

Miami-Dade County Public Schools

Air Base K 8 Center For International Education



2015-16 School Improvement Plan

Air Base K 8 Center For International Education

12829 SW 272ND ST, Homestead, FL 33032

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	88%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	47
Appendix 2: Professional Development and Technical Assistance Outlines	50
Professional Development Opportunities	51
Technical Assistance Items	55
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Air Base K-8 (ABK-8) is a leader as an International Education Magnet Program. Our mission is integrating academic rigor with cultural competency, intensive language immersion, and globally responsive ecological studies.

Provide the school's vision statement

Air Base K-8 provides a relevant, data-driven curriculum which fortifies the investment in cultural sensitivity, character education, and eco-literacy. The primary goal of our challenging academic magnet program is for students to become bilingual (listeners and speakers) and bi-literate (readers and writers). Our primary objective is to deliver a fully integrated international program; one that facilitates innovative curricular design. The Florida Standards alignment with global magnet themes strengthens the valuation of universal exchanges thus promoting reflective learners empowered with skills to engage in the 21st Century.

School Environment

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

The process, by which Air Base K-8 Center learns about students' cultures and builds relationships between teachers and students is that we strive to help our students feel accomplished in their academic endeavors. Students, Parents, Administrators, and Teachers sustain a healthy rapport while educating the total child through rigorous academics, interdisciplinary researched-based learning, authentic assessment of international themes, and world language immersion, all which contribute to developing habits of life-long learning.

Air Base K-8 Center provides a nurturing environment which serves to stimulate students' academic commitment through a strong curricular foundation and a global perspective. We highlight intensive language immersion, cultural diversity, technological literacy, and dynamic parent/community involvement. The total commitment of all stakeholders will prepare our students to function as valuable citizens in the global society of the 21st Century.

As a Magnet School without boundaries, the student body is comprised of children from all areas of the South Region. We make a concerted effort to vigorously recruit a diverse group of students to reduce racial, ethnic, and socio-economic isolation at the school. Students, their parents, and alumni all play an essential role in our recruitment process. Our outstanding academic dedication, character, and acclaimed reputation attracts families from beyond our school community.

The magnet program combines interdisciplinary curriculum, intensive second language immersion, and in-depth cultural studies which are linked to the development of professional skills valued in a future global job market. Innovative practices include emphasis on the application of critical thinking and analytical problem solving through extensive use of technology. The Foreign Language department provides instruction in French and Spanish as a second language, as well as advanced Spanish for native Spanish speakers.

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

The school creates and maintains an environment where students feel safe and respected before, during, and after school through the combined work of administrators, staff, and teachers.

Administrators and security monitors actively walk throughout the school and keep all access areas but the main entrance locked. Visitors to the building are monitored by school security as they enter. Within classrooms, teachers ensure the safety and respect of all students creating an atmosphere that addresses student needs. After school hours, security is posted at the main, and only open, entrance to the school in order to monitor who enters. After school care staff monitor student groups to ensure the safety of all students. Additionally, administrative, teaching, and counseling support personnel are always available to students and their families to aide in counseling, assessment, referral, educational, and career planning.

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

The school wide behavioral system, which enables students to be engaged during instructional time, is a multi-faceted plan that involves administration, faculty, staff, and parents. Administration provides clear behavioral expectations for each grade level via student assemblies. Teachers provide positive reinforcement to promote acceptable behaviors and provide consequences for students who do not follow rules and procedures. Administration and the school counselors follow up with students when necessary and provide behavioral support. Behavioral management is utilized by teachers and support staff, following a plan of progressive discipline.

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 social-emotional needs of all students are addressed and met through services provided via school counselors. Teachers, staff, and administrators also provide social-emotional support to all students. The school counselors work closely with administrators and teachers to provide support to students in order to meet their emotional and social needs.

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 will be targeted with students who have five or more unexcused absences and/or five or more tardies. Targeted students will be referred to the Attendance Review Committee, which includes administrators and school counselors. Parents will be contacted by an administrator to address excessive absenteeism and/or tardiness.

Students who scored below academic achievement levels on the statewide reading or math standardized assessment and/or the i-Ready diagnostic assessment are receiving intensive instruction and intervention to address their needs.

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	3	4	5	6	
Attendance below 90 percent	9	1	1	1	1	2	15
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	12	0	0	0	10	24
Level 1 on statewide assessment	0	0	0	0	0	0	
Course failure in ELA	0	12	0	0	0	1	13
Course failure in Math	2	12	0	0	0	9	23
Level 1 on reading statewide assessment	0	0	0	0	0	0	
Level 1 on math statewide assessment	0	0	0	0	0	0	
Retentions	2	12	0	0	0	1	15

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

Indicator	Grade Level					Total
	1	4	5	7	8	
Students exhibiting two or more indicators	3	2	9	5	2	21

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

Assessment data is utilized to identify students who are in need of intervention and ongoing progress monitoring. Intervention and ongoing progress and growth monitoring are used to support students in achieving academic goals.

For students struggling in reading, i-Ready, Wonder Works Intervention, After school ELA Title III Intervention, McGraw-Hill Reading Series Grades K-5, McDougal Littell Reading Series grades 6-8, Accelerated Reading Program, Discovery Videos, Leadership Literacy Team (LLT), Cambridge Website, District Cambridge Resources, and Cambridge Schools/Personnel are utilized as intervention strategies to improve the academic performance of students identified by the Early Warning System.

For students struggling in mathematics, the GO Math series, before/after school tutoring, in-house tutoring during fine arts, Think Central, Luli Dixon GO Math Podcasts, i-Ready, GIZMOS, Brain Pop, Khan Academy, manipulatives, Discovery Videos, Interactive Math Notebooks, District Cambridge Resources, Cambridge Schools/Personnel, and Reflex Math are utilized as intervention strategies to improve the academic performance of students identified by the Early Warning System.

Most importantly, for students identified as not meeting the District's or State's requirements for proficiency in reading and/or mathematics, a Progress Monitoring Plan (PMP) will be initiated and students will be provided appropriate intervention and remediation to improve academic performance. Students' progress will be monitored on an ongoing basis.

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

During the 2014-2015 school year, parent participation, in overall school wide activities was 67% of total school enrollment as indicated by volunteer sign-in sheets. Our goal for the 2015-2016 school year is to increase parent participation by 3%, from 67% to 70%.

Our action plan includes the following:

- Survey the parents for topics and/or concerns dealing with academic or behavioral issues.
- Provide multiple opportunities for parents to attend workshops during and after school hours, such as parent meetings, curriculum nights, and standardized testing informational events.
- Provide online academic resources through the school website.
- Review sign in sheets to determine the number of parents attending school events.

Air Base enjoys a cooperative, mutually beneficial relationship with numerous stakeholders. The school works towards building and maintaining positive relationships with families and community liaisons on a daily basis through active engagement.

