Primary Essential Practice Selection

Attendance Monitoring / iAttend

Priority Actions for the Primary Essential Practice

During the first faculty meeting on August 16, 2018 the leadership team will provide explicit information regarding the implementation of the new attendance monitoring plan.

Secondary Essential Practice Selection

Interventions/RtI

Priority Actions to Enhance the Secondary Essential Practice

The leadership team will provide and facilitate professional development in the areas of intervention and the RtI process during grade level meetings August 16-17, 2018. All instructional personnel will be provided with research in the area of intervention and the RtI process in mathematics and reading.
ACADEMIC PROGRAMS

Sustained Essential Practice
Explicit Instruction

Priority Actions for the Sustained Essential Practice

Provide professional development and/or research reviews in the area of explicit instruction during the first grade level and subject area meetings on August 16 and 17, 2018. Identify in lesson plans, opportunities for explicit questioning. Implement explicit instruction throughout the curriculum via direct and explicit questioning strategies to ensure that students develop a deep understanding of the curriculum that is being taught.

Primary Essential Practice Selection
Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

The leadership team will provide and facilitate professional development in the areas of ongoing progress monitoring and differentiated instruction during grade level meetings August 16-17, 2018. All instructional personnel will be provided with research in the area of ongoing progress monitoring and differentiated instruction in mathematics and reading.

Secondary Essential Practice Selection
Differentiated Instruction

Priority Actions to Enhance the Secondary Essential Practice

The leadership team will provide and facilitate professional development in the areas of ongoing progress monitoring and differentiated instruction during grade level meetings August 16-17, 2018. All instructional personnel will be provided with research in the area of ongoing progress monitoring and differentiated instruction in mathematics and reading.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2018-2019 school year. SLTs will:

- Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.
- Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2018-2019 school year.

SCHOOL CULTURE
OUTCOME STATEMENT

School Culture

If we successfully empower teachers and staff to provide enrichment and interventions/Rti then our students will demonstrate learning gains. If we successfully implement remediation and RtI then we will reduce the percent of students scoring in level 1 math. If we successfully monitor student attendance, then our attendance rate will improve.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement explicit instruction in science then our students will improve the percent scoring proficient in science. If we successfully implement differentiated instruction then the percent of 5th grade SWD students demonstrating proficiency in math will increase. If we successfully implement ongoing progress monitoring then our math proficiency will increase.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development to be provided during the Opening of School activities on one or both Teacher Planning Day(s). In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process during the Synergy Summer Institute with teachers and staff to garner feedback.

The professional development should include a summary of the:

- Data and Systems Review Summary
- School Leadership Core Competency Course Reflections
- Sustained Essential Practice and Priority Actions
- Primary & Secondary Essential Practice Selections
  - Priority Actions
- Outcome Statements

The professional development should include opportunities to gather teachers’ and staff input/feedback on the following:

- Sustained Essential Practice and Priority Actions
- Primary & Secondary Essential Practice Selections
  - Priority Actions - How will the priority actions be addressed during the school year?
- Brainstorm possible Implementation Steps
## Opening of School Professional Development Agenda

<table>
<thead>
<tr>
<th>Opening of School Date</th>
<th>Phase I Topic</th>
<th>Process Description</th>
<th>Activity Lead</th>
</tr>
</thead>
</table>
| 08/14 - 08/17 AM-PM    | What topic will be shared? | - Data and Systems Review Summary  
- School Leadership Core Competency Course Reflections  
- Sustained Essential Practice  
- Primary & Secondary Essential Practice Selections  
- Priority Actions  
- Outcome Statements | Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic? |

### Attendance Monitoring

Attendance monitoring procedures will be reviewed. Class Attendance monitoring chart will be shared with teachers and incentives/rewards for improved attendance will be reviewed. Parent contact process will be reviewed and the attendance policy will be provided to and reviewed with all teachers. Teachers will be provided an opportunity to make recommendations and concerns.

Activity Lead: Dr. Yolanda Green Samuel, Principal - sharing of topic/discussion
Natalie J. Garcia, Assistant Principal - collection of feedback.

### Ongoing Progress

The processes of ongoing progress monitoring, Rti, explicit and differentiated

Activity Lead: Laura Decespedes, Reading
<table>
<thead>
<tr>
<th>8/17/18 AM-PM During each grade level meetings (8:35 - 2:00)</th>
<th>monitoring, Rti, explicit and differentiated instruction.</th>
<th>instruction will be reviewed with teachers. Identification of assessments to use will be provided. Utilization of the progress monitoring chart will be reviewed for Reading, Math and Science. Teachers will be given an opportunity to provide feedback, concerns and recommendations.</th>
<th>Liaison and Elaine Whittemore, Math Liaison will share the topic, conduct the discussion and collect feedback.</th>
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School Location # -5281

Name of School - SOUTH MIAMI HEIGHTS ELEMENTARY
Phase II

Action Planning

Consensus – Define – Implement

Phase II will be developed and executed at the school as described below:

Phase II Development & Stakeholder Engagement

August 16 – August 31, 2018

• Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan
• Develop School Culture and Academic Programs Implementation Steps
• Participate with the School Leadership Team in a Region Review Process
• Meet with the EESAC to review and approve Phase I & II of the School Improvement Process
• Title I Schools will upload their 2018-19 Title I – Parent and Family Engagement Plan (PFEP)

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 31, 2018.

Implementation Steps Requirements:

• Align to the school’s Outcome Statement, Essential Practices and Priority Actions
• Provide specific implementation dates
• Describe the specific action or activity that will take place
• Include the name(s) and position(s) of the person(s) responsible
• Specify what evidence would demonstrate the intended Implementation Step was achieved
• Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring

Quarter 1 Implementation
September 4 – October 19, 2018

- Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity
- Conduct an Instructional Review to gather qualitative data that will inform the Quarter 1 Systems Review

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal instructional review that will inform their Systems Review and Data Reflection.

Quarter 1 Systems Review & Data Reflection

October 22 – November 2, 2018

- Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gather during the Instructional Review and quantitative data provided via an End-of-Quarter Data Map. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 5 – December 21, 2018

- Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity.

During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

SCHOOL CULTURE
Quarter 1 Implementation
(September 4 – October 19, 2018)

School Culture Outcome Statement
If we successfully empower teachers and staff to provide enrichment and interventions/RtI then our students will demonstrate learning gains. If we successfully implement remediation and RtI then we will reduce the percent of students scoring in level 1 math. If we successfully monitor student attendance, then our attendance rate will improve.

**Sustained Essential Practice**

Empower Teachers And Staff

**Priority Actions for the Sustained Essential Practice**

Provide opportunities for teachers and staff to be empowered through professional development offerings; sharing of best practices with colleagues; and identifying, expanding and offering leadership roles.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Tue, Sept 4</td>
<td>Based upon the iReady AP1 diagnostic results in reading and mathematics teachers will identify students in need of remediation.</td>
<td>Elaine Whittemore, Mathematics Liaison and Laura Decespedes Reading Liaison</td>
<td>AP1 iReady diagnostic, in math and reading, remediation lists will be turned in to the Assistant Principal.</td>
<td>Within one week of completion of the iReady AP1 Diagnostic Assessment (Reading and Math) will be collected by AssistantPrincipal: Natalie Garcia.</td>
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<tr>
<td><strong>End:</strong> Fri, Sept 28</td>
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<tr>
<td><strong>Start:</strong> Tue, Sept 4</td>
<td>Based upon the iReady AP1 diagnostic results in reading and mathematics teachers will identify students who will be monitored utilizing the RtI process.</td>
<td>Elaine Whittemore, Mathematics Liaison and Laura Decespedes Reading Liaison</td>
<td>AP1 iReady diagnostic, in math and reading, remediation lists will be turned in to the Assistant Principal, Reading Liaison and Math Liaison.</td>
<td>Within one week of completion of the iReady AP1 Diagnostic Assessment (Reading and Math) will be collected by: AssistantPrincipal:Natalie Garcia, Reading Liaison: Laura Decespedes Math Liaison: Elaine Whittemore</td>
</tr>
<tr>
<td><strong>End:</strong> Fri, Sept 28</td>
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<tr>
<td><strong>Start:</strong> Tue, Sept 11</td>
<td>Teachers and interventionists will provide remediation in math and reading for students identified as in need of remediation based upon results from the iReady AP1 math and reading diagnostic assessments.</td>
<td>Shawanna Mann, Interventionist Jovanna</td>
<td>Remediation folders will be maintained for each student and work samples will be reviewed bi-weekly in order</td>
<td>Grade Level Chairs will review folders bi-weekly with teachers on their grade level.</td>
</tr>
</tbody>
</table>
### School Improvement Process

**Date(s):** 6/17

**Start:** Tue, Sept 4  
**End:** Fri, Oct 19

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
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<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Thu, Aug 16</td>
<td>The Leadership team will present the new attendance monitoring plan including use of iAttendance logs.</td>
<td>Dr. Yolanda Samuel Assistant Principal: Natalie Garcia; Reading Liaison: Laura Decespedes; Math Liaison: Elaine Whittemore</td>
<td>Teachers and staff will work collaboratively in order to successfully implement the new attendance monitoring plan. The faculty meeting agenda and attendance sign-in record will be collected to determine staff and faculty participation and attendance. (8/16/2018)</td>
<td>Natalie Garcia, AssistantPrincipal will review all iAttendance Logs for tardies and absences.</td>
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<tr>
<td><strong>End:</strong> Thu, Aug 16</td>
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<tr>
<td><strong>Start:</strong> Mon, Aug 20</td>
<td>Teachers will maintain and monitor accurate student attendance records including early dismissal and tardies.</td>
<td>Jocelyn Herndon, Counselor</td>
<td>Student attendance is paramount to their academic success. Gradebook attendance reports and early dismissal records will be reviewed daily in order to ensure that students are in attendance.</td>
<td>Review and monitor attendance reports that will be collected by Jocelyn Herndon; CIS: Denise Alfonso</td>
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<td><strong>End:</strong> Fri, Oct 19</td>
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<tr>
<td><strong>Start:</strong> Mon, Aug 20</td>
<td>Teachers will meet with parents (guardians) of students who</td>
<td>Jocelyn Herndon Counselor</td>
<td>The attendance meetings will be documented in attendance parent conference logs.</td>
<td>The counselor (Ms. Herndon) and</td>
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**Primary Essential Practice**

Attendance Monitoring / iAttend

**Priority Actions for the Primary Essential Practice**

During the first faculty meeting on August 16, 2018, the leadership team will provide explicit information regarding the implementation of the new attendance monitoring plan.
School Improvement Process

End: Fri, Oct 19
accumulate any combination of 3 tardies, absences or early dismissals and will address the effect of truancy upon academic success.

Start: Mon, Aug 20
The attendance committee will identify and provide monthly attendance recognition for students who have had perfect attendance.

End: Fri, Oct 19
CIS (Ms. Alfonso) and the Counselor (Ms. Herndon)

Student participation in activities such as perfect attendance assemblies and recognition in social media outlets will motivate students to be in school everyday.

CIS (Ms. Alfonso) will review attendance conference logs.

Dr. Samuel will provide culminating activities for the students who have perfect attendance.

Secondary Essential Practice

Interventions/RtI

Priority Actions for the Secondary Essential Practice

The leadership team will provide and facilitate professional development in the areas of intervention and the RtI process during grade level meetings August 16-17, 2018. All instructional personnel will be provided with research in the area of intervention and the RtI process in mathematics and reading.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible (First &amp; last name, position)</th>
<th>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</th>
<th>Monitoring (How and Who?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: Thu, Aug 16</td>
<td>The leadership team will provide and share research and best practices regarding the implementation of intervention and the RtI process in mathematics and reading.</td>
<td>Reading Liaison: Ms. Decespedes; Math Liaison: Ms. Whittemore</td>
<td>Grade Level attendance sign-in sheets and agenda from grade level planning sessions held on 8/16 and 8/17, 2018.</td>
<td>Dr. Samuel, Principal and Ms. Garcia Assistant will conduct walkthroughs focusing on the execution of interventions with fidelity.</td>
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<tr>
<td>End: Fri, Aug 17</td>
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<tr>
<td>Start: Tue, Sept 4</td>
<td>Teachers will implement intervention with fidelity in math and reading in order to address student’s academic needs in these areas.</td>
<td>Elaine Whittemore, Math Liaison Laura Decespedes, Reading Liaison</td>
<td>Intervention attendance logs and student work folders will demonstrate the implementation of intervention with fidelity.</td>
<td>Dr. Samuel and Ms. Garcia will periodically monitor and review student attendance logs; and intervention work folders</td>
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<td>End: Fri, Oct 19</td>
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<tr>
<td>Start: Tue, Sept 4</td>
<td>Teachers will utilize the RtI process with fidelity in math and reading in order to</td>
<td>Elaine Whittemore,</td>
<td>The results of Wonder Works Reading (Oral Fluency)</td>
<td>Ms. Garcia will monitor and review assessment results.</td>
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<td>End: Fri, Oct 19</td>
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</table>
### Academic Programs Outcome Statement

If we successfully implement explicit instruction in science then our students will improve the percent scoring proficient in science. If we successfully implement differentiated instruction then the percent of 5th grade SWD students demonstrating proficiency in math will increase. If we successfully implement ongoing progress monitoring then our math proficiency will increase.

### Sustained Essential Practice

Explicit Instruction

### Priority Actions for the Sustained Essential Practice

Provide professional development and/or research reviews in the area of explicit instruction during the first grade level and subject area meetings on August 16 and 17, 2018. Identify in lesson plans, opportunities for explicit questioning. Implement explicit instruction throughout the curriculum via direct and explicit questioning strategies to ensure that students develop a deep understanding of the curriculum that is being taught.

<table>
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<tbody>
<tr>
<td><strong>Start:</strong> Mon, Sept 17</td>
<td>The leadership team will provide and share with teachers research and best practices regarding implementation of explicit instruction in science.</td>
<td>Reading Liaison: Ms. Decespedes; Math Liaison: Ms. Whitemore</td>
<td>Grade Level attendance sign-in sheets and agenda from grade level planning sessions held on 8/16 and 8/17, 2018</td>
<td>Review of Agendas and Sign-in Sheets Assistant Principal: Ms. Garcia</td>
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<tr>
<td><strong>End:</strong> Fri, Sept 21</td>
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<tr>
<td><strong>Start:</strong> Mon,</td>
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<td>Dr. Yolanda</td>
<td></td>
<td>Dr. Yolanda Samuel and Ms. Natalie</td>
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<table>
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<tr>
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<tr>
<td>Start: Thu, Aug 16</td>
<td>The leadership team will provide and share with teachers research and best practices regarding the implementation of ongoing progress monitoring and differentiated instruction in mathematics and reading.</td>
<td>Reading Liaison: Ms. Decespedes; Math Liaison: Ms. Whittemore</td>
<td>Grade Level attendance sign-in sheets and agenda from grade level planning sessions held on 8/16 and 8/17, 2018 will demonstrate completion of the implementation step.</td>
<td>Review of Agendas and Sign-in Sheets Assistant Principal: Ms. Garcia</td>
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<tr>
<td>End: Fri, Aug 17</td>
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<tr>
<td>Start: Tue, Sept 4</td>
<td>Teachers will implement differentiated instruction with fidelity in math and reading in order to address student's academic needs in these areas.</td>
<td>Dr. Yolanda Samuel, Principal and Ms. Natalie Garcia, Assistant Principal</td>
<td>Differentiated instruction should be evident through assignments that include remediation focusing on student individual needs.</td>
<td>Ms. Garcia; Reading Liaison: Ms. Decespedes; Math Liaison: Ms. Whittemore will review work folders for evidence of differentiated assignments aligned with student performance levels.</td>
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<td>End: Fri, Oct 19</td>
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</table>
Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

The leadership team will provide and facilitate professional development in the areas of ongoing progress monitoring and differentiated instruction during grade level meetings August 16-17, 2018. All instructional personnel will be provided with research in the area of ongoing progress monitoring and differentiated instruction in mathematics and reading.

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Start:</strong> Thu, Aug 16</td>
<td>The leadership team will provide and share with teachers research and best practices regarding the implementation of ongoing progress monitoring and differentiated instruction in mathematics and reading.</td>
<td>Reading Liaison: Ms. DeCespedes; Math Liaison: Ms. Whittemore</td>
<td>Grade Level attendance sign-in sheets and agendas from grade level planning sessions held on 8/16 and 8/17, 2018 will demonstrate that the leadership team provided and shared research and best practices regarding the implementation of progress monitoring with the teaching staff.</td>
<td>Ms. Garcia, AssistantPrincipal will review Agendas and Sign-in Sheets in order to determine teacher attendance.</td>
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<tr>
<td><strong>End:</strong> Fri, Aug 17</td>
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</tr>
<tr>
<td><strong>Start:</strong> Tue, Sept 4</td>
<td>Teachers will implement ongoing progress monitoring with fidelity in math and reading utilizing math topic assessments and weekly reading assessments in order to identify and address student's academic needs in these areas.</td>
<td>Reading Liaison: Ms. DeCespedes; Math Liaison: Ms. Whittemore</td>
<td>Data chats should reveal that students are making appropriate academic progress in the areas of reading and math.</td>
<td>Review of Math Topic Assessment and Reading Assessment results: Assistant Principal: Ms. Garcia; Reading Liaison: Ms. DeCespedes; Math Liaison: Ms. Whittemore</td>
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<tr>
<td><strong>End:</strong> Fri, Oct 19</td>
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# Parent Family Engagement Plan (PFEP)

*All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).*

## SCHOOL CULTURE

**Quarter 2 Implementation**

(November 5 – December 21, 2018)

### School Culture Outcome Statement

If we successfully empower teachers and staff to provide enrichment and interventions/Rti then our students will demonstrate learning gains. If we successfully implement remediation and RTI then we will reduce the percent of students scoring in level 1 math. If we successfully monitor student attendance, then our attendance rate will improve.

### Sustained Essential Practice

**Empower Teachers And Staff**

### Priority Actions for the Sustained Essential Practice

Provide opportunities for teachers and staff to be empowered through professional development offerings; sharing of best practices with colleagues; and identifying, expanding and offering leadership roles.

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<th>Implementation Date(s)</th>
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<th>Monitoring (How and Who?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: Mon, Nov 5</td>
<td>Provide teachers and staff with opportunities to become leaders through sharing newly learned skills with their colleagues following Professional Development.</td>
<td>Natalie Garcia, Assistant Principal</td>
<td>The expected evidence will be teacher created presentations, professional development agendas and professional development attendance sign-in sheets.</td>
<td>The Principal, Dr. Samuel, will review presentations, professional development agendas and professional development sign-in sheets.</td>
</tr>
</tbody>
</table>
Primary Essential Practice

Attendance Monitoring / iAttend

Priority Actions for the Primary Essential Practice

During the first faculty meeting on August 16, 2018 the leadership team will provide explicit information regarding the implementation of the new attendance monitoring plan.

<table>
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</thead>
<tbody>
<tr>
<td>Start: Mon, Nov 5</td>
<td>The counselor and CIS will meet with parents (guardians) of students who accumulate more than 10 absences.</td>
<td>Denise Alfonso, CIS and Jocelyn Herndon, Counselor</td>
<td>The attendance meeting will be documented in attendance parent conference logs.</td>
<td>The Assistant Principal, Ms. Garcia, will review attendance conference logs.</td>
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<tr>
<td>End: Fri, Dec 21</td>
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</tr>
<tr>
<td>Start: Mon, Nov 5</td>
<td>The attendance committee will continue to identify and provide monthly attendance recognition for students who have had perfect attendance.</td>
<td>Denise Alfonso, CIS and Jocelyn Herndon, Counselor</td>
<td>Student participation in activities such as perfect attendance assemblies and recognition in social media outlets will motivate students to be in school everyday.</td>
<td>Dr. Samuel will provide culminating activities for the students who have perfect attendance.</td>
</tr>
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<td></td>
</tr>
<tr>
<td>Start: Mon, Nov 5</td>
<td>Teachers will meet with parents (guardians) of students who accumulate any combination of 3 tardies, absences or early dismissals and will address the effect of truancy upon academic success.</td>
<td>Jocelyn Herndon, Counselor</td>
<td>The attendance meeting will be documented in attendance parent conference logs.</td>
<td>The counselor (Ms. Herndon) and CIS (Ms. Alfonso) will review attendance conference logs.</td>
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<tr>
<td>End: Fri, Dec 21</td>
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</table>
Secondary Essential Practice

Interventions/RtI

Priority Actions for the Secondary Essential Practice

The leadership team will provide and facilitate professional development in the areas of intervention and the RtI process during grade level meetings August 16-17, 2018. All instructional personnel will be provided with research in the area of intervention and the RtI process in mathematics and reading.

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<tbody>
<tr>
<td>Start: Mon, Nov 5</td>
<td>The leadership team will provide additional professional development opportunities in the area of intervention and RtI.</td>
<td>Reading Liaison: Ms. Decespedes; Math Liaison: Ms. Whitemore</td>
<td>Professional Development sign-in rosters and agendas will provide evidence that additional professional development opportunities were available for staff to further develop their expertise in the implementation of intervention and RtI.</td>
<td>Review of Agendas and sign-in rosters, by the Assistant Principal, Ms. Garcia, will occur following each professional development session.</td>
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<tr>
<td>End: Fri, Dec 21</td>
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<td></td>
<td>Comparative Reports, Baseball reports and Student Information Analysis reports will provide evidence that data from Performance Matters/Unify is being used by instructional staff to monitor student progress in reading, math and science.</td>
</tr>
<tr>
<td>Start: Mon, Nov 5</td>
<td>Instructional staff will utilize Performance Matters/Unify data to monitor the effectiveness of intervention and the RtI process in reading, math and science.</td>
<td>Reading Liaison: Ms. Decespedes; Math Liaison: Ms. Whitemore</td>
<td>Comparative Reports, Baseball reports and Student Information Analysis reports will provide evidence that data from Performance Matters/Unify is being used by instructional staff to monitor student progress in reading, math and science.</td>
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<tr>
<td>End: Fri, Dec 21</td>
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<tr>
<td>Start: Mon, Nov 5</td>
<td>Instructional staff will utilize iReady Growth monitoring data to monitor the effectiveness of intervention and the RtI process in reading, math and science.</td>
<td>Reading Liaison: Ms. Decespedes; Math Liaison: Ms. Whitemore</td>
<td>iReady Growth monitoring reports will provide evidence that data from iReady Growth monitoring is being used by instructional staff to monitor student progress in reading, math and science.</td>
<td>Growth monitoring reports will be reviewed during data chats, by the Assistant Principal, Ms. Garcia; the Reading Liaison, Ms. Decespedes; the Math Liaison, Ms. Whitemore and the Principal, Dr. Samuel.</td>
</tr>
</tbody>
</table>
ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 5 – December 21, 2018)

Academic Programs Outcome Statement

If we successfully implement explicit instruction in science then our students will improve the percent scoring proficient in science. If we successfully implement differentiated instruction then the percent of 5th grade SWD students demonstrating proficiency in math will increase. If we successfully implement ongoing progress monitoring then our math proficiency will increase.

Sustained Essential Practice

Explicit Instruction

Priority Actions for the Sustained Essential Practice

Provide professional development and/or research reviews in the area of explicit instruction during the first grade level and subject area meetings on August 16 and 17, 2018. Identify in lesson plans, opportunities for explicit questioning. Implement explicit instruction throughout the curriculum via direct and explicit questioning strategies to ensure that students develop a deep understanding of the curriculum that is being taught.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: Mon, Nov 5</td>
<td>The leadership team will provide additional professional development opportunities in the area of explicit instruction.</td>
<td>Reading Liaison: Ms. Decepedes; Math Liaison: Ms. Whittemore</td>
<td>Professional Development sign-in rosters and agendas will provide evidence that additional professional development opportunities were available for staff to further develop their expertise in the utilization of explicit instruction.</td>
<td>Review of Agendas and sign-in rosters, by the Assistant Principal, Ms. Garcia, will occur following each professional development session.</td>
</tr>
<tr>
<td>End: Fri, Dec 21</td>
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https://mdcpsportalapps2.dadeschools.net/SIP/#/form
Primary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

The leadership team will provide and facilitate professional development in the areas of ongoing progress monitoring and differentiated instruction during grade level meetings August 16-17, 2018. All instructional personnel will be provided with research in the area of ongoing progress monitoring and differentiated instruction in mathematics and reading.

<table>
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<tr>
<th>Implementation Date(s)</th>
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<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
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<tr>
<td><strong>Start:</strong> Mon, Nov 5</td>
<td>The leadership team will provide additional professional development opportunities in the area of differentiated instruction.</td>
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<td>Professional Development sign-in rosters and agendas will provide evidence that additional professional development opportunities were available for staff to further develop their expertise in the utilization of differentiated instruction.</td>
<td>Review of Agendas and sign-in rosters, by the Assistant Principal, Ms. Garcia, will occur following each professional development session.</td>
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<tr>
<td><strong>End:</strong> Fri, Dec 21</td>
<td>The test chairperson will provide professional development opportunities in the area of progress monitoring utilizing Performance Matters/Unify.</td>
<td>Test Chairperson: Ms. Whittemore</td>
<td>Professional Development sign-in rosters and agendas will provide evidence that professional development opportunities were available for staff to develop the expertise needed to utilize the Performance Matters/Unify platform for effective ongoing progress monitoring.</td>
<td>Review of Agendas and sign-in rosters, by the Assistant Principal, Ms. Garcia, will occur following each professional development session.</td>
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<tr>
<td><strong>Start:</strong> Mon, Nov 5</td>
<td>Instructional staff will utilize Performance Matters/Unify data to identify and monitor deficiencies.</td>
<td>Reading Liaison: Ms. Decespedes;</td>
<td>Teacher's Comparative Reports, Baseball reports and Student Information Analysis reports will provide evidence that data from identified deficiencies as evidenced by teacher pulled data will be reviewed during data chats, by the Assistant</td>
<td></td>
</tr>
</tbody>
</table>
School Improvement Process

Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

The leadership team will provide and facilitate professional development in the areas of ongoing progress monitoring and differentiated instruction during grade level meetings August 16-17, 2018. All instructional personnel will be provided with research in the area of ongoing progress monitoring and differentiated instruction in mathematics and reading.

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<th>Implementation Date(s)</th>
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<td>Start: Mon, Nov 5</td>
<td>The leadership team will provide additional professional development opportunities in the area of differentiated instruction.</td>
<td>Reading Liaison: Ms. Decespedes; Math Liaison: Ms. Whittemore</td>
<td>Professional Development sign-in rosters and agendas will provide evidence that additional professional development opportunities were available for staff to further develop their expertise in the utilization of differentiated instruction.</td>
<td>Review of Agendas and sign-in rosters, by the Assistant Principal, Ms. Garcia, will occur following each professional development session.</td>
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<td>Test Chairperson: Ms. Whittemore</td>
<td>Professional Development sign-in rosters and agendas will provide evidence that professional development opportunities were available for staff to develop the expertise needed to utilize the Performance Matters/Unify platform for effective ongoing progress monitoring.</td>
<td>Review of Agendas and sign-in rosters, by the Assistant Principal, Ms. Garcia, will occur following each professional development session.</td>
</tr>
<tr>
<td>Start: Mon, Nov 5</td>
<td>Instructional staff will utilize Performance Matters/Unify data to identify student's academic deficiencies in reading, math and science.</td>
<td>Reading Liaison: Ms. Decespedes</td>
<td>Teacher's Comparative Reports, Baseball reports and Student Information Analysis reports will provide evidence that data from identified deficiencies as evidenced by teacher pulled data will be reviewed during data chats, by the Assistant</td>
<td></td>
</tr>
<tr>
<td>End: Fri, Dec 21</td>
<td>identify student's academic deficiencies in reading, math and science.</td>
<td>Math Liaison: Ms. Whittemore</td>
<td>Performance Matters/Unify is being used by instructional staff to identify student's academic deficiencies in reading, math and science.</td>
<td>Principal, Ms. Garcia; the Reading Liaison, Ms. Decespedes; the Math Liaison, Ms. Whittemore and the Principal, Dr. Samuel.</td>
</tr>
</tbody>
</table>