

Miami-Dade County Public Schools

# Bunche Park Elementary School



2015-16 School Improvement Plan

## Bunche Park Elementary School

16001 BUNCHE PARK DR, Miami Gardens, FL 33054

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	99%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	100%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	D	C

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>24</b>
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	26
<b>Appendix 1: Implementation Timeline</b>	<b>34</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>37</b>
Professional Development Opportunities	38
Technical Assistance Items	40
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Bunche Park Elementary's mission is to provide a structured, data-driven and rigorous instruction curriculum that ensures that all students share in the ownership of their learning and demonstrate improvement in academic and social performance annually.

Bunche Park Elementary's core values include:

Excellence: all students can be successful learners,

Equity: professional staff development enhances a quality school,

Citizenship: parent and community involvement enables students achievement, and

Integrity: a safe and secure environment is essential.

##### Provide the school's vision statement

The vision of Bunche Park Elementary is to become a community of learners where student embrace every opportunity to learn in a safe, nurturing environment, utilizing creative, innovative instructional strategies, by highly-qualified teachers. Bunche Park student will become resourceful, self-assured individual who possess strong academic skills, problem-solving abilities and communication skills necessary to face the future challenges of our society.

#### School Environment

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

The instructional staff, leadership team, support staff and student services team work collaboratively with the school community to learn about the community's cultures/ needs and builds a rapport to establish a relationship. School site representatives participate monthly in Parent Advisory Council and District 1 Citizen Advisory Council meetings in order to learn about the concerns of the community and establish relationships. Student support is provided at the school site through RtI Leadership Team, Student Services departments, and Title I services such as a Community Involvement Specialist and a Parent Resource Center. Additionally, the instructional staff implements lessons on diverse cultures in order to raise cultural awareness. The school incorporates a new district initiative, Values Matter. Values Matter initiative provides students with an opportunity to be exposed to values which will help them develop into successful students, citizens and human beings. Each month one of the nine core values will be highlighted.

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

Bunche Park Elementary's top priority is providing and maintaining a safe and orderly learning environment for all students at all times. Students are greeted in the morning by a school staff. Students remain in the school cafeteria during the morning. In the cafeteria there are several of staff members to ensure proper supervision. Selected SPED staff have been assigned post during the morning arrival to ensure that all students with disabilities are properly supervised at all times. During the school day, school security monitors are visible and vigilant, monitoring the school's hallways and surrounding areas. All guests and/or parents are greeted upon entering the building by a security monitor who escorts them to the main office and provides them with a visitors' pass. Visitors are not allowed into a classroom without notifying the office and being escorted by a school staff. Additionally, fire and lock down drills procedures are conducted periodically. Teachers are provided with a "Red



Emergency" folder the delineates the procedures that are to take place during an emergency and contains a list of all students enrolled in their class. At dismissal, all students are escorted to their dismissal areas and school staff remains with students until they are picked up or are sent to the main office. Furthermore, an after school program available for the students at Bunche Park Elementary for a nominal fee.

**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**

Bunche Park Elementary follows and enforces the MDCPS-Code of Student Conduct. To ensure that all students are aware of the Student Code of Conduct, behavioral expectations and consequences, the school principal conducted class presentations on the first day of school to the entire student body. Additionally, Bunche Park Elementary has established a school wide incentive program, in which students earn "Eagle Bucks" from faculty and staff for displaying appropriate behaviors in and outside of the classroom. Students are then afforded the opportunity to purchase items with their earned "Eagle Bucks" at the "Eagle Store" once a week. Furthermore, Bunche Park Elementary implements the Values Matter district initiative which highlights core values that build strong and positive characters. Bunche Park Elementary implemented a school wide discipline plan as part of our MTSS Action Plan. Minor and major infractions have been identified and a Behavioral Log has been created. This school wide discipline plan focuses on progressive discipline for infractions that may occur. Functional Assessment of Behaviors and Behavioral Intervention Plan will be developed for students that exhibit continuous behavioral concerns in order to identify antecedents and provide strategies to minimize disruptive student behaviors.

**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**

Teachers request assistance from the Student Support Team for students with social emotional needs. The Student Support team is composed of school site administrators, school counselor, school social worker and other key members of the school's Rtl leadership team. At times, the students service department refers students to local community agencies which provide therapeutic services for the students and their families. The school counselor also provides individualized and group sessions to address the social emotional needs of students. Additionally, the school provides mentoring to our students through a partnership with a local university and an after-school club. The student service department is responsible for identifying students for such programs. Moreover, the school counselor implements the district's Anti-Bullying curriculum in all the classrooms.

### **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**

Attendance: Students who missed more than 10% of instructional school days during the previous school year.

Performance: Students who failed in either language arts/math during the previous school year.

Performance: Students who scored a Level 1/2 on standardized assessment in reading/math during the previous school year.

**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	3	1	6	1	3	1	15
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	4	7	4	10	4	6	35
Level 1 on statewide assessment	4	15	19	0	15	15	68

**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	4	9	10	3	16	12	54

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

Bunche Park Elementary strives to address and minimize early warning systems through intervention strategies. The school has implemented an Attendance Review Committee (ARC) which meets monthly to identify and intervene with attendance concerns. The ARC established procedures and policies to ensure that the daily attendance average increases. Daily attendance is monitored through an incentive program for those classes earning 100% daily attendance. The tracking of classes with 100% daily attendance is displayed in the school's hallway with a fish in a fish bowl. Those classes that have earned the most fish for the month is rewarded with an incentive such as popcorn/ice cream gathering. Furthermore, those students that accrue 3 or more absence are contacted by a member of the ARC committee. Also, students that accrue 5 or more absences are contacted via a school letter or by the Community Involvement Specialist for a parent conference with the ARC. Students with course failures and/or scored a Level 1 on statewide assessment in reading or math on placed on a progress monitoring plan. These students are referred to RtI Leadership Team and are placed on Tier 2. As a Tier 2 student, these students are provided with an additional 30 minutes of reading/math intervention instruction, participate in the school's before/after and /or weekend tutorial services and are progress monitored constantly. Additionally, these students' areas of weaknesses are addressed during differentiated instruction n reading and/or math.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196134>.

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Bunche Park Elementary establishes partnerships with local community organizations and business partners in order to provide our students with additional resources. The school has a partnership with local churches and The Marques Initiative donate school supplies for selected students at the beginning of the year. DaVita also has established a partnership with Bunche Park Elementary and Shoes that Fit which provides 50 students with a new pair of shoes. Walgreens and Bunche Park Elementary have been partners for a couple of years. Walgreens provides surplus items to use as incentives in our School Eagle Store. Florida Memorial University has partnered with Bunche Park to provide mentoring services to selected group of students. Through these partnerships Bunche Park can assist students in being better prepared for school and build a positive culture within the school building. Bunche Park Elementary has established partnerships with Publix and Target. Through their generosity of donations or grant funding, Bunche Park Elementary has sponsored Thanksgiving Food Drives and field trips for our student with disabilities.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Aponte, Yesenia	Principal
Dugas, Marie	Assistant Principal
Negron, Kimberly	Teacher, K-12
Matta-Ortega, Maria	Teacher, K-12

**Duties**

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

**Tier 1**

Mrs. Yesenia M. Aponte, Principal and/or Mrs. Marie Dugas, assistant principal, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) and the school's Leadership Team will carry out SIP planning and MTSS problem solving. In addition to Tier 1 problem solving, the Leadership Team members will meet periodically, every 6 weeks, to review consensus, infrastructure, and implementation of building level MTSS.

**Tier 2**

Mrs. Yesenia M. Aponte, Principal and/or Mrs. Marie Dugas, Assistant Principal, Mrs. Kimberly Negron, Teacher/Reading Liaison, Mrs. Ruby Sheffield, School Guidance Counselor, Mrs. Jo-Ann Levy, School psychologist and Ms. Mary Tillman, School Social Worker, and members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those mentioned above, other teachers will be involved when needed to provide information or revise efforts.

**Tier 3**

Mrs. Marie Dugas, assistant principal, Mrs. Kimberly Negron, Teacher/Reading Liaison, Mrs. Ruby Sheffield, School Guidance Counselor, and Mrs. Jo-Ann Levy, School Psychologist, are members of

the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

**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**

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

\*Holding regular team meetings where problem solving is the sole focus.

\*Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement and positive behaviors.

\*Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

\*Responding when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

\*Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

\*Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

\*Monitoring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

\*Gathering on-going progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

\*Review OPM data for intervention groups to evaluate group and individual student response.

\*Support interventions where there is not an overall positive group response

\*Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the Bunche Park's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Title I funds will be used to supplement and enhance instruction at Bunche Park Elementary. Title I

funds have been allocated to be used toward purchase of an hourly interventionist/teaching position, supplemental instructional resources/materials, and a Curriculum Involvement Specialist (CIS) position to strengthen our partnership with parents and the community. Bunche Park Elementary offers services that ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum coaches 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists 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 special support services to special needs populations such as homeless, migrant and neglected and delinquent students.

#### 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 II

The Miami Dade County 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 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 program for English Language Learner (ELL) by providing to implement and/or provide:

tutorial programs (K-5) This service will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application

#### Title X- Homeless

Bunche Park Elementary participates in the Homeless Assistance Program.

- 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.

Bunche Park Elementary 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.

#### Violence Prevention Programs

#### Supplemental Academic Instruction (SAI)

Bunche Park Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary school teachers, administrators, and counselors, is also a component of this program.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) Bunche Park Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Bunche Park Elementary has established a Wellness Committee.

#### Head Start

Head Start programs are co-located on the property of Bunche Park Elementary, a Title I school. Joint activities, including professional development and transition processes are shared.

#### Parental Involvement Program Description

Bunche Park Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB) and other referral services.

Bunche Park Elementary increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents.

Bunche Park Elementary conducts informal parent surveys to determine specific needs of our parents, schedule workshops, and Parent Academy Courses, etc. with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

#### School Improve Grant Fund/School Improvement Grant Initiative

Bunche Park Elementary receives funding under the School Improvement Grant/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries and Project CRISS.

Bunche Park Elementary participates in the HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: Get the Facts! , is a curriculum that provides a series of general objectives, lessons, activities

and resources for providing HIV/AIDS instruction in grades K-12.

- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including Florida Statue 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Handbook, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with the Florida Sunshine State Standards.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Yesenia M. Aponte	Principal
Dayna Jatib	Teacher
Deborah Nuriddin	Teacher
George Gayle	Teacher
Marcia McDaniels	Teacher
Adria Watson	Teacher
Doris Smith	Education Support Employee
Aeisha Sellers	Parent
Conelia Atkinson	Parent
A. Miyara	Business/Community
David Stahl	Business/Community
Bertha Darlington-Crawford	Education Support Employee
Jolene Louis	Parent
Carmealya Lee	Parent
Urania Alexis	Teacher
Kimberly Negrón	Teacher
Cassandra Young	Parent
Fred Nuriddin	Parent
Kyrie Bustamante	Student
Khajia Pope	Student
Michael Johnson	Business/Community

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC met on May 20, 2015 to conduct an End of the Year School Improvement Plan Review and Planning. A representative from the Leadership team reported updates and recommendations provided by faculty, The faculty met as content area teachers on May 13, 2015 to conduct a review of the School Improvement Plan and provide recommendations for the upcoming school year. The SAC Members agreed with the review and recommendations provided to them by the faculty.

*Development of this school improvement plan*

SAC analyzes recent data, identifies data trends and instructional implications. In addition, SAC members assist in the identifying barriers and developing appropriate strategies. The SAC monitors the School Improvement Plan throughout the school year.

*Preparation of the school's annual budget and plan*

The principal plans for the annual budget with the school needs in mind. The budget addresses concerns with class sizes, the need for hourly teachers and supplemental instructional resources. The budget is shared with SAC members.

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

EESAC funds of \$1860.20 were allocated to the principal for student achievement incentives including refreshments for the Seventy's Bunche (Academic and Attendance), SAT Mock Incentives, purchase awards for End of the Year Award Ceremonies and current membership to Kids magazines in order to increase informational text resources in the media center.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Aponte, Yesenia	Principal
Dugas, Marie	Assistant Principal
Negron, Kimberly	Teacher, K-12
Sheffield, Ruby	Guidance Counselor
Levy, Jo-Ann	Psychologist

**Duties**

***Describe how the LLT promotes literacy within the school***

Bunche Park Elementary has 4 major initiatives for this school year:

1. Instructional Focus & Progress Monitoring: It is critical to monitor to students' academic progress. Bunche Park Elementary will focus on progress monitoring regularly to ensure that students have mastered and can transfer reading strategies, concepts and/or standards taught. Additionally, this progress monitoring will highlight the effectiveness of a teacher's instructional practices. It will also assist the teacher in differentiating instruction, monitor student's progress and make instructional decisions. Progress monitoring will be monitored by school based data sheets that can be used for teacher, students and parent data chats.

2. SPADE Strategy: This school year during reading classes students are incorporating the S.P.A.D.E. strategy. This reading strategy calls for students to survey the text, make predictions, make annotations on about the text while reading, dissect the given questions and provide text evidence to support their responses. The sole purpose of incorporating this strategy with every reading text is that the student internalize and own effective strategies that good readers employ automatically to a given text.



3. Digital Collaboration & Convergence: In this age of social media and an increase in technological devices, it is critical for teachers and students to become comfortable and productive digital citizens. This school year reading teachers will use Dropbox to create, download access and share resources for their daily lesson plans. This will offer them an opportunity to collaborate among each other. Additionally, teachers will plan for digital projects throughout the school year. Students will create science fair projects digitally this school year. The ultimate goal is to host at the end of the school year with a Digital Fair Day.

4. Job Embedded Professional Development: The need for job embedded professional development is critical in order to increase student achievement and develop reflective practitioners. Research states that the most critical factor in increasing student achievement is a skillful and knowledgeable teacher. Teachers will be trained on effective strategies that can be implemented in the classrooms to yield positive results. Becoming reflective practitioners can also result in an increase in student achievement. Reflective Practitioners encourages the teachers to understand their learners and their individual needs and abilities therefore being able to address them effectively. Therefore, Bunche Park Elementary will offer job embedded professional development throughout this school year with an emphasis on the student achievement and reflective practitioners. Protocols and/or articles study will be used to develop and instill the importance of reflective practices through faculty meetings and/or common planning.

## 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**

Collaborative planning is the key to a successful lesson. Therefore, Bunche Park Elementary teachers participate in weekly collaborative planning with the math and reading liaisons for an hour. During this planning session, teachers and liaisons review the district's pacing guide, the item specifications related to the standard being introduced/developed throughout the week, identify the differentiated instruction lessons/groups and gather resources for an effective planning. Additionally, this school year reading teachers will use Dropbox to create, download access and share resources for their daily lesson plans. This will offer them an opportunity to collaborate among each other.

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

Collaborate and extend internship opportunities to prospective educators attending local colleges and Universities in an effort to recruit highly qualified teachers. Provide job embedded professional development opportunities such as Lesson Studies and/or Professional Learning Communities. Participate in weekly common planning sessions and data chats. Provide support assistance by the instructional liaisons of the school. Bunche Park Elementary will continue partnerships with local universities and colleges in providing field experiences and professional internships to aspiring educators.

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

Pairings of instructional staff will be done by pairing novice teachers with experienced teachers and teachers new to the school with a grade level/subject specific teacher. These partnerships will provide new teachers to the field and/or school site with opportunities for mentoring teams to meet, observe each other, and model best instructional practices. The mentors will provide structure guidance and regular, ongoing support to the mentees.

## 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***

Bunche Park Elementary ensures that core instructional programs and materials are aligned to Florida's Standards through the use of the district's pacing guide. Additionally, during weekly collaborative planning sessions, the instructional liaisons support the teachers with unwrapping the item specifications and the standard for the week. Instructional materials utilized are those provided through the core instructional program or supplemental resources recommended in the district's pacing guide.

### 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***

Bunche Park Elementary uses current and relevant data to identify students' areas of needs and proficiency levels. Students are grouped accordingly in fluid differentiated instruction groups for small group instruction. Differentiated instruction takes place in all reading and math classrooms. Differentiated instruction provides teachers with an opportunity to reteach a skill/concept that students may be struggling with. Instruction is supplemented with resources that allow teachers to scaffold the concept further and support student learning in order to reaching proficiency. Furthermore, the skills addressed in differentiated instruction is monitored for mastery through progress monitoring mini assessments.

***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: 60**

The After-School program will be provided to ELL students to increase their English acquisition skills.

***Strategy Rationale***

ELL students would benefit from additional instruction in English acquisition skills in order to increase student performance. Students would work in small groups on specific literacy skills, vocabulary development and oral language skills.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Negron, Kimberly, [knegron@dadeschools.net](mailto:knegron@dadeschools.net)

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

Bunche Park Elementary will conduct on-going progress monitoring throughout the school year in order to collect data on students' progress. The data is analyzed and the tutorial groups (which are fluid based on the improvement or lack of according to the data collected) are adjusted as needed. Students will have a series of tasks that mirror Computer Based Assessments to complete.

**Strategy:** Weekend Program

**Minutes added to school year:** 120

Saturday school will be offered to selected students in grades 3-5 in the areas of math, reading and science. Saturday school will target students in the lowest 25% and/or students that are not making adequate progress. The purpose of this program is to reteach standards that are heavily tested and challenging for students. Saturday school provides small group instruction.

***Strategy Rationale***

Saturday school offers selected students with additional small and differentiated instruction in the areas of reading, math and science to ensure an increase in students' academic performance.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Aponte, Yesenia, pr0641@dadeschools.net

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

Bunche Park Elementary will conduct on-going progress monitoring throughout the school year in order to collect data on students' progress. The data is analyzed and the tutorial groups (which are fluid based on the improvement or lack of according to the data collected) are adjusted as needed.

**Strategy:** Before School Program

**Minutes added to school year:** 60

Bunche Park Elementary will offer a Math Breakfast Club in the school's math resource center for all students in grades 3-5. The purpose of this club is to encourage students to interact with one another while working on meaningful math performance tasks.

### ***Strategy Rationale***

The Math Breakfast Club will allow students to interact with manipulatives, collaborate with peers, and problem solve in a risk free learning environment. Students will explore the Florida Standards and Item Specifications in a fun and interactive manner. This will allow students to deepen their understanding of abstract math concepts.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Matta-Ortega, Maria, mariamo@dadeschools.net

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

The Math Breakfast Club will explore the Math standards students are struggling most with. Bunche Park Elementary will conduct on-going progress monitoring throughout the school year in order to collect data on students' progress. The data is analyzed and adjusted as needed.

## **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***

Title I Administration provides supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiative shared with supportive adults.

Bunche Park Elementary has a school-based Head Start Program and a Voluntary Pre-Kindergarten Classroom. The Voluntary Pre-Kindergarten class is funded by the VPK initiative and Title I funds. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, assessments and site-visits from the Office of Early Childhood. Pre-Kindergarten teachers will use the Phonological and Early Literacy Inventory (PELI) to assess students' progress. Additionally, the Kindergarten teachers will use the FLKRS school readiness test to assess all students' readiness skills within the first thirty days of school. FLKRS includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. Furthermore, the FAIR is also used school wide to monitor student progress in the basic literacy skills, mid-year and end of the year. The FAIR which also measures letter naming, phonemic awareness, letter sounds, comprehension and vocabulary in Kindergarten. These classrooms are participating in activities with the general education curriculum, such as breakfast and lunch sessions, and general assemblies. In addition,

these Pre-K teachers are invited to attend Kindergarten grade level meetings, in order to discuss and begin the articulation process from Pre-K to Kindergarten. All kindergarten parents are invited and encouraged to attend Open House on September 16, 2014.

During the latter months of the school year, May, Pre-K classes visit kindergarten classes and spend some time there to ease the transition process. Parents of preschoolers that attend nearby Early Learning centers were invited. The purpose of these meetings were to expose the new families to the curriculum and expectations of kindergarten and share strategies that they can implement at home during the summer to better prepare the children for kindergarten. Bunche Park Elementary also sent home to all Pre-K students a "Summer Learning Packet" in a Ziploc bag. These bags include books and a series of pre-requisite skills for kindergarteners that parents can review with their children prior to entering the new school year. Additionally, the READY School Miami Initiative enhances and ensures a successful transition from early childhood programs to kindergarten. Parent communication is a vital element in this program. Both, pre-kindergarten and kindergarten classes have a "Parent Communication Folder" that is sent home and returned daily with notes, flyers and/or essential information. Bunche Park's community involvement specialist is also instrumental in bridging parent communication with the school.

### 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***

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

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

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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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.** Teachers will increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

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



**G1. Teachers will increase student achievement by improving core instruction in all content areas.** 1a

G070380

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Core: McGraw Hill Reading Winders/Wonderworks, HMH Florida Go Math!, Go Math (On line Resources), Scott Foresman Grade K-5 and Level Readers Supplemental: iReady -Reading & Math, MyOnReader, Accelerated Reader, Reading Plus, Teach Town, Unique Learning, Ready Common Core Book, Gizmos Grade 3-, Brainpop Interactive, Math Resource Room, Reflex Program, J&J Bootcamp, Elementary Science Instructional Resources, Waterford (K-2), Discovery Education (K-5), NBC Learn (K-5), PBS Learning Media, and BBC StudyJams

**Targeted Barriers to Achieving the Goal** 3

- Limited time of students working independently, student engagement.
- Limited use of on-going data to drive instruction, targeted based data.
- Limited understanding of the essential understanding of the FL Access Point

**Plan to Monitor Progress Toward G1.** 8

Increase student achievement in all core subject areas.

**Person Responsible**

Yesenia Aponte

**Schedule**

Annually, from 8/24/2015 to 5/31/2016

**Evidence of Completion**

2016 ELA/Math FSA , 2016 FAA and 2016 FCAT 2.0- NGSS Results

## 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.** Teachers will increase student achievement by improving core instruction in all content areas. **1**

 G070380

**G1.B1** Limited time of students working independently, student engagement. **2**

 B183306

**G1.B1.S1** Engage students in activities that promote rigor and independence with a particular focus on high order and critical thinking skills in order to probe for a deeper understanding and provide opportunities for self-reflection. **4**

 S195046

### Strategy Rationale

Increase Student Engagement

### Action Step 1 **5**

Provide professional development on Effective Student Engagement Strategies such as SPADE and accountable talk, during Teacher Professional Development Day and collaborative grade level common planning.

### Person Responsible

Yesenia Aponte

### Schedule

Weekly, from 8/24/2015 to 3/1/2016

### Evidence of Completion

PD Agendas, sin in rosters, handouts and refelctions

## Action Step 2 5

Conduct weekly collaborative deep planning sessions to ensure that effective implementation of strategies that promote student engagement are addressed during the planning cycle: pre-planning, during planning and after.

### **Person Responsible**

Yesenia Aponte

### **Schedule**

Weekly, from 8/24/2015 to 3/31/2016

### ***Evidence of Completion***

Lesson Plan, Differentiated instruction groups and plans, Collaborative planning sign in sheets

## Action Step 3 5

Use Peer Observation Protocol as a vehicle for professional growth and learning, acknowledging the expertise of teachers and providing an opportunity to learn from each other. Effective use of hands-on activities, interactive students journals, interactive whiteboards, and the integration of technology through the digital software.

### **Person Responsible**

Yesenia Aponte

### **Schedule**

Every 6 Weeks, from 10/26/2015 to 5/1/2016

### ***Evidence of Completion***

Peer Observation Schedule, Observation Protocol Framework, Teacher Reflections and debriefing notes

**Action Step 4** 5

Conduct classroom walkthroughs and support selected teachers by utilizing the coaching cycle with an emphasis on effective student engagement strategies in order to increase classroom rigor.

**Person Responsible**

Yesenia Aponte

**Schedule**

Daily, from 10/1/2015 to 5/31/2016

**Evidence of Completion**

Classroom Walkthrough logs, lesson plans and student works samples

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

Ensure that teachers register and participate in the professional development opportunities offered throughout the school year on increase student engagement. Additionally, ensure that teachers attend and actively participate in their weekly collaborative common planning sessions in order to increase students engagement and collaboration in their instructional plans.

**Person Responsible**

Yesenia Aponte

**Schedule**

Weekly, from 8/31/2015 to 5/31/2016

**Evidence of Completion**

PD and Common Planning Sign in sheets/logs, lesson plans and students' works samples.

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

Ensure that effective student engagement strategies are implemented during instructional delivery.

**Person Responsible**

Yesenia Aponte

**Schedule**

Daily, from 8/31/2015 to 5/31/2016

**Evidence of Completion**

Classroom Walkthrough logs, lesson plans and students' work samples.

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

Teachers will develop lesson plans that demonstrate an understanding of the Florida Standards, Item Specifications and Differentiated Instructions. Instructional delivery will include technology and students engagement strategies and high order/critical thinking skills.

**Person Responsible**

Yesenia Aponte

**Schedule**

Weekly, from 9/28/2015 to 5/31/2016

**Evidence of Completion**

Lesson plans, students' work samples/interactive journals.

**G1.B3 Limited use of on-going data to drive instruction, targeted based data.** 2

 B183308

**G1.B3.S1 Engage teachers in the collection and analysis of on going, targeted based data points in order to address instructional implications, students' areas of weakness and differentiate instruction.** 4

 S195047

**Strategy Rationale**

Differentiated instruction provides an opportunity to re-mediate, re-teacher and enrich.

**Action Step 1** 5

Provide professional development to teachers with an emphasis on targeted based data points, identifying areas of weakness and strengthens for DI, how to monitor students' progress and developing an understanding for the instructional implications and data driven instruction.

**Person Responsible**

Yesenia Aponte

**Schedule**

On 10/30/2015

**Evidence of Completion**

DI Grouping Form, Data Debriefing agenda, lesson plans and classroom Walkthroughs

### Action Step 2 5

Provide teachers with Data Binders that disaggregate and analyze current assessments. Provide support on how to interpret the data to drive planning and instruction. Conduct data chats between teachers and students, teachers and administrators and students and administrators.

#### **Person Responsible**

Yesenia Aponte

#### **Schedule**

Monthly, from 10/19/2015 to 5/31/2016

#### **Evidence of Completion**

Data binder with appropriate data reports, evident of tracking student progress and student data chat sheets.

### Action Step 3 5

Plan collaboratively with teachers and ensure that during planning teachers analyze current data, identify weaknesses and strengthens, develop instructional plans to address students' needs, and track students' progress.

#### **Person Responsible**

Yesenia Aponte

#### **Schedule**

Weekly, from 10/12/2015 to 5/31/2016

#### **Evidence of Completion**

Lesson plans, DI Grouping Form, Student Data TrackingForm

### Action Step 4 5

Conduct daily classroom walkthroughs to ensure the implementation and delivery of differentiated instruction in order to address students' needs.

#### **Person Responsible**

Yesenia Aponte

#### **Schedule**

Daily, from 10/12/2015 to 5/31/2016

#### **Evidence of Completion**

Classroom Walkthrough Logs, Walkthrough Notes

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Ensure that teachers participate in professional development that focus on targeted based data points, identifying areas of weakness and strengthens for DI, how to monitor students' progress and developing an understanding for the instructional implications and data driven instruction.

**Person Responsible**

Yesenia Aponte

**Schedule**

On 10/30/2015

**Evidence of Completion**

Professional development Sign in Roster and Agenda

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Ensure that teachers maintain Data Binders that disaggregate and analyze current assessments. Provide support on how to interpret the data to drive planning and instruction. Conduct data chats between students and teachers, teachers and administration and teacher.

**Person Responsible**

Yesenia Aponte

**Schedule**

Monthly, from 10/19/2015 to 5/31/2016

**Evidence of Completion**

Data binders, Completed Data Chat Sheets, Student Data Tracking Sheet

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Provide support to teachers during planning and collaborate to that during planning teachers analyze current data, identify weaknesses and strengthens develop instructional plans to address students' needs and track students' progress.

**Person Responsible**

Yesenia Aponte

**Schedule**

Weekly, from 10/12/2015 to 5/31/2016

**Evidence of Completion**

Lesson plans, DI Grouping Form and Student Data Tracking Sheet

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Teachers will create lesson plans that demonstrate an understanding for students' needs based on current data trends, Instructional delivery will include differentiation instruction in order to re-mediate, reteach and enrich.

**Person Responsible**

Yesenia Aponte

**Schedule**

Weekly, from 10/19/2015 to 5/31/2016

**Evidence of Completion**

Lesson plans, Student Data Tracking Sheets, DI Planning and Grouping Form

**G1.B6 Limited understanding of the essential understanding of the FL Access Point** 2

 B183311

**G1.B6.S1** Implement collaborative structures to plan for and deliver instruction that is based on Access Point Standards and/or specific course benchmarks and/or the essential understanding of each standard. 4

 S195048

**Strategy Rationale**

Effective Planning and Instructional Delivery

**Action Step 1** 5

Provide a professional development on Access Points and Essential Understandings that identify specific instructional implications.

**Person Responsible**

Yesenia Aponte

**Schedule**

On 1/15/2016

**Evidence of Completion**

PD rosters, lesson plans and student samples



### Action Step 2 5

Create an Instructional Focus Calendar that will assist with pacing and instructional delivery of all content assessed by Florida Alternate Assessment.

**Person Responsible**

Yesenia Aponte

**Schedule**

Quarterly, from 10/26/2015 to 5/31/2016

**Evidence of Completion**

Instructional Focus Calendars

### Action Step 3 5

Teachers will create lesson plans that demonstrates an understanding of FL Access Points and the Essential Understanding. Instructional delivery will include technology component such as Unique Learning.

**Person Responsible**

Yesenia Aponte

**Schedule**

Weekly, from 10/26/2015 to 5/31/2016

**Evidence of Completion**

Lesson plans, students' work samples

### Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of Access Points through the use of Unique Learning and other instructional resources.

**Person Responsible**

Yesenia Aponte

**Schedule**

Weekly, from 10/19/2015 to 5/31/2016

**Evidence of Completion**

Classroom Walkthrough logs, Lesson plans and students' works samples

**Plan to Monitor Fidelity of Implementation of G1.B6.S1 6**

Ensure that self contained SPED teachers participate in a professional development that focuses on Access Points and Essential Understandings that identify specific instructional implications.

**Person Responsible**

Yesenia Aponte

**Schedule**

On 1/15/2016

**Evidence of Completion**

PD rosters, lesson plans, and students' work samples

**Plan to Monitor Fidelity of Implementation of G1.B6.S1 6**

Ensure that teachers collaborate and use the Instructional Focus Calendar to plan for instruction.

**Person Responsible**

Yesenia Aponte

**Schedule**

Quarterly, from 10/26/2015 to 5/31/2016

**Evidence of Completion**

Instructional Focus Calendars and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7**

Teachers create lesson plans that demonstrate an understanding of FL Access Points and the Essential Understanding and implement Unique Learning during the instructional delivery.

**Person Responsible**

Yesenia Aponte

**Schedule**

Weekly, from 10/26/2015 to 5/31/2016

**Evidence of Completion**

Lesson plans and students work folders

**Appendix 1: Implementation Timeline**

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

**Dade - 0641 - Bunche Park Elementary School - 2015-16 SIP**  
*Bunche Park Elementary School*

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	Provide professional development on Effective Student Engagement Strategies such as SPADE and accountable talk, during Teacher Professional Development Day and collaborative grade level common planning.	Aponte, Yesenia	8/24/2015	PD Agendas, sin in rosters, handouts and refelctions	3/1/2016 weekly
G1.B3.S1.A1	Provide professional development to teachers with an emphasis on targeted based data points, identifying areas of weakness and strengthens for DI, how to monitor students' progress and developing an understanding for the instructional implications and data driven instruction.	Aponte, Yesenia	10/30/2015	DI Grouping Form, Data Debriefing agenda, lesson plans and classroom Walkthroughs	10/30/2015 one-time
G1.B6.S1.A1	Provide a professional development on Access Points and Essential Understandings that identify specific instructional implications.	Aponte, Yesenia	10/19/2015	PD rosters, lesson plans and student samples	1/15/2016 one-time
G1.B1.S1.A2	Conduct weekly collaborative deep planning sessions to ensure that effective implementation of strategies that promote student engagement are addressed during the planning cycle: pre-planning, during planning and after.	Aponte, Yesenia	8/24/2015	Lesson Plan, Differentiated instruction groups and plans, Collaborative planning sign in sheets	3/31/2016 weekly
G1.B3.S1.A2	Provide teachers with Data Binders that disaggregate and analyze current assessments. Provide support on how to interpret the data to drive planning and instruction. Conduct data chats between teachers and students, teachers and administrators and students and administrators.	Aponte, Yesenia	10/19/2015	Data binder with appropriate data reports, evident of tracking student progress and student data chat sheets.	5/31/2016 monthly
G1.B6.S1.A2	Create an Instructional Focus Calendar that will assist with pacing and instructional delivery of all content assessed by Florida Alternate Assessment.	Aponte, Yesenia	10/26/2015	Instructional Focus Calendars	5/31/2016 quarterly
G1.B1.S1.A3	Use Peer Observation Protocol as a vehicle for professional growth and learning, acknowledging the expertise of teachers and providing an opportunity to learn from each other. Effective use of hands-on activities, interactive students journals, interactive whiteboards, and the integration of technology through the digital software.	Aponte, Yesenia	10/26/2015	Peer Observation Schedule, Observation Protocol Framework, Teacher Reflections and debriefing notes	5/1/2016 every-6-weeks
G1.B3.S1.A3	Plan collaboratively with teachers and ensure that during planning teachers analyze current data, identify weaknesses and strengthens, develop instructional plans to address students' needs, and track students' progress.	Aponte, Yesenia	10/12/2015	Lesson plans, DI Grouping Form, Student Data TrackingForm	5/31/2016 weekly
G1.B6.S1.A3	Teachers will create lesson plans that demonstrates an understanding of FL Access Points and the Essential Understanding. Instructional delivery will include technology component such as Unique Learning.	Aponte, Yesenia	10/26/2015	Lesson plans, students' work samples	5/31/2016 weekly
G1.B1.S1.A4	Conduct classroom walkthroughs and support selected teachers by utilizing the coaching cycle with an emphasis on effective student engagement	Aponte, Yesenia	10/1/2015	Classroom Walkthrough logs, lesson plans and student works samples	5/31/2016 daily

**Dade - 0641 - Bunche Park Elementary School - 2015-16 SIP**  
*Bunche Park Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	strategies in order to increase classroom rigor.				
G1.B3.S1.A4	Conduct daily classroom walkthroughs to ensure the implementation and delivery of differentiated instruction in order to address students' needs.	Aponte, Yesenia	10/12/2015	Classroom Walkthrough Logs, Walkthrough Notes	5/31/2016 daily
G1.B6.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of Access Points through the use of Unique Learning and other instructional resources.	Aponte, Yesenia	10/19/2015	Classroom Walkthrough logs, Lesson plans and students' works samples	5/31/2016 weekly
G1.MA1	Increase student achievement in all core subject areas.	Aponte, Yesenia	8/24/2015	2016 ELA/Math FSA , 2016 FAA and 2016 FCAT 2.0- NGSS Results	5/31/2016 annually
G1.B1.S1.MA1	Teachers will develop lesson plans that demonstrate an understanding of the Florida Standards, Item Specifications and Differentiated Instructions. Instructional delivery will include technology and students engagement strategies and high order/critical thinking skills.	Aponte, Yesenia	9/28/2015	Lesson plans, students' work samples/ interactive journals.	5/31/2016 weekly
G1.B1.S1.MA1	Ensure that teachers register and participate in the professional development opportunities offered throughout the school year on increase student engagement. Additionally, ensure that teachers attend and actively participate in their weekly collaborative common planning sessions in order to increase students engagement and collaboration in their instructional plans.	Aponte, Yesenia	8/31/2015	PD and Common Planning Sign in sheets/logs, lesson plans and students' works samples.	5/31/2016 weekly
G1.B1.S1.MA2	Ensure that effective student engagement strategies are implemented during instructional delivery.	Aponte, Yesenia	8/31/2015	Classroom Walkthrough logs, lesson plans and students' work samples.	5/31/2016 daily
G1.B3.S1.MA1	Teachers will create lesson plans that demonstrate an understanding for students' needs based on current data trends, Instructional delivery will include differentiation instruction in order to re-mediate, reteach and enrich.	Aponte, Yesenia	10/19/2015	Lesson plans, Student Data Tracking Sheets, DI Planning and Grouping Form	5/31/2016 weekly
G1.B3.S1.MA1	Ensure that teachers participate in professional development that focus on targeted based data points, identifying areas of weakness and strengthens for DI, how to monitor students' progress and developing an understanding for the instructional implications and data driven instruction.	Aponte, Yesenia	10/30/2015	Professional development Sign in Roster and Agenda	10/30/2015 one-time
G1.B3.S1.MA2	Ensure that teachers maintain Data Binders that disaggregate and analyze current assessments. Provide support on how to interpret the data to drive planning and instruction. Conduct data chats between students and teachers, teachers and administration and teacher.	Aponte, Yesenia	10/19/2015	Data binders, Completed Data Chat Sheets, Student Data Tracking Sheet	5/31/2016 monthly
G1.B3.S1.MA3	Provide support to teachers during planning and collaborate to that during planning teachers analyze current data, identify weaknesses and	Aponte, Yesenia	10/12/2015	Lesson plans, DI Grouping Form and Student Data Tracking Sheet	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	strengthens develop instructional plans to address students' needs and track students' progress.				
G1.B6.S1.MA1	Teachers create lesson plans that demonstrate an understanding of FL Access Points and the Essential Understanding and implement Unique Learning during the instructional delivery.	Aponte, Yesenia	10/26/2015	Lesson plans and students work folders	5/31/2016 weekly
G1.B6.S1.MA1	Ensure that self contained SPED teachers participate in a professional development that focuses on Access Points and Essential Understandings that identify specific instructional implications.	Aponte, Yesenia	10/19/2015	PD rosters, lesson plans, and students' work samples	1/15/2016 one-time
G1.B6.S1.MA2	Ensure that teachers collaborate and use the Instructional Focus Calendar to plan for instruction.	Aponte, Yesenia	10/26/2015	Instructional Focus Calendars and lesson plans	5/31/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will increase student achievement by improving core instruction in all content areas.

**G1.B1** Limited time of students working independently, student engagement.

**G1.B1.S1** Engage students in activities that promote rigor and independence with a particular focus on high order and critical thinking skills in order to probe for a deeper understanding and provide opportunities for self-reflection.

### PD Opportunity 1

Provide professional development on Effective Student Engagement Strategies such as SPADE and accountable talk, during Teacher Professional Development Day and collaborative grade level common planning.

#### Facilitator

Reading and Math Liaisons

#### Participants

K-5 Reading and Math Teachers

#### Schedule

Weekly, from 8/24/2015 to 3/1/2016

**G1.B3** Limited use of on-going data to drive instruction, targeted based data.

**G1.B3.S1** Engage teachers in the collection and analysis of on going, targeted based data points in order to address instructional implications, students' areas of weakness and differentiate instruction.

### PD Opportunity 1

Provide professional development to teachers with an emphasis on targeted based data points, identifying areas of weakness and strengthens for DI, how to monitor students' progress and developing an understanding for the instructional implications and data driven instruction.

#### Facilitator

Reading and Math Liaisons

#### Participants

K-5 Teachers

#### Schedule

On 10/30/2015

**G1.B6** Limited understanding of the essential understanding of the FL Access Point

**G1.B6.S1** Implement collaborative structures to plan for and deliver instruction that is based on Access Point Standards and/or specific course benchmarks and/or the essential understanding of each standard.

**PD Opportunity 1**

Provide a professional development on Access Points and Essential Understandings that identify specific instructional implications.

**Facilitator**

North Region Curriculum Support Specialist

**Participants**

K-5 SPED Self Contained Teachers

**Schedule**

On 1/15/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Provide professional development on Effective Student Engagement Strategies such as SPADE and accountable talk, during Teacher Professional Development Day and collaborative grade level common planning.				\$0.00
2	G1.B1.S1.A2	Conduct weekly collaborative deep planning sessions to ensure that effective implementation of strategies that promote student engagement are addressed during the planning cycle: pre-planning, during planning and after.				\$0.00
3	G1.B1.S1.A3	Use Peer Observation Protocol as a vehicle for professional growth and learning, acknowledging the expertise of teachers and providing an opportunity to learn from each other. Effective use of hands-on activities, interactive students journals, interactive whiteboards, and the integration of technology through the digital software.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0641 - Bunche Park Elementary School	General Fund		\$250.00
			<i>Notes: Interactive Student Journals</i>			
4	G1.B1.S1.A4	Conduct classroom walkthroughs and support selected teachers by utilizing the coaching cycle with an emphasis on effective student engagement strategies in order to increase classroom rigor.				\$0.00
5	G1.B3.S1.A1	Provide professional development to teachers with an emphasis on targeted based data points, identifying areas of weakness and strengthens for DI, how to monitor students' progress and developing an understanding for the instructional implications and data driven instruction.				\$0.00
6	G1.B3.S1.A2	Provide teachers with Data Binders that disaggregate and analyze current assessments. Provide support on how to interpret the data to drive planning and instruction. Conduct data chats between teachers and students, teachers and administrators and students and administrators.				\$0.00
7	G1.B3.S1.A3	Plan collaboratively with teachers and ensure that during planning teachers analyze current data, identify weaknesses and strengthens, develop instructional plans to address students' needs, and track students' progress.				\$0.00
8	G1.B3.S1.A4	Conduct daily classroom walkthroughs to ensure the implementation and delivery of differentiated instruction in order to address students' needs.				\$0.00
9	G1.B6.S1.A1	Provide a professional development on Access Points and Essential Understandings that identify specific instructional implications.				\$0.00
10	G1.B6.S1.A2	Create an Instructional Focus Calendar that will assist with pacing and instructional delivery of all content assessed by Florida Alternate Assessment.				\$0.00



### Budget Data

11	G1.B6.S1.A3	Teachers will create lesson plans that demonstrates an understanding of FL Access Points and the Essential Understanding. Instructional delivery will include technology component such as Unique Learning.	\$0.00
12	G1.B6.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of Access Points through he use of Unique Learning and other instructional resources.	\$0.00
<b>Total:</b>			<b>\$250.00</b>