Parents are continuously informed of their child's progress through the parent portal, teacher/parent conferences and/or daily progress reports. Air Base K-8 Center collaborates with partners, parents, teachers, administrators, business, and community liaisons to create an educational program that nurtures unique, cooperative, mutually beneficial relationships in order to meet high-performance expectations and standards. Our partners in education serve as tutors, mentors, listeners, teacher aides, designers, and guest speakers. Additionally, these stakeholders contributes a wealth of resources and diverse perspectives that support school-wide multicultural culminating activities, performances, and celebrations. Informational meetings are held throughout the year to keep parents and community partners informed of how they can assist or support the school in the meeting of school wide goals.

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

The Parent Teacher Association, magnet office, and EESAC work in conjunction with the local community to secure resources to support the school and student achievement. These groups are in contact with community stakeholders to seek out and secure support.

Parental and communal contributions sustain our innovative international magnet. Families and provincial liaisons serve in differing capacities to support a myriad of edifying culminating activities such as Fiesta Latina/Expo of the Americas, Tour de Paris, African Expedition, Theodore Gibson Oratorical, Asian Explosion or The Passage to India, Colonial Depot, Coffee and Conversation with School Board representatives, Science and Math Activities Connecting Kids (SMACK) Night, Green Education Fair, Reading Around the World, Evening with our Stars, Youth CAN, and other educational events.

Air Base K-8 Center maintains a strong community relationship with our Dade Partners, The City of Homestead Mayor and Council and the Homestead /Florida City Chamber of Commerce, The Home Depot, McKesson Foundation, Kohl's, Fairchild Tropical Gardens, WalMart, Homestead Air Reserve Base, Dream In Green, Deering Estates, Slow Food Miami, Florida Native Plant Society, Starbucks, Winn Dixie, Publix, Pollo Tropical and other local businesses. Community businesses and volunteers support our International Program through Earth Day activities, generating lovely butterfly gardens, year-long environmental initiatives, creating learning gardens (certified butterfly gardens, outdoor classroom and organic gardens).

Air Base K-8 Center sustains professional relationships with Barry University, Florida International University, Nova University, and Miami-Dade College, sponsoring student field experiences and teacher internships.

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
Calzadilla, Raul	Principal
Gibson-Carvalho, Angella	Assistant Principal
Corrales , Alicia	Teacher, K-12
Rocafort, Marissa	Guidance Counselor
Vior-Gonzalez, Joanna	Teacher, ESE
Franco, Christina	Psychologist
Flamer, Niki	Assistant Principal
Portuondo, Laurie	Guidance Counselor

Duties

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

The roles and functions of the MTSS/Rtl Leadership Team:

The Principal is the Instructional Leader who facilitates the MTSS/Rtl Leadership Team on a monthly basis while guiding the vision and mission of Air Base K-8 Center. The principal ensures that the school-based team assesses, implements, provides intervention, ensures adequate professional development to support the school based MTSS/Rtl team, and communicates with all stakeholders regarding MTSS/Rtl plans and activities.

The Assistant Principals provide support to the instructional leader and MTSS/Rtl school based team, ensure the collection of data and the implementation of intervention for identified students, monitor the MTSS/Rtl intervention groups, follow up on professional development activities, disseminate to faculty District mandated research based professional development strategies and initiatives with faculty.

The School Counselors interpret data and assist in the identification of students at-risk/Tier 3, proceed with further screening programs at the school site.

The School Psychologist interprets data, completes classroom observation of students for further screening programs, participates in collection, interpretation, and analysis of data, facilitates data-based decision making.

The SPED teacher and selected grade level representatives- Participate in student data collection, integrate core instructional activities/supplemental materials into Tier 3 instruction, support grade level collaboration with teachers through teaching and co-teaching activities when needed, liaison between grade level and MTSS/Rtl Leadership 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 process by which ABK-8 identifies and aligns all available resources in order to meet the needs of all students and maximize the desired outcomes are as follows:

- Teachers implement the McGraw-Hill Reading series with fidelity.
- Teachers monitor the implementation of the Four-Step PDSA Model on an ongoing basis.
- Teachers analyze ongoing data to identify strengths and weaknesses.
- Teachers utilize the District Pacing Guides as a guideline to incorporate weekly benchmarks within the core curricular program.
- Teachers utilize the monthly curriculum articulation that aligns with the Florida State Standards and Magnet Curriculum, to enable collaborative planning between the Foreign Language and Fine Arts teachers to support and guide reading instruction.
- Teachers utilize and monitor technological resources with emphasis on the iReady diagnostic program to enrich and remediate students' reading skills and performance in kindergarten through eighth grade.
- Teachers provide and monitor a tutorial program utilizing Wonder Works to address the reading deficiencies of Tier 2 students.
- Teachers utilize the Accelerated Reader program to promote and monitor independent reading.
- Instructional personnel develops a professional learning library created by teachers for teachers to provide a rich resource bank of materials.
- Personnel encourages attendance at school assemblies, such as: Open House, Parent/Teacher Conferences, Parent Information Night , Writing Night, SMACK Night (Science Math Activities Connecting Kids), and Reading Around the World.

The Curriculum Council/Leadership Team meets monthly and focus on universal screening, progress monitoring data, identification of students not maintaining or meeting benchmarks. The team will identify professional development needs to support universal or progress monitoring data for students at risk, establish a calendar of staff development activities and discuss best practices during monthly faculty meetings. The team will also reinforce the grouping of concepts for student mastery; determine student mastery of established skills/concepts taught. The team will maintain communication and professional development of staff input and feedback, as well as updating the staff on procedures and progress.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Raul Calzadilla Jr.	Principal
Sara Barbachan	Teacher
Cheryl Spiner	Teacher
Nancy Wright	Teacher
Marlene Romano (EESAC Chairpersosn)	Teacher
Carol Fronk	Teacher
Marissa Rocafort	Teacher
Amira Salinas	Education Support Employee
Marcend Coney	Business/Community
Roberto Cisneros	Parent
Lawerence Ventura	Parent
Erin Stapleton	Parent
Shanya Pezoa	Student
Terri Stockwell	Parent
Tere Wong	Business/Community
Ramiro Molina	Business/Community
Ana Chirinos	Parent
	Student
Mollie Dawson	Teacher
Dr. Chrisanne Fordik	Student
Michael Meikle	Student
Emily Defreitas	Student

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 School Advisory Council (SAC) reviewed the 2015-2016 SIP plan and discussed strategies for improvement. The SAC conducted quarterly reviews of assessment data, curriculum updates, student and parent representative elections, and monitoring of the progress of our K-8 configuration.

Development of this school improvement plan

The Student Advisory Council (SAC) frequently reviews and monitors school-wide data, revises and votes for acceptance of the SIP to ensure compliance in all areas.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) are presented with the EESAC budget and make allocation decisions as a part of the responsibilities and duties of the SAC (i.e. Renaissance AR subscription and grade level proposals). Members present proposals for expenditures of the budget, which are voted upon for approval or denial.

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

Of the \$4,684.00 we will have in our budget, \$2,000.25 will be spent to renew our Renaissance AR Subscription. The rest of the monies will be distributed following a thorough review of written proposals and consensus votes.

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
Calzadilla, Raul	Principal
Gibson-Carvalho, Angella	Assistant Principal
Corrales , Alicia	Teacher, K-12
Diaz, Jennifer	Teacher, K-12
Gandia, Leslie	Teacher, K-12
Polo, Elizabeth	Teacher, K-12
Portuondo, Laurie	Guidance Counselor
Purcell, Hannah	Teacher, K-12
Aguirre, Maritza	Teacher, K-12
Loriga, Vivian	Teacher, K-12
Flamer, Niki	Assistant Principal
Vior-Gonzalez, Joanna	Teacher, ESE
Wright, Nancy	Teacher, K-12

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

The initiatives for the 2015-2016 school year will include, but not be limited to: fostering reading enlightenment, implementing a writing across the curriculum initiative, creating a positive atmosphere for literacy across all content areas, and differentiated instruction.

The Literacy Leadership Team meets quarterly to monitor school wide reading events and activities, which occur in all core subjects. All subjects infuse reading throughout the curriculum. School wide celebrations occur on a quarterly basis to identify students meeting their Accelerated Reader reader goals.

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

Teachers are provided time to plan collaboratively during common planning periods throughout the school year. Teachers and LLT members also meet once a week for grade level meetings in order to work cooperatively to plan/articulate for grade level activities and parent and community events. Professional Learning Communities and Professional Development sessions are utilized to share best practices and learn highly effective teaching methodology that will increase rigor in instruction. Academic and fine arts departments follow monthly articulations that assist teachers to stay focused on a common curriculum.

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

The Principal along with the Assistant Principals will:

1. Interview potential candidates and select highly qualified interviewees to fill instructional positions.
2. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement activities.
3. Provide opportunities to engage in Professional Learning Communities in which teachers share best practices, interpret test results, and accommodate diversity in student learning.
4. Implement collaborative planning where teachers plan lessons and project-based learning activities.
5. Teachers will be mentored and paired with a department/grade level chair and/or selected peer to offer support and guidance.

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

Teachers are mentored and supported through ongoing Professional Development. Teachers who are identified with areas of need are provided time to implement activities learned from Professional Development activities. Mentor teachers are provided time to meet with identified teachers during common planning times. They will be offered the opportunity to conduct model classroom visitations and attend onsite training sessions.

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

Teachers use District mandated programs and curriculum. Grade Level Expectations, Florida Standards, Pacing Guides, and Curriculum Articulation are used and aligned to plan effectively.

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 disaggregated at the beginning of the school year utilizing the prior school year's standardized assessment and current beginning of the year assessment to determine students' academic needs. Teachers and administrators collaborate to place those having difficulty attaining proficiency or achieving grade level expectations. Students are placed in appropriate intervention/enrichment programs to support attaining proficiency on state assessments. During these sessions, intervention and enrichment programs are selected based on District mandates to support instruction. Timelines are developed to progress monitor students. Differentiated instruction is revisited based on progress

monitoring, classroom, interim, and fall assessments results. Additionally, data will be gathered quarterly to guide instructional decisions for all students in order to adjust the delivery of curriculum to meet the specific needs of students.

Instruction will be modified or supplemented to assist students having difficulty attaining proficiency on state assessments including adjusting the delivery of behavior management system, adjusting the allocation of school-based resources, monitoring and targeting specific needs in the area of Professional Development, and creating and monitoring growth trajectories in order to identify and develop interventions.

Managed data will include:

i-Ready Diagnostic Assessment, intensive reading , District Assessments, State/ District math and science assessments, FCAT 2.0 2014-2015, FSA 2014-2015, EOC 2014-2015, student grades, and school site specific assessments.

Behavioral:

Student Case Management System, detentions, return to home school, climate surveys, attendance referrals, and referrals to SPED programs.

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: Extended School Day

Minutes added to school year: 6,000

Tutoring will be offered to students that are identified as Tier 2 and 3 during assessment period three of the 2014-2015 i-Ready Diagnostic Assessment. Tutoring will be offered as follows:

- Grade 2 – ESOL tutorial for students at levels 1-4 are identified.
- Grade 3 – Reading for students identified based on grade 2 SAT scores, baseline data, teacher recommendation.
- Grade 4 – Writing for students identified based on District Writing Pre-test Assessment.
- Grade 4 – Reading for students identified based on grade 3 i-Ready Diagnostic assessment, and teacher recommendation.
- Grade 5 – Math for students identified based on grade 4 i-Ready Diagnostic assessment, and teacher recommendation.
- Early Bird Intervention.
- Grades 3 -5 –i-Ready Reading and Math.
- Before School Accelerated Reader Library Book Check-out and testing.
- After School Clubs – provides enrichment and critical thinking, use of technology, problem solving, hands on creating, design, manufacture, and enrichment through humanities such as art and drama.

Strategy Rationale

Teachers will provide additional instructional time and assistance for students not meeting proficiency nor making learning gains. An enrichment program will be provided for students meeting proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Calzadilla, Raul , rcalzadilla@dadeschools.net

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

Using the following assessments, the MTSS/RtI team and the teachers are responsible to collect the data in order to monitor student progress, plan for and differentiate instruction. Data chats will be held with administrators, teachers and students.

- Beginning of the year assessment
- Mid Year and End of Year Assessments
- i-Ready Diagnostic, Ongoing Progress Monitoring, and Growth Monitoring
- Teacher Generated Tests
- STAR Accelerated Reader

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

Air Base K-8 Center's articulation begins in Pre-Kindergarten and Kindergarten. Teachers and staff facilitate the transition of Pre-Kindergarten students through various practices. Initially, students

attending Air Base are taught through the use of Houghton Mifflin Reading High Scope curriculum. The students interact with one another, work in small groups directed by a paraprofessional or teacher and learn to make choices within constructs of the classroom setting. Our Pre-Kindergarten transition team at Air Base K-8 Center consists of 4 teachers and 4 paraprofessionals, a school counselor and the School Support Team. Data on student readiness skills include, but are not limited to, the Florida VPK Assessment three times a school year, Teaching Strategies GOLD (TSG) Assessment at the end of the year, along with other assessments.

Along with our own Pre-Kindergarten students, neighboring Headstart programs visit schools every Spring to share Kindergarten experiences and to discuss activities at that grade level with visiting preschool children.

Teachers articulate with the parents, students, and colleagues periodically at the end of the school year for transition to the next grade level. Monthly articulation documents are sent across grade levels to special area and foreign language teachers for further transitional goals.

In addition, our fifth grade students are introduced to the Upper Academy grade six through eight curriculum, program requirements and expectations. Articulation for ESE students is done at the end of the year to properly place students in the correct programs as well.

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

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.

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 utilize the Early Warning Systems (EWS) to identify at risk students in order to provide them with interventions and support that will increase their academic achievement.
- G3.** To prepare students to be college and career ready through Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE).
- G4.** To increase parental participation in school related activities.

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

G070492

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	81.0
AMO Reading - SWD	62.0
AMO Math - All Students	83.0
FCAT 2.0 Science Proficiency	65.0
CELLA Writing Proficiency	47.0

Resources Available to Support the Goal 2

- Technology: Use of educational technological programs and applications such as iReady, Gizmo, BrainPop, Accelerated Reader, Khan Academy, Edmodo, My Big Campus, and MDCPS student and parent portals. Utilization of technological hardware including Smart and Promethean boards and mobile technology resources such as laptops, tablets, and projectors.
- Mathematics: Assessment data, ongoing progress monitoring, GO Math series, Think Central, Luli Dixon GO Math Podcasts, iReady, GIZMOS, Brain Pop, Khan Academy, Smart and Promethean boards, manipulatives, Discovery Videos, Interactive Math Notebooks, Before/After school tutoring, In-house tutoring during fine arts, Cambridge Website, District Cambridge Resources, Cambridge Schools/Personnel, Synergy PLC's, Reflex Math.
- Science: Assessment data ,Gizmos,Synergy PLC's, BrainPop, powermylearning.org, Weebly.com,interactive science notebooks, PLCs,Discovery Education, AIMS Science, Nurturing Environmental Stewards of Today and Tomorrow (N.E.S.T.T.) program with Deering Estates, hands-on experiences to infuse science and math labs, Fairchild Challenge , CER (claims, evidence, reasoning), NBC Learn, ScienceSaurus, Study Jams, essential labs, Science Builders.
- Social Sciences: Cambridge Website, Discovering the Past – A History of the World, McGraw-Hill text resources,District Cambridge Resources,Cambridge Schools/Personnel,District Social Sciences Resources ,Synergy PLC's, magnet curriculum, Promethean and Smart boards, student devices, Pacing Guides, Civics in a Snap (elementary), History Labs (grades 6-8), Edgenuity (grades 6-8), Discovery Education, Scholastic News.
- Language Arts/Reading: Assessment data, ongoing progress monitoring, growth monitoring, Wonder Works Intervention, i-Ready, McGraw Hill Reading Series Grades K-5, McDougal Littell Reading Series grades 6-8, Accelerated Reading Program (AR), MyON Reader, Smart and Promethean boards, LLT Leadership Literacy Team, Media Specialist, Cambridge Website, District Cambridge Resources, Cambridge Schools/Personnel, Synergy PLC's.

Targeted Barriers to Achieving the Goal 3

- Limited utilization of monthly curriculum articulation.
- Professional Development which is limited to selected subject areas and grade levels.
- Limited opportunities for cross curricular articulation.
- Limited technological hardware and fully functioning technology within classrooms.

Plan to Monitor Progress Toward G1. 8

Grade level and department meeting agendas, notes, and applicable documentation, observational data, assessment data.

Person Responsible

Raul Calzadilla

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observations of classroom teaching, department and grade level meetings, assessment data reports.

G2. To utilize the Early Warning Systems (EWS) to identify at risk students in order to provide them with interventions and support that will increase their academic achievement. 1a

 G070493

Targets Supported 1b

Indicator	Annual Target
Truancy rate	3.0
Students exhibiting two or more EWS indicators (Total)	2.76
Non-proficient Reading by Grade 03	2.0

Resources Available to Support the Goal 2

- Technology support both in the classroom and computer lab, Cambridge Program, Monthly Grade level Articulation Meetings, Student PMP, Weekly Leadership/Administrative Team Meetings, Attendance Review Committee, Student Services, Media Specialist, Empowering Parents Nights, Review of Attendance Bulletin, Monthly Attendance Reports of 10 or More Absences.

Targeted Barriers to Achieving the Goal 3

- There is an increase in students absences and tardies.

Plan to Monitor Progress Toward G2. 8

Traucy Reports and attendance rosters.

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Traucy Reports

G3. To prepare students to be college and career ready through Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE). 1a

G070494

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal 2

- Assessment data ,Gizmo, Synergy PLC's , GIZMOS, BrainPop,powermylearning.org, Weebly.com,interactive science notebooks, PLCs,Discovery Ed., AIMS Science, Nurturing Environmental Stewards of Today and Tomorrow (N.E.S.T.T.) program with Deering Estates hands-on experiences to infuse science and math labs, Fairchild Challenge, Science and Math Activities that Connect Kids (S.M.A.C.K.) Night, CER (claims, evidence, reasoning), Critical Thinking Robotics 6-8th grades.

Targeted Barriers to Achieving the Goal 3

- Need to provide additional resources for inquiry and investigation skills through STEM/CTE

Plan to Monitor Progress Toward G3. 8

Provide Professional Development on differentiated instruction utilizing data to set goals to implement instructional best practices in all classrooms.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Professional Development deliverables, Agendas and Sign In sheets,

G4. To increase parental participation in school related activities. 1a

G070495

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	2.0

Resources Available to Support the Goal 2

- ConnectEd Messages School Website School Marquee School, Monthly Calendar Parent Teacher Association

Targeted Barriers to Achieving the Goal 3

- Parents unable to attend nightly events due to work schedule.

Plan to Monitor Progress Toward G4. 8

Yearly Schedule Reflecting Parental Events and Meeting logs.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Leadership Team Meetings Minutes and Agenda, Grade Level Articulation Meetings Minutes and Agendas.

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**

 G070492

G1.B1 Limited utilization of monthly curriculum articulation. **2**

 B183654

G1.B1.S1 Create monthly curriculum articulation as a grade level and/or subject area group. Teachers will analyze pacing guides in articulation process. **4**

 S195301

Strategy Rationale

Creation of the monthly curriculum articulation as a group will allow all grade and/or subject area teachers to play a role in the accumulation and analysis of information necessary for articulation. At the same time, analyzing the pacing guides as a group allows for discussion and collaborative planning for proper utilization in instructional planning and implementation of lessons and activities.

Action Step 1 **5**

Grade level and department chairpersons will work with fellow teachers to create monthly articulation that reflects connection to MDCPS Pacing Guides and cross curricular integration.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monthly articulation documents.

Action Step 2 5

Elementary and Upper Academy (6-8) schedule will allow collaborative planning time for teachers.

Person Responsible

Angella Gibson-Carvalho

Schedule

On 6/9/2016

Evidence of Completion

Elementary and Upper Academy (6-8) teacher schedules.

Action Step 3 5

Implement planned lessons and strategies developed during PLC's within the instructional framework.

Person Responsible

Raul Calzadilla

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, student authentic work, student discourse, teacher reflection, assessment data.

Action Step 4 5

Provide follow up and support to instructional staff in need of additional assistance with the implementation of curriculum articulation and pacing guides.

Person Responsible

Niki Flamer

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Debriefing notes, teacher reflection, monthly articulation meeting minutes.

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

The administrative team will conduct formal and informal classroom observations to monitor the implementation of curriculum articulation and pacing guides.

Person Responsible

Raul Calzadilla

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, monthly curriculum articulation documents, professional development deliverables: agendas, sign in sheets, PLC agenda, exit slips, protocol, DI lesson plans, student authentic work, student discourse, debriefing notes, teacher reflection, monthly articulation meeting minutes, Leadership Team agenda, and walk through notes.

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

Administrative classroom and grade level and depart meeting walk-throughs observations, lesson plans, PLC's.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Monthly curriculum articulation from each grade level and/or subject area, lesson plans, formal and informal observations, data chats, walk-throughs, debriefing teacher sessions.

G1.B1.S2 Provide Professional Development pertaining to best practices in the area of cross curricular integration. **4**

 S195302

Strategy Rationale

Professional Development showcasing and instructing best practices will allow teachers to share and learn how to integrate core subjects in their content area(s) through cross curricular activities.

Action Step 1 **5**

Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) pertaining to differentiated instruction, and utilizing data to set goals and implement instructional best practices in all classrooms. PD and PLC's will target all grade levels and subject areas.

Person Responsible

Angella Gibson-Carvalho

Schedule

Every 2 Months, from 8/24/2015 to 6/9/2016

Evidence of Completion

Professional Development and Professional Learning Community follow up assignments, agendas, and sign in sheets.

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

The administrative team will conduct classroom walkthroughs to monitor implementation of strategies taught in PD's and PLC's.

Person Responsible

Raul Calzadilla

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, professional development deliverables: agendas, sign in sheets, PLC agenda, exit slips, protocols, DI lesson plan, student authentic work, Leadership Team agenda, and walk through notes.

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

Administrators will analyze assessment data with teachers for evidence of implementation and improvement.

Person Responsible

Raul Calzadilla

Schedule

Quarterly, from 8/24/2015 to 6/9/2016


Evidence of Completion

Assessment data reports, data analysis and monitoring records, student data organizers.

G1.B2 Professional Development which is limited to selected subject areas and grade levels. 2

 B183655

G1.B2.S1 Professional Development (PD) and Professional Learning Communities (PLC) will be developed with teacher and administrator input. PD's and PLC's will be facilitated and instructed by administrators and teachers alike. 4

 S195303

Strategy Rationale

By utilizing teacher and administrator input in creation of PD's and PLC's individual needs of the school and student population will be addressed. By having teachers and administrators facilitate and instruct PD's and PLC's area experts can share knowledge and best practices across all grade levels and disciplines.

Action Step 1 5

Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) that targets a wide audience and covers a variety of subject areas.

Person Responsible

Elizabeth Polo

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Professional Development and Professional Learning Community follow up assignments.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators will monitor use of Professional Development and Professional Learning Community information within classroom settings.

Person Responsible

Raul Calzadilla

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

Professional Development and Professional Learning Community follow up assignments, documents created during sessions by participants, lesson plans, observation data.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators will provide support and remediation to teachers who are not utilizing information and strategies conveyed during Professional Development and Professional Learning Communities.

Person Responsible

Raul Calzadilla


Schedule

Every 2 Months, from 10/1/2015 to 6/9/2016

Evidence of Completion

Professional Development and Professional Learning Community follow up assignments, documents created during sessions by participants, lesson plans, observation data.

G1.B3 Limited opportunities for cross curricular articulation. 2

 B183656

G1.B3.S1 Provide time for collaborative planning among grade levels and subject areas through use of early dismissal days, lesson studies, Professional Development and Professional Learning Community days. 4

 S195304

Strategy Rationale

Teachers will use collaborative planning time to plan across the curriculum, Professional Development and Professional Learning Communities to gain best practices, and lesson studies to put forth and improve upon knowledge learned.

Action Step 1 5

Elementary and Upper Academy schedule will allow collaborative planning time for teachers.

Person Responsible

Angella Gibson-Carvalho

Schedule

On 6/9/2016

Evidence of Completion

Elementary and Upper Academy teacher schedules.

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

Administrators will periodically meet with grade levels and departments during common planning.

Person Responsible

Angella Gibson-Carvalho

Schedule

Every 2 Months, from 10/1/2015 to 6/9/2016

Evidence of Completion

Grade level and department meeting notes, agendas, and other applicable documents.

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

Administrators will provide support to grade level and department chairpersons who are not effectively implementing common planning time.

Person Responsible

Niki Flamer

Schedule

Quarterly, from 10/1/2015 to 6/9/2016


Evidence of Completion

Notes, agendas, applicable documentation.

G1.B4 Limited technological hardware and fully functioning technology within classrooms. 2

 B183657

G1.B4.S1 Facilitate professional development in the areas of technology use and integration. Ensure timely maintenance and upkeep of technological devices utilized by faculty, staff, and students. Provide mobile technology resources such as laptops, tablets, and projectors for equal use. 4

 S195305

Strategy Rationale

Professional development will provide faculty and staff with knowledge and skills necessary for proper utilization of technology. Maintenance and upkeep will ensure fidelity in technology use. Mobile technological resource use will allow greater access to all users.

Action Step 1 5

Provide Professional Development on differentiated instruction utilizing data to set goals to implement instructional best practices in all classrooms.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Professional Development deliverables: Agendas, Sign In sheets,

Action Step 2 5

Utilize Professional Learning Communities (PLC) to plan for differentiated instruction supported by research based strategies in all classrooms.

Person Responsible

Angella Gibson-Carvalho

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC Agenda, Exit Slips, Protocol, Sign In Sheet, Lesson Plan Evidence

Action Step 3 5

Implement planned lessons and strategies developed during PLC's within the instructional framework.

Person Responsible

Raul Calzadilla

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, Student Authentic work, student discourse, teacher reflection

Action Step 4 5

Provide follow up and support to instructional staff in need of additional assistance with the implementation of data driven differentiated instruction.

Person Responsible

Angella Gibson-Carvalho

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Debriefing notes, teacher reflection, monthly articulation meeting minutes

Action Step 5 5

Monitor for effectiveness of the implementation of data driven differentiated instruction.

Person Responsible

Angella Gibson-Carvalho

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Leadership Team Agenda, Walk through notes.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The administrative team will conduct data chats with teachers and also monitor the implementation of differentiated instructional routine/strategies during classroom walks through.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Professional Development deliverables: Agendas, Sign In sheets, PLC Agenda, Exit Slips, Protocol, Sign In Sheet, DI Lesson Plan, Student Authentic work, student discourse, Debriefing notes, teacher reflection, monthly articulation meeting minutes, and Leadership Team Agenda and Walk through notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administrative classroom walk-throughs observations, lesson plans, PLCs

Person Responsible

Raul Calzadilla

Schedule

Weekly, from 11/4/2014 to 6/4/2015

Evidence of Completion

Data chats, walk-throughs, debriefing teacher sessions.

G2. To utilize the Early Warning Systems (EWS) to identify at risk students in order to provide them with interventions and support that will increase their academic achievement. 1

G070493

G2.B1 There is an increase in students absences and tardies. 2

B183658

G2.B1.S1 Identify and target students with previous excess absences and tardies based on the 2014-2015 Truancy Reports to provide intervention and monitor. 4

S195306

Strategy Rationale

To increase attendance of targeted students to improve academic performance.

Action Step 1 5

Develop a plan to monitor student attendance and tardies

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Truancy Report, SMCS, Student Referrals, Attendance Data, Student Report Cards, and Daily Attendance Percentages, Administrative Walk-Throughs.

Action Step 2 5

Create a database of students to monitor excessive absences and tardies

Person Responsible

Raul Calzadilla

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Database created from attendance reports

Action Step 3 5

Develop a check-in check-out system for students with chronic attendance and tardies

Person Responsible

Raul Calzadilla

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Check-in check-out data log, Administrative Walk-Throughs.

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

Place students on attendance intervention report and progress monitor.

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parent letter, Attendance data reports and truancy reports, Student/Parent Handbook.

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

Conduct parent informational meetings, Connect Ed. messages to advise absences, Parent contact via telephone and/or US mail.

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parent contact logs, Attendance reports, Parent/Student Handbook, Attendance guidelines.

G2.B1.S2 To develop a student attendance motivational plan. 4

 S195307

Strategy Rationale

Through an incentive program, positive reinforcement will be used to improve attendance.

Action Step 1 5

Develop a motivational plan.

Person Responsible

Raul Calzadilla

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance reports.

Action Step 2 5

Implement motivational plan to reward students weekly/monthly for being in school and/or improving academic performance.

Person Responsible

Raul Calzadilla

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance reports of identified students, Honor Roll Assemblies to reward perfect attendance, Class rewards for perfect attendance.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

To monitor daily attendance.

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance reports.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Daily attendance reports.

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance Reports.

G2.B1.S3 To provide support for students not making adequate academic progress due to inadequate attendance. **4**

 S195308

Strategy Rationale

Follow up and support students with attendance issues through counseling.

Action Step 1 **5**

Intervention, Tutoring, Planned Lessons, Progress Monitoring Plan (PMP), Progress Monitoring utilizing Technology Programs and WonderWorks..

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Progress monitoring logs, Student PMP , Walk throughs, assessment results, attendance log.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 **6**

Intervention data, attendance data.

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Assessment data reports, Daily attendance reports, behavior monitoring logs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administrative walkthroughs

Person Responsible

Raul Calzadilla


Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, assessment data results, LLT debriefing notes.

G3. To prepare students to be college and career ready through Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE). 1

 G070494

G3.B1 Need to provide additional resources for inquiry and investigation skills through STEM/CTE 2

 B183659

G3.B1.S1 To increase the number students participating in the STEM Science FAIR. 4

 S195309

Strategy Rationale

Increase student engagement in experimental design process.

Action Step 1 5

Establish a STEM community outreach initiative to all stakeholders.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Flyers, Connect Ed. message, Agendas, Sign In sheets.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Leadership walkthroughs

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Miami Dade Science Fair Check list and requirements, completed science boards.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Utilize Professional Learning Communities (PLC) to plan for experimental design process supported by research based strategies in all classrooms.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student lab reports, Exit Slips, Protocol, Sign In Sheet, Lesson Plan Evidence

G3.B1.S2 To increase student in 6-7th grades exposure and awareness to robotics through critical thinking process; design, construction, and programming of robots. 4

 S195310

Strategy Rationale

Develop students critical thinking and problem solving skills.

Action Step 1 5

Provide interactive workshops and mobile S.T.E.M. Labs.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Exit slips, lesson plans and implementation, Walk throughs.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Grade level cross curricular planning, debriefing notes, strategic grade level articulation planning sessions.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Academic performance data, student work samples and journals.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administrative walk throughs, teacher/administrative data chats, student data chats.

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student daily journal notes, authentic assessments, student project production samples, Assessment data.

G3.B1.S3 To increase students awareness of the "Green Initiative." 4

 S195311

Strategy Rationale

To develop students global environmental responsibilities by educating and motivating students to live an environmentally conscious lifestyle.

Action Step 1 5

Biodiversity Professional developments.

Person Responsible

Raul Calzadilla

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets, exit slips, make and take activities.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Grade level/department cross curricular planning, Articulation minutes, lesson plans.

Person Responsible

Raul Calzadilla

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student authentic work samples, assessment data, classroom projects.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Administrative walk throughs, debriefing notes, data chats.

Person Responsible

Raul Calzadilla

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Resources utilized, Student work samples, lesson plans.

G4. To increase parental participation in school related activities. 1

G070495

G4.B1 Parents unable to attend nightly events due to work schedule. 2

B183660

G4.B1.S1 More school sponsored activities or trainings, based on the Empowering Parents School Survey. 4

S195312

Strategy Rationale

Increased parental attendance at school sponsored activities and events.

Action Step 1 5

Provide opportunities for parents to attend school based activities and trainings.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Connect Ed. Messages, Parent Flyers, Monthly Calendars, Sign in Sheets.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor school site informational meetings times, length, quality of sessions offered to parents.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Connect Ed. Messages, Parent Flyers, PowerPoint Presentations, Exit Slips, Teacher/ Parent Conference Request logs, Parent Sign-In Logs.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administrative follow up and debrief and articulation sessions with Grade Levels.

Person Responsible

Raul Calzadilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance Logs, Articulation Minutes.

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	Grade level and department chairpersons will work with fellow teachers to create monthly articulation that reflects connection to MDCPS Pacing Guides and cross curricular integration.	Calzadilla, Raul	8/24/2015	Monthly articulation documents.	6/9/2016 monthly
G1.B1.S2.A1	Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) pertaining to differentiated instruction, and utilizing data to set goals and implement instructional best practices in all classrooms. PD and PLC's will target all grade levels and subject areas.	Gibson-Carvalho, Angella	8/24/2015	Professional Development and Professional Learning Community follow up assignments, agendas, and sign in sheets.	6/9/2016 every-2-months
G1.B2.S1.A1	Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) that targets a wide audience and covers a variety of subject areas.	Polo, Elizabeth	8/24/2015	Professional Development and Professional Learning Community follow up assignments.	6/9/2016 monthly
G1.B3.S1.A1	Elementary and Upper Academy schedule will allow collaborative planning time for teachers.	Gibson-Carvalho, Angella	8/24/2015	Elementary and Upper Academy teacher schedules.	6/9/2016 one-time
G1.B4.S1.A1	Provide Professional Development on differentiated instruction utilizing data to set goals to implement instructional best practices in all classrooms.	Calzadilla, Raul	8/24/2015	Professional Development deliverables: Agendas, Sign In sheets,	6/9/2016 monthly
G2.B1.S1.A1	Develop a plan to monitor student attendance and tardies	Calzadilla, Raul	8/24/2015	Truancy Report, SMCS, Student Referrals, Attendance Data, Student Report Cards, and Daily Attendance Percentages, Administrative Walk-Throughs.	6/9/2016 daily
G2.B1.S2.A1	Develop a motivational plan.	Calzadilla, Raul	8/24/2015	Attendance reports.	6/9/2016 weekly
G2.B1.S3.A1	Intervention, Tutoring, Planned Lessons, Progress Monitoring Plan (PMP), Progress Monitoring utilizing	Calzadilla, Raul	8/24/2015	Progress monitoring logs, Student PMP, Walk throughs, assessment results, attendance log.	6/9/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Technology Programs and WonderWorks..				
G3.B1.S1.A1	Establish a STEM community outreach initiative to all stakeholders.	Calzadilla, Raul	8/24/2015	Flyers, Connect Ed. message, Agendas, Sign In sheets.	6/9/2016 monthly
G3.B1.S2.A1	Provide interactive workshops and mobile S.T.E.M. Labs.	Calzadilla, Raul	8/24/2015	Exit slips, lesson plans and implementation, Walk throughs.	6/9/2016 monthly
G3.B1.S3.A1	Biodiversity Professional developments.	Calzadilla, Raul	8/24/2015	Sign in sheets, exit slips, make and take activities.	6/9/2016 quarterly
G4.B1.S1.A1	Provide opportunities for parents to attend school based activities and trainings.	Calzadilla, Raul	8/24/2015	Connect Ed. Messages, Parent Flyers, Monthly Calendars, Sign in Sheets.	6/9/2016 monthly
G1.B1.S1.A2	Elementary and Upper Academy (6-8) schedule will allow collaborative planning time for teachers.	Gibson-Carvalho, Angella	8/24/2015	Elementary and Upper Academy (6-8) teacher schedules.	6/9/2016 one-time
G1.B4.S1.A2	Utilize Professional Learning Communities (PLC) to plan for differentiated instruction supported by research based strategies in all classrooms.	Gibson-Carvalho, Angella	8/24/2015	PLC Agenda, Exit Slips, Protocol, Sign In Sheet, Lesson Plan Evidence	6/9/2016 monthly
G2.B1.S1.A2	Create a database of students to monitor excessive absences and tardies	Calzadilla, Raul	8/24/2015	Database created from attendance reports	6/9/2016 weekly
G2.B1.S2.A2	Implement motivational plan to reward students weekly/monthly for being in school and/or improving academic performance.	Calzadilla, Raul	8/24/2015	Attendance reports of identified students, Honor Roll Assemblies to reward perfect attendance, Class rewards for perfect attendance.	6/9/2016 weekly
G1.B1.S1.A3	Implement planned lessons and strategies developed during PLC's within the instructional framework.	Calzadilla, Raul	8/24/2015	Lesson Plans, student authentic work, student discourse, teacher reflection, assessment data.	6/9/2016 weekly
G1.B4.S1.A3	Implement planned lessons and strategies developed during PLC's within the instructional framework.	Calzadilla, Raul	8/24/2015	Lesson Plans, Student Authentic work, student discourse, teacher reflection	6/9/2016 weekly
G2.B1.S1.A3	Develop a check-in check-out system for students with chronic attendance and tardies	Calzadilla, Raul	8/24/2015	Check-in check-out data log, Administrative Walk-Throughs.	6/9/2016 weekly
G1.B1.S1.A4	Provide follow up and support to instructional staff in need of additional assistance with the implementation of curriculum articulation and pacing guides.	Flamer, Niki	8/24/2015	Debriefing notes, teacher reflection, monthly articulation meeting minutes.	6/9/2016 biweekly
G1.B4.S1.A4	Provide follow up and support to instructional staff in need of additional assistance with the implementation of data driven differentiated instruction.	Gibson-Carvalho, Angella	8/24/2015	Debriefing notes, teacher reflection, monthly articulation meeting minutes	6/9/2016 weekly
G1.B4.S1.A5	Monitor for effectiveness of the implementation of data driven differentiated instruction.	Gibson-Carvalho, Angella	8/24/2015	Leadership Team Agenda, Walk through notes.	6/9/2016 daily
G1.MA1	Grade level and department meeting agendas, notes, and applicable documentation, observational data, assessment data.	Calzadilla, Raul	8/24/2015	Observations of classroom teaching, department and grade level meetings, assessment data reports.	6/9/2016 weekly
G1.B1.S1.MA1	Administrative classroom and grade level and depart meeting walk-throughs observations, lesson plans, PLC's.	Calzadilla, Raul	10/1/2015	Monthly curriculum articulation from each grade level and/or subject area, lesson plans, formal and informal observations, data chats, walk-throughs, debriefing teacher sessions.	6/9/2016 monthly
G1.B1.S1.MA1	The administrative team will conduct formal and informal classroom observations to monitor the implementation of curriculum articulation and pacing guides.	Calzadilla, Raul	8/24/2015	Lesson plans, monthly curriculum articulation documents, professional development deliverables: agendas, sign in sheets, PLC agenda, exit slips, protocol, DI lesson plans, student	6/9/2016 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				authentic work, student discourse, debriefing notes, teacher reflection, monthly articulation meeting minutes, Leadership Team agenda, and walk through notes.	
G1.B2.S1.MA1	Administrators will provide support and remediation to teachers who are not utilizing information and strategies conveyed during Professional Development and Professional Learning Communities.	Calzadilla, Raul	10/1/2015	Professional Development and Professional Learning Community follow up assignments, documents created during sessions by participants, lesson plans, observation data.	6/9/2016 every-2-months
G1.B2.S1.MA1	Administrators will monitor use of Professional Development and Professional Learning Community information within classroom settings.	Calzadilla, Raul	8/24/2015	Professional Development and Professional Learning Community follow up assignments, documents created during sessions by participants, lesson plans, observation data.	6/9/2016 every-6-weeks
G1.B3.S1.MA1	Administrators will provide support to grade level and department chairpersons who are not effectively implementing common planning time.	Flamer, Niki	10/1/2015	Notes, agendas, applicable documentation.	6/9/2016 quarterly
G1.B3.S1.MA1	Administrators will periodically meet with grade levels and departments during common planning.	Gibson-Carvalho, Angella	10/1/2015	Grade level and department meeting notes, agendas, and other applicable documents.	6/9/2016 every-2-months
G1.B4.S1.MA1	Administrative classroom walk-throughs observations, lesson plans, PLCs	Calzadilla, Raul	11/4/2014	Data chats, walk-throughs, debriefing teacher sessions.	6/4/2015 weekly
G1.B4.S1.MA1	The administrative team will conduct data chats with teachers and also monitor the implementation of differentiated instructional routine/strategies during classroom walks through.	Calzadilla, Raul	10/1/2014	Professional Development deliverables: Agendas, Sign In sheets, PLC Agenda, Exit Slips, Protocol, Sign In Sheet, DI Lesson Plan, Student Authentic work, student discourse, Debriefing notes, teacher reflection, monthly articulation meeting minutes, and Leadership Team Agenda and Walk through notes.	11/26/2014 monthly
G1.B1.S2.MA1	Administrators will analyze assessment data with teachers for evidence of implementation and improvement.	Calzadilla, Raul	8/24/2015	Assessment data reports, data analysis and monitoring records, student data organizers.	6/9/2016 quarterly
G1.B1.S2.MA1	The administrative team will conduct classroom walkthroughs to monitor implementation of strategies taught in PD's and PLC's.	Calzadilla, Raul	8/24/2015	Lesson plans, professional development deliverables: agendas, sign in sheets, PLC agenda, exit slips, protocols, DI lesson plan, student authentic work, Leadership Team agenda, and walk through notes.	6/9/2016 every-6-weeks
G2.MA1	Trauncy Reports and attendance rosters.	Calzadilla, Raul	8/24/2015	Trauncy Reports	6/9/2016 daily
G2.B1.S1.MA1	Conduct parent informational meetings, Connect Ed. messages to advise absences, Parent contact via telephone and/or US mail.	Calzadilla, Raul	8/24/2015	Parent contact logs, Attendance reports, Parent/Student Handbook, Attendance guidelines.	6/9/2016 daily
G2.B1.S1.MA1	Place students on attendance intervention report and progress monitor.	Calzadilla, Raul	8/24/2015	Parent letter, Attendance data reports and truancy reports, Student/Parent Handbook.	6/9/2016 daily
G2.B1.S2.MA1	Daily attendance reports.	Calzadilla, Raul	8/24/2015	Attendance Reports.	6/9/2016 daily
G2.B1.S2.MA1	To monitor daily attendance.	Calzadilla, Raul	8/24/2015	Attendance reports.	6/9/2016 daily
G2.B1.S3.MA1	Administrative walkthroughs	Calzadilla, Raul	8/24/2015	Lesson plans, assessment data results, LLT debriefing notes.	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S3.MA1	Intervention data, attendance data.	Calzadilla, Raul	8/24/2015	Assessment data reports, Daily attendance reports, behavior monitoring logs.	6/9/2016 daily
G3.MA1	Provide Professional Development on differentiated instruction utilizing data to set goals to implement instructional best practices in all classrooms.	Calzadilla, Raul	8/24/2015	Professional Development deliverables, Agendas and Sign In sheets,	6/9/2016 monthly
G3.B1.S1.MA1	Utilize Professional Learning Communities (PLC) to plan for experimental design process supported by research based strategies in all classrooms.	Calzadilla, Raul	8/24/2015	Student lab reports, Exit Slips, Protocol, Sign In Sheet, Lesson Plan Evidence	6/9/2016 monthly
G3.B1.S1.MA1	Leadership walkthroughs	Calzadilla, Raul	8/24/2015	Miami Dade Science Fair Check list and requirements, completed science boards.	6/9/2016 daily
G3.B1.S2.MA1	Administrative walk throughs, teacher/administrative data chats, student data chats.	Calzadilla, Raul	8/24/2015	Student daily journal notes, authentic assessments, student project production samples, Assessment data.	6/9/2016 daily
G3.B1.S2.MA1	Grade level cross curricular planning, debriefing notes, strategic grade level articulation planning sessions.	Calzadilla, Raul	8/24/2015	Academic performance data, student work samples and journals.	6/9/2016 monthly
G3.B1.S3.MA1	Administrative walk throughs, debriefing notes, data chats.	Calzadilla, Raul	8/24/2015	Resources utilized, Student work samples, lesson plans.	6/9/2016 daily
G3.B1.S3.MA1	Grade level/department cross curricular planning, Articulation minutes, lesson plans.	Calzadilla, Raul	8/24/2015	Student authentic work samples, assessment data, classroom projects.	6/9/2016 weekly
G4.MA1	Yearly Schedule Reflecting Parental Events and Meeting logs.	Calzadilla, Raul	8/24/2015	Leadership Team Meetings Minutes and Agenda, Grade Level Articulation Meetings Minutes and Agendas.	6/9/2016 monthly
G4.B1.S1.MA1	Administrative follow up and debrief and articulation sessions with Grade Levels.	Calzadilla, Raul	8/24/2015	Attendance Logs, Articulation Minutes.	6/9/2016 monthly
G4.B1.S1.MA1	Monitor school site informational meetings times, length, quality of sessions offered to parents.	Calzadilla, Raul	8/24/2015	Connect Ed. Messages, Parent Flyers, PowerPoint Presentations, Exit Slips, Teacher/Parent Conference Request logs, Parent Sign-In Logs.	6/9/2016 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 Opportunities

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

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

G1.B1 Limited utilization of monthly curriculum articulation.

G1.B1.S1 Create monthly curriculum articulation as a grade level and/or subject area group. Teachers will analyze pacing guides in articulation process.

PD Opportunity 1

Grade level and department chairpersons will work with fellow teachers to create monthly articulation that reflects connection to MDCPS Pacing Guides and cross curricular integration.

Facilitator

Raul Calzadilla (Principal), Angella Gibson-Carvalho (Assistant Principal), Nikki Flamer (Assistant Principal), Elizabeth Polo (PD Liaison), Vivian Loriga (PLST member).

Participants

All teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G1.B1.S2 Provide Professional Development pertaining to best practices in the area of cross curricular integration.

PD Opportunity 1

Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) pertaining to differentiated instruction, and utilizing data to set goals and implement instructional best practices in all classrooms. PD and PLC's will target all grade levels and subject areas.

Facilitator

Raul Calzadilla (Principal), Angella Gibson-Carvalho (Assistant Principal), Nikki Flamer (Assistant Principal), Elizabeth Polo (PD Liaison), Vivian Loriga (PLST member).

Participants

All teachers

Schedule

Every 2 Months, from 8/24/2015 to 6/9/2016

G1.B2 Professional Development which is limited to selected subject areas and grade levels.

G1.B2.S1 Professional Development (PD) and Professional Learning Communities (PLC) will be developed with teacher and administrator input. PD's and PLC's will be facilitated and instructed by administrators and teachers alike.

PD Opportunity 1

Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) that targets a wide audience and covers a variety of subject areas.

Facilitator

Elizabeth Polo

Participants

All teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G1.B4 Limited technological hardware and fully functioning technology within classrooms.

G1.B4.S1 Facilitate professional development in the areas of technology use and integration. Ensure timely maintenance and upkeep of technological devices utilized by faculty, