Ludlam Elementary School

2014-15 School Improvement Plan

Ludlam Elementary School

6639 SW 74TH ST, South Miami, FL 33143

http://ludlam.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	66%

Alternative/ESE Center	Charter School	Minority
No	No	84%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 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

To provide all students with an excellent instructional program in which their individual needs are met by qualified teachers who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

Provide the school's vision statement

Ludlam Elementary aims to provide a quality education where all students will reach their full potential within a caring, secure environment.

School Environment

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

Ludlam Elementary School conducts multicultural activities throughout the year. In October, all students and staff celebrate Hispanic Heritage Month. In February, Black History Month is commemorated throughout the school. School staff members attend student events in the community. Resources from the community are consulted to assist in promoting multicultural awareness. All instructional staff members have participated in on and off-site professional development related to multicultural sensitivity.

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

Ludlam Elementary School emphasizes safety and respect before, during and after school by: holding Code of Student Conduct assemblies several times throughout the school year; implementing the district's character education program; and using incentive programs (SPOT Success, Do the Right Thing) to reward positive behavior that helps create and maintain school safety and respect. To ensure a safe and respectful learning environment throughout the school, teachers receive effective classroom management strategies during faculty and grade level meetings. Additionally, classroom lessons are delivered by the School Counselor and School Social Worker related to school safety and respect and small group counseling sessions are conducted as needed to address these issues.

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

School wide behavioral expectations are posted in classrooms and throughout the building. Expectations are shared with students in primary and intermediate assemblies. These assemblies take place at the beginning of the school year and following Winter Recess. Teachers are trained in the use of the Code of Student Conduct and in procedures that must be followed when making a disciplinary referral. Student services personnel and administrators play an active role in reinforcing appropriate school wide behavior. Progressive discipline is encouraged. Parent and student conferences, after-school detentions, work detail and the loss of privileges are all used as consequences for inappropriate behavior.
Programs that recognize positive behaviors are highly publicized. In addition to the daily Character

Education messages that are broadcast via the school's closed-circuit television system, the School Counselor and School Social Worker provide in-class lessons that promote positive behavior. A specific character trait is highlighted each month. All teachers nominate a student from their class who best exemplifies this trait. These students are recognized during the morning newscast and photographed for a display on a Student of the Month bulletin board.

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

The Comprehensive School Counseling Program is implemented by Student Services staff. A system is in place for creating counseling referrals, both to onsite personnel and to representatives from the Institute for Child and Family Health and other agencies. When applicable, student needs are monitored by the Student Support Team through Response to Intervention and/or Response to Behavior Intervention, In order to meet the needs of the whole child, parent involvement is encouraged, both during SST meetings and through schoolwide presentations. School staff works closely with personnel from the onsite CHI South Florida clinic in order to ensure that medical needs, which may affect students' emotional well-being, are addressed. Student services personnel address students' social-emotional development in individual, small group and classwide settings.

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

Ludlam Elementary School utilizes the following Early Warning System indicators:
1. Student attendance below 90 percent
2. One or more suspensions
3. Course failure in ELA and/or Mathematics
4. For students in Grades 3-5, Level 1 score on the statewide, standardized assessments in ELA and/or Mathematics

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	10	7	6	3	2	3	31
One or more suspensions	0	1	3	1	9	4	18
Course failure in ELA or Math	9	7	11	11	9	1	48
Level 1 on statewide assessment	0	0	0	18	12	12	42

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	3	2	1	2	1	1	10

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

Students with 10 or more absences are entered into the Truancy Intervention Program. An administrator and the School Social Worker meet with each student's parent(s). Factors contributing to student absences are addressed and referrals to outside agencies are made, as needed. Following a disciplinary referral that results in suspension, students receive onsite counseling. A referral to the Student Services Team for a Functional Assessment of Behavior and Behavior Intervention Plan is made, as needed. Referrals to outside agencies are also made, when appropriate. Students receiving failing grades in ELA and/or Mathematics are monitored by the Leadership and Student Services Teams. Response to Intervention is initiated, as appropriate, and supplemental services including WonderWorks intervention, computer-based intervention and access to the ELL Tutoring Academy are considered. All students who receive a Level 1 score on the statewide, standardized assessments in ELA and/or Mathematics are monitored by the Leadership and Student Services Teams. The students participate in WonderWorks intervention and are referred to the RtI process, as appropriate.

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?

No

PIP Link

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

Description

Ludlam Elementary School invites active participation from all families. The school's vision and mission is articulated during schooolwide meetings and in print, both in student agendas and on the school's website. Monthly calendars are sent home and posted online to inform families of upcoming events. Family members are encouraged to join the school's PTA and to take part in PTA-sponsored activities, both as participants and as volunteers. The school hosts an active School Volunteer Program. Volunteers assist with schoolwide and classroom events and lead "Lunch Bunch" reading groups that foster literacy throughout the school year. Teachers are encouraged to communicate with parents on a regular basis, both to address concerns and to celebrate student successes. The school's Leadership and Student Services Teams maintain an active presence in both the school and the community. Families are encouraged to share their concerns and parental input is encouraged in matters that affect the school community. When students are placed in the RtI process, active parental involvement is encouraged in order to ensure that decisions reflect the students' needs.

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

Ludlam Elementary School's Leadership and Student Services Teams maintain close partnerships within the South Miami community. School personnel work closely with staff from the Bethel-Gibson Community Center to ensure that students' academic and social needs are addressed both at school and in the community. Administrators, the School Counselor and the School Social Worker communicate with outside service providers to ensure that students have access to additional services, when needed. Based on referrals from the school and parental requests, staff from the Institute for Child and Family Health work with select students both on and off-site. The school staff communicates with personnel from CHI South Florida, the onsite health care provider, to ensure that student's healthcare needs are addressed. School staff participate in meetings with the South Miami Chamber of Commerce and the

Drug Free Coalition. School leadership works closely with the PTA and local businesses to secure support and funding for school initiatives.

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

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Menocal, Georgette	Principal
Zakis, Michele	Assistant Principal
Rudd, Lourdes	Teacher, K-12
Del Castillo, Enrique	Teacher, K-12
Cardenas, Waldo	Teacher, K-12
Brusco, Angela	Teacher, ESE
Levy, Patrice	Guidance Counselor
Conover, Debra	Instructional Coach

Duties

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

Dr. Georgette Menocal, Principal - Establishes a common vision for the implementation of data-driven instruction and the use of data-based decision making. Ascertains that the school-based team is implementing MTSS/RtI and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support MTSS/RtI implementation, and communicates with staff and parents regarding school-based MTSS/RtI plans and activities.
Michele L. Zakis, Assistant Principal - Assists the Principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aide the Principal in the supervision of the MTSS/RtI team and its implementation of all processes. Support the Principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicate with staff and parents regarding school-based MTSS/RtI plans and activities.
Loudres Rudd, Third Grade Teacher - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Enrique del Castillo, Third Grade Teacher/EESAC Chair - Provides information about reading core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Waldo Cardenas, Fourth Grade Teacher - Provides information about mathematics core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Angela Brusco, SPED Teacher - Provides insight into Special Education practices, shares research-based instructional strategies for the differentiated instruction of SPED students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and

collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

Patrice Levy, School Counselor - Present insight on the cognitive, social, psychological, and physical development of students that may influence academic success. Offer quality services and expertise on curriculum program design, comprehensive student evaluation, and specialized intervention. Link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Debra Conover, Media Specialist - Develops, brokers, and maintains media necessary to support the school's research based curriculum programs and instructional strategies. Assists in the display of data and the implementation of motivational tools for student achievement. Provides professional development and technical support to teachers and staff regarding the effective use of media and literacy across the curriculum. Maintains extended hours so that parents and students can utilize the media center after school.

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

Utilizing the FCIM, the MTSS/RtI Leadership Team, in conjunction with the SAC will meet to monitor the effectiveness of the core instruction through analysis of data from the McGraw Hill Wonders reading program and on Tier 1, 2 and 3 targets. Based on student performance data, program effectiveness will be reviewed and adjustments to instructional practices will be made, as needed. The SAC will analyze data for funding resources based on the needs of progress monitoring. Teachers will meet on a weekly basis for collaborative planning. Student performance data will be reviewed and adjustments to intervention and differentiated instruction groups will be made, as needed.

Title I, Part A

At Ludlam Elementary, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities, such as after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive parental program and supplemental educational programs.

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school

focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide an after-school tutorial program.
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Georgette Menocal, Ed.d	Principal
Enrique del Castillo	Teacher
Debra Conover	Teacher
Luli Rudd	Teacher
Pat Levy	Teacher
Afiba Bertrand	Teacher
Belinda Mincey	Education Support Employee
Daniel Alonso	Business/Community
Kevin Wutzler	Parent
Natasha Richardson	Parent
Yadira Colindres	Parent
Haydee Agrelot	Teacher
Keri Touby	Parent
Samantha Lizardo	Student
Jenny Larson	Business/Community
Gus Cabrera	Business/Community
Maddy Lopez	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 EESAC at Ludlam Elementary School met last year to to approve the School Improvement Plan for the 2013-2014 school year. At the regularly scheduled meetings, the EESAC received reports on progress of the strategies. Effectiveness of the strategies was determined by analyzing the results of benchmark and district/state assessments. Additionally, the EESAC conducted a midyear review of progress, and conducted a final assessment of progress.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability. The EESAC assists in the preparation, implementation and the evaluation of the School Improvement Plan.

Preparation of the school's annual budget and plan

The Educational Excellence School Advisory Committee (EESAC) meets to discuss schoolwide needs and the funding needed to provide the strategies that support these needs.

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

Approximately $1900 were allocated to purchase Reflex Math to assist in implementing SIP Mathematics goals.

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
Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Menocal, Georgette	Principal
Zakis, Michele	Assistant Principal
Levy, Patrice	Guidance Counselor
Conover, Debra	Instructional Coach
Rudd, Lourdes	Teacher, K-12
Brusco, Angela	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

1. Ensure fidelity in the implementation of the McGraw-Hill reading Wonders and Reading WonderWorks literacy programs.
2. Promote an appreciation of quality literature through implementation of Literacy Day in Pre--Kindergarten through Grade 2.
3. Assist in the identification of Tier 2/3 students. Create a schedule for providing identified students with intervention programs and ensure that appropriate staff members are trained to administer these programs.

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

Ludlam Elementary School's master schedule is created in a way that allows common planning time for all K-5 teachers. The leadership team participates in grade-level meetings and provides teachers with resources to support rigorous planning. Teachers are encouraged to share best practices. As a part of the school's SPED inclusion program, teachers are encouraged to collaborate during instruction, sharing their strengths in a way that promotes student learning. Teachers and members of the Leadership and Literacy teams meet to examine student data, holistically score student work, modify intervention groups and review curriculum materials. After participating in off-site professional development, both teachers and administrators share new information in grade level meetings.

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

1. Collaboration with local universities to address graduating classes.
2. Facilitate placement of current teachers at site.
3. Solicit referrals from current employees.
4. Assign mentor teachers to new teachers.

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

1. Provide orientation for beginning teachers in order to familiarize the teachers with the school community.
2. Pair new teachers with a mentor in the same grade level/subject area in order to provide a support system based on shared curriculum and developmental stages.
3. Provide opportunities for common planning/articulation in order to model effective professional practices.
4. Adjust support, as needed, in order to individualize the support received by each beginning teacher.

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

When planning for instruction in all core subject areas, Ludlam Elementary School staff members utilize the District's Pacing guides. Objectives, learning activities and student evaluation are aligned with expectations set forth in the Florida Standards. Teachers utilize the District-adopted Reading Wonders and Go Math! textbook series. These materials and their relationship to the Florida Standards are examined during grade-level planning sessions. To ensure the acquisition of higher order thinking skills, students are encouraged to engage in collaborative conversations that address essential questions related to reading passages. During mathematics, students utilize content-specific vocabulary and examine the steps needed to solve mathematical equations. By utilizing the WonderWorks Program, Tier II intervention is aligned with the core reading series and, therefore, the Florida Standards. All computer-based learning programs utilized during differentiated instruction must support acquisition of the Florida Standards.

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

Data is used to inform all decisions related to differentiated instruction. Classroom reading DI groups are created based on the results of statewide, standardized assessments, FAIR data and classroom assessments. In addition to utilizing materials from the Reading Wonders series during differentiated instruction, teachers use materials provided by the Florida Center for Reading Research to address the specific learning needs of students in Tier III of the RtI process. Referral to WonderWorks Intervention is based upon the results of statewide, standardized assessments and FAIR data. Based on individual needs, students are placed in either the ACT or Foundations Programs. Differentiated instruction in Mathematics is based upon the results of statewide, standardized assessments, District Interim Assessment data and classroom assessments of student progress. Teachers meet with members of the Leadership and Literacy Teams on a quarterly basis to participate in formal data chats. Adjustments to DI and intervention groups are determined during these meetings.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,860

Provide an after-school reading tutorial for English language learners.

Strategy Rationale

ELL students will benefit from extended exposure to language arts instruction, particularly in the areas of listening, speaking, reading and writing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Zakis, Michele, mlzakis@dadeschools.net

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

Data from computer-based learning programs will be analyzed on an ongoing basis. The results of ELL student performance on the Fall and Winter Interim Assessments, fair DATA and results of the 2015 FSA and CELLA will be examined to determine programmatic success.

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

1. Articulate with area preschools and the South Miami Community Center to identify future students.
2. Share registration requirements with parents and community members.
3. Provide tours of the school on a bi-monthly basis.
4. Student services personnel work closely with parents to ensure that parents are aware of the programs offered and the services provided.

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2.   To increase the number of students participating in project-based learning.

G3.   To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

G4.   To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

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

🔍 G049225

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Reading - African American	55.0
AMO Reading - Hispanic	79.0
AMO Reading - SWD	49.0
AMO Math - All Students	77.0
AMO Math - African American	53.0
AMO Math - ELL	65.0
AMO Math - SWD	52.0
FSA - English Language Arts - Proficiency Rate	70.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	57.0
FSA - Mathematics - Proficiency Rate	76.0
Math Gains	74.0
Math Lowest 25% Gains	82.0
FCAT 2.0 Science Proficiency	55.0
CELLA Writing Proficiency	32.0

Resources Available to Support the Goal 2

- M-DCPS Pacing Guides
- Reading Wonders Teachers' Manuals
- Wonder Works Intervention Program
- Reading Coach
- Department Chairs,
- Classroom Computers
- Smart Boards,
- Reading Plus
- iReady,
- Accelerated Reader
- Common Planning Time
- Go Math series
- Think Central
- manipulative kits
- Gizmos
- Reflex Math
- Discovery Education

- Computer Lab

- Scott Foresman Science Teachers' Manuals

- Science kits

- Science Liaison

Targeted Barriers to Achieving the Goal 3

- Lack of effective planning

Plan to Monitor Progress Toward G1. 8

Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to monitor progress and to adjust instruction as needed.

Person Responsible

Michele Zakis

Schedule

Monthly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Formative Assessments – Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results, Reflex Math reports, District Interim Assessments, Teacher informal observations during instruction, Student Work Folders Summative Assessment – Results of the 2015 FSA Assessments

G2. To increase the number of students participating in project-based learning. 1a

G049346

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Reading - African American	55.0
AMO Reading - Hispanic	79.0
AMO Reading - SWD	49.0
AMO Math - All Students	77.0
AMO Math - African American	53.0
AMO Math - ELL	65.0
AMO Math - SWD	52.0
FSA - English Language Arts - Proficiency Rate	70.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	57.0
FSA - Mathematics - Proficiency Rate	76.0
Math Gains	74.0
Math Lowest 25% Gains	82.0
FCAT 2.0 Science Proficiency	55.0
CELLA Writing Proficiency	32.0

Resources Available to Support the Goal 2

- Pacing Guides
- Science Liaison
- Department Chairs
- Classroom Computers
- Smart Boards
- Common Planning Time
- Gizmos
- Discovery Education
- Scott Foresman Science Teachers' Manuals
- Science Kits
- Computer Lab

Targeted Barriers to Achieving the Goal 3

- Students lack higher order thinking skills.

Plan to Monitor Progress Toward G2. 8

Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to monitor student understanding of the scientific method.

Person Responsible

Michele Zakis

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Formative Assessments - Scott Foresman Science Weekly and/or Unit Assessments, District Interim Assessments, Student Work Folders

G3. To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. [1a]

Targets Supported [1b]

🔍 G049347

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Reading - African American	55.0
AMO Reading - Hispanic	79.0
AMO Reading - SWD	49.0
AMO Math - All Students	77.0
AMO Math - ELL	65.0
AMO Math - SWD	52.0
FSA - English Language Arts - Proficiency Rate	70.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	57.0
FSA - Mathematics - Proficiency Rate	76.0
Math Gains	74.0
Math Lowest 25% Gains	82.0
FCAT 2.0 Science Proficiency	55.0
CELLA Writing Proficiency	32.0

Resources Available to Support the Goal [2]

-
- School Counselor
- School Social Worker
- PTA
- CHI South Florida
- Institute for Child and Family Health Clinical and Onsite Program
- Educational Excellence Advisory Committee

Targeted Barriers to Achieving the Goal [3]

- Lack Parental Participation

Plan to Monitor Progress Toward G3. 8

Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to monitor progress and to adjust outreach activities as needed.

Person Responsible

Michele Zakis

Schedule

Monthly, from 11/1/2014 to 6/4/2015

Evidence of Completion

Parent Sign-In Sheets, Formative Assessments - Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results, Reflex Math reports, District Interim Assessments, Student Work Folders

G4. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1a

Targets Supported 1b

G049345

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Reading - African American	55.0
AMO Reading - Hispanic	79.0
AMO Reading - SWD	49.0
AMO Math - All Students	77.0
AMO Math - African American	53.0
AMO Math - ELL	65.0
AMO Math - SWD	52.0
FSA - English Language Arts - Proficiency Rate	70.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	57.0
FSA - Mathematics - Proficiency Rate	76.0
Math Gains	74.0
Math Lowest 25% Gains	82.0
FCAT 2.0 Science Proficiency	55.0
CELLA Writing Proficiency	32.0

Resources Available to Support the Goal 2

- School Counselor

- School Social Worker

- Truancy Intervention Plan

- M-DCPS Code of Student Conduct

- Institute for Child and Family Health Clinical and Onsite Program

- CHI South Florida

- Reading Plus

- iReady

- Accelerated Reader

- Media Center

- Computer Lab

- M-DCPS Parent Portal

- M-DCPS Student Portal

Targeted Barriers to Achieving the Goal 3

- Lack of parental understanding regarding the importance of regular attendance, statewide testing, and academic and behavioral expectations

Plan to Monitor Progress Toward G4. 8

Utilizing the FCIM, the LLT will review students' monthly and quarterly attendance, SCM and assessment reports to monitor progress and to adjust interventions as needed.

Person Responsible

Michele Zakis

Schedule

Monthly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Attendance Reports SCM Reports Formative Assessments – Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results, Reflex Math reports, District Interim Assessments, Teacher informal observations during instruction, Student Work Folders Summative Assessment – Results of the 2015 FSA Assessments

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

🔑 G049225

G1.B1 Lack of effective planning 2

🔑 B122984

G1.B1.S1 Plan for and deliver rigorous, purposeful, and engaging instructional activities in reading that are based on standards and/or specific course benchmarks. 4

🔑 S134888

Strategy Rationale

Action Step 1 5

During schoolwide common planning time, provide all instructional staff with professional development on planning that focuses on rigorous instruction, the breakdown of the instructional block, and tools for rigorous planning.

Person Responsible

Georgette Menocal

Schedule

On 10/15/2014

Evidence of Completion

Sign-In Sheet, Agenda, Hand-Outs

Action Step 2 5

Teachers will implement strategies for effective planning acquired through professional development during collaborative grade level and subject area planning, on a weekly basis.

Person Responsible

Debra Conover

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Sign-In Sheets

Action Step 3 5

Teachers will implement lesson plans developed during collaborative grade level and subject area planning during classroom instruction.

Person Responsible

Lourdes Rudd

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Feedback from Classroom Walkthroughs

Action Step 4 5

When areas of need are identified, administrative feedback and corrective strategies will be provided.

Person Responsible

Georgette Menocal

Schedule

Monthly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Administrative Feedback

Action Step 5 5

Consistently monitor the fidelity and implementation of rigorous instructional planning through participation in planning meetings.

Person Responsible

Michele Zakis

Schedule

Biweekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Sign-In Sheets, Teacher Lesson Plans

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

Consistently monitor the fidelity and implementation of rigorous instructional planning through participation in planning meetings.

Person Responsible

Georgette Menocal

Schedule

Biweekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Sign-In Sheets, Teacher Lesson Plans

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

Consistently monitor the fidelity and effectiveness of rigorous instructional planning by conducting classroom walkthroughs.

Person Responsible

Georgette Menocal

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Feedback from classroom walkthroughs

G2. To increase the number of students participating in project-based learning. 1

🔑 G049346

G2.B1 Students lack higher order thinking skills. 2

🔑 B126534

G2.B1.S1 Students will utilize the scientific method when creating Science Fair projects. 4

🔑 S138476

Strategy Rationale

Project-based learning activities will increase student understanding of the scientific method.

Action Step 1 5

Teachers will engage in rigorous planning to ensure effective presentation of the scientific method.

Person Responsible

Michele Zakis

Schedule

Weekly, from 9/15/2014 to 10/24/2014

Evidence of Completion

Sign In Sheets and Teacher Lesson Plans

Action Step 2 5

Students will engage in lessons related to the scientific method.

Person Responsible

Michele Zakis

Schedule

Weekly, from 9/15/2014 to 10/24/2014

Evidence of Completion

Teacher Lesson Plans and Student Science Fair Packets

Action Step 3 5

Teachers will provide students with examples of successful science fair projects.

Person Responsible

Michele Zakis

Schedule

Weekly, from 10/8/2014 to 10/24/2014

Evidence of Completion

Individual Lesson Plans

Action Step 4 5

Student science fair projects will be assessed in steps.

Person Responsible

Michele Zakis

Schedule

Weekly, from 9/15/2014 to 10/24/2014

Evidence of Completion

Teacher Lesson Plans

Action Step 5 5

Teachers will provide students with the opportunity to revisit and revise projects based on student demonstration of mastery.

Person Responsible

Michele Zakis

Schedule

Weekly, from 9/15/2014 to 10/24/2014

Evidence of Completion

Teacher Lesson Plans

Action Step 6 `5`

Students will have the opportunity to present science fair projects to their peers and engage in a peer review of projects.

Person Responsible

Michele Zakis

Schedule

Daily, from 10/27/2014 to 10/31/2014

Evidence of Completion

Student Science Fair Projects

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Consistently monitor the effective presentation of the scientific method through monitoring of student science fair packets.

Person Responsible

Michele Zakis

Schedule

Weekly, from 9/15/2014 to 10/27/2014

Evidence of Completion

Teacher Lesson Plans, Student Science Fair Packets, Student Science Fair Projects

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Consistently monitor student understanding of the scientific method by conducting classroom walkthroughs.

Person Responsible

Michele Zakis

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Feedback from classroom walkthroughs.

G3. To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

G049347

G3.B3 Lack Parental Participation 2

B126200

G3.B3.S1 Develop an outreach program in the community to address educational needs and encourage parental involvement. 4

S138177

Strategy Rationale

There is a direct correlation between parental involvement and student achievement. If parents have easier access to parental involvement activities, they will be more likely to participate.

Action Step 1 5

Meet with representatives from the South Miami community to assess school and community needs and plan for parental involvement opportunities.

Person Responsible

Patrice Levy

Schedule

On 10/8/2014

Evidence of Completion

Sign-In Sheet and Meeting Notes

Action Step 2 5

Conduct parent meetings that promote student acquisition of reading, writing, mathematics and science skills within the South Miami community.

Person Responsible

Patrice Levy

Schedule

Semiannually, from 11/1/2014 to 6/4/2015

Evidence of Completion

Sign-In Sheets and Meeting Notes

Action Step 3 5

Monitor student achievement data to determine success of outreach activities.

Person Responsible

Georgette Menocal

Schedule

Quarterly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Interim Assessment Results

Action Step 4 5

Conduct meetings to assess progress toward implementing strategy and make adjustments, as needed.

Person Responsible

Patrice Levy

Schedule

Quarterly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Sign-In Sheets and Meeting Notes

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to monitor progress and to adjust outreach activities as needed.

Person Responsible

Michele Zakis

Schedule

Monthly, from 11/1/2014 to 6/4/2015

Evidence of Completion

Parent Sign-In Sheets, Formative Assessments - Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results, Reflex Math reports, District Interim Assessments, Student Work Folders

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

The LLT will monitor participation in outreach activities.

Person Responsible

Patrice Levy

Schedule

Semiannually, from 11/1/2014 to 6/4/2015

Evidence of Completion

Parent Sign-In Sheets, Participant Comment Forms

G4. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1

G049345

G4.B3 Lack of parental understanding regarding the importance of regular attendance, statewide testing, and academic and behavioral expectations 2

B126547

G4.B3.S1 Community-based workshops will promote parental knowledge of the importance of regular school attendance and academic and behavioral expectations. 4

S138492

Strategy Rationale

Many parents are unable to come to the school for conferences and workshops.

Action Step 1 5

School site staff will identify students who fall into one or more EWS indicators categories.

Person Responsible

Michele Zakis

Schedule

On 11/3/2014

Evidence of Completion

EWS Indicator Roster

Action Step 2 `5`

Contact parents to notify them of their student's EWS indicators.

Person Responsible

Michele Zakis

Schedule

On 11/14/2014

Evidence of Completion

Parent Contact Logs

Action Step 3 `5`

Convene SST and/or TIP meetings on an individual basis, as appropriate.

Person Responsible

Patrice Levy

Schedule

On 6/4/2015

Evidence of Completion

SST/TIP Schedules

Action Step 4 `5`

Offer parent workshops related to overcoming EWS indicators at off-site locations in the community.

Person Responsible

Michele Zakis

Schedule

On 6/4/2015

Evidence of Completion

Sign-In Sheets

Action Step 5 `5`

Monitor student attendance, academic progress and behavioral referrals.

Person Responsible

Schedule

Monthly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Student Attendance Data, SCM Data, Student Grades, Classroom Assessments Interim
Assessment Data, and Intervention Data

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

Participation in SST and TIP meetings and parent workshops will be monitored.

Person Responsible

Michele Zakis

Schedule

Monthly, from 11/3/2014 to 6/4/2015

Evidence of Completion

SST and TIP meeting logs, sign-in sheets from parent workshops and entries into the
Student Case Management System will be monitored to ensure fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

In order to ensure effectiveness, the Leadership Team will monitor student attendance, disciplinary
referrals and academic grades and progress.

Person Responsible

Georgette Menocal

Schedule

Quarterly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Student Attendance Records, SCM Referrals, Results from Classroom and District Interim
Assessments, Report Card Grades.

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	During schoolwide common planning time, provide all instructional staff with professional development on planning that focuses on rigorous instruction, the breakdown of the instructional block, and tools for rigorous planning.	Menocal, Georgette	10/15/2014	Sign-In Sheet, Agenda, Hand-Outs	10/15/2014 one-time
G3.B3.S1.A1	Meet with representatives from the South Miami community to assess school and community needs and plan for parental involvement opportunities.	Levy, Patrice	10/8/2014	Sign-In Sheet and Meeting Notes	10/8/2014 one-time
G2.B1.S1.A1	Teachers will engage in rigorous planning to ensure effective presentation of the scientific method.	Zakis, Michele	9/15/2014	Sign In Sheets and Teacher Lesson Plans	10/24/2014 weekly
G4.B3.S1.A1	School site staff will identify students who fall into one or more EWS indicators categories.	Zakis, Michele	10/1/2014	EWS Indicator Roster	11/3/2014 one-time
G1.B1.S1.A2	Teachers will implement strategies for effective planning acquired through professional development during collaborative grade level and subject area planning, on a weekly basis.	Conover, Debra	10/13/2014	Sign-In Sheets	6/4/2015 weekly
G3.B3.S1.A2	Conduct parent meetings that promote student acquisition of reading, writing, mathematics and science skills within the South Miami community.	Levy, Patrice	11/1/2014	Sign-In Sheets and Meeting Notes	6/4/2015 semiannually
G2.B1.S1.A2	Students will engage in lessons related to the scientific method.	Zakis, Michele	9/15/2014	Teacher Lesson Plans and Student Science Fair Packets	10/24/2014 weekly
G4.B3.S1.A2	Contact parents to notify them of their student's EWS indicators.	Zakis, Michele	11/3/2014	Parent Contact Logs	11/14/2014 one-time
G1.B1.S1.A3	Teachers will implement lesson plans developed during collaborative grade level and subject area planning during classroom instruction.	Rudd, Lourdes	10/13/2014	Feedback from Classroom Walkthroughs	6/4/2015 weekly
G3.B3.S1.A3	Monitor student achievement data to determine success of outreach activities.	Menocal, Georgette	10/8/2014	Interim Assessment Results	6/4/2015 quarterly
G2.B1.S1.A3	Teachers will provide students with examples of successful science fair projects.	Zakis, Michele	10/8/2014	Individual Lesson Plans	10/24/2014 weekly
G4.B3.S1.A3	Convene SST and/or TIP meetings on an individual basis, as appropriate.	Levy, Patrice	11/3/2014	SST/TIP Schedules	6/4/2015 one-time
G1.B1.S1.A4	When areas of need are identified, administrative feedback and corrective strategies will be provided.	Menocal, Georgette	10/13/2014	Administrative Feedback	6/4/2015 monthly
G3.B3.S1.A4	Conduct meetings to assess progress toward implementing strategy and make adjustments, as needed.	Levy, Patrice	10/8/2014	Sign-In Sheets and Meeting Notes	6/4/2015 quarterly
G2.B1.S1.A4	Student science fair projects will be assessed in steps.	Zakis, Michele	9/15/2014	Teacher Lesson Plans	10/24/2014 weekly
G4.B3.S1.A4	Offer parent workshops related to overcoming EWS indicators at off-site locations in the community.	Zakis, Michele	11/3/2014	Sign-In Sheets	6/4/2015 one-time
G1.B1.S1.A5	Consistently monitor the fidelity and implementation of rigorous instructional planning through participation in planning meetings.	Zakis, Michele	10/13/2014	Sign-In Sheets, Teacher Lesson Plans	6/4/2015 biweekly
G2.B1.S1.A5	Teachers will provide students with the opportunity to revisit and revise projects	Zakis, Michele	9/15/2014	Teacher Lesson Plans	10/24/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	based on student demonstration of mastery.				
G4.B3.S1.A5	Monitor student attendance, academic progress and behavioral referrals.		11/3/2014	Student Attendance Data, SCM Data, Student Grades, Classroom Assessments Interim Assessment Data, and Intervention Data	6/4/2015 monthly
G2.B1.S1.A6	Students will have the opportunity to present science fair projects to their peers and engage in a peer review of projects.	Zakis, Michele	10/27/2014	Student Science Fair Projects	10/31/2014 daily
G1.MA1	Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to monitor progress and to adjust instruction as needed.	Zakis, Michele	10/13/2014	Formative Assessments – Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results, Reflex Math reports, District Interim Assessments, Teacher informal observations during instruction, Student Work Folders Summative Assessment – Results of the 2015 FSA Assessments	6/4/2015 monthly
G1.B1.S1.MA1	Consistently monitor the fidelity and effectiveness of rigorous instructional planning by conducting classroom walkthroughs.	Menocal, Georgette	10/13/2014	Feedback from classroom walkthroughs	6/4/2015 weekly
G1.B1.S1.MA1	Consistently monitor the fidelity and implementation of rigorous instructional planning through participation in planning meetings.	Menocal, Georgette	10/13/2014	Sign-In Sheets, Teacher Lesson Plans	6/4/2015 biweekly
G2.MA1	Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to monitor student understanding of the scientific method.	Zakis, Michele	9/15/2014	Formative Assessments - Scott Foresman Science Weekly and/or Unit Assessments, District Interim Assessments, Student Work Folders	6/4/2015 monthly
G2.B1.S1.MA1	Consistently monitor student understanding of the scientific method by conducting classroom walkthroughs.	Zakis, Michele	9/15/2014	Feedback from classroom walkthroughs.	6/4/2015 monthly
G2.B1.S1.MA1	Consistently monitor the effective presentation of the scientific method through monitoring of student science fair packets.	Zakis, Michele	9/15/2014	Teacher Lesson Plans, Student Science Fair Packets, Student Science Fair Projects	10/27/2014 weekly
G3.MA1	Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to monitor progress and to adjust outreach activities as needed.	Zakis, Michele	11/1/2014	Parent Sign-In Sheets, Formative Assessments - Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results, Reflex Math reports, District Interim Assessments, Student Work Folders	6/4/2015 monthly
G3.B3.S1.MA1	The LLT will monitor participation in outreach activities.	Levy, Patrice	11/1/2014	Parent Sign-In Sheets, Participant Comment Forms	6/4/2015 semiannually
G3.B3.S1.MA1	Utilizing the FCIM, the LLT will review students' monthly and quarterly assessment reports to monitor progress and to adjust outreach activities as needed.	Zakis, Michele	11/1/2014	Parent Sign-In Sheets, Formative Assessments - Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results, Reflex Math reports, District Interim Assessments, Student Work Folders	6/4/2015 monthly
G4.MA1	Utilizing the FCIM, the LLT will review students' monthly and quarterly attendance, SCM and assessment reports to monitor progress and to adjust interventions as needed.	Zakis, Michele	11/3/2014	Attendance Reports SCM Reports Formative Assessments – Houghton Mifflin McGraw Hill Reading Wonders Weekly and/or Unit Assessments, Monthly iReady and Reading Plus Reports, Go Math Chapter Test results,	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Reflex Math reports, District Interim Assessments, Teacher informal observations during instruction, Student Work Folders Summative Assessment – Results of the 2015 FSA Assessments	
G4.B3.S1.MA1	In order to ensure effectiveness, the Leadership Team will monitor student attendance, disciplinary referrals and academic grades and progress.	Menocal, Georgette	11/3/2014	Student Attendance Records, SCM Referrals, Results from Classroom and District Interim Assessments, Report Card Grades.	6/4/2015 quarterly
G4.B3.S1.MA1	Participation in SST and TIP meetings and parent workshops will be monitored.	Zakis, Michele	11/3/2014	SST and TIP meeting logs, sign-in sheets from parent workshops and entries into the Student Case Management System will be monitored to ensure fidelity of implementation.	6/4/2015 monthly

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 Opportuntities

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 Lack of effective planning

G1.B1.S1 Plan for and deliver rigorous, purposeful, and engaging instructional activities in reading that are based on standards and/or specific course benchmarks.

PD Opportunity 1

During schoolwide common planning time, provide all instructional staff with professional development on planning that focuses on rigorous instruction, the breakdown of the instructional block, and tools for rigorous planning.

Facilitator

Michele Zakis

Participants

Teachers

Schedule

On 10/15/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase student achievement by improving core instruction in all content areas.	2,200
Grand Total	**2,200**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A3 - Time For Kids, Technology Upgrades	Other	2,200
Total Goal 1		**2,200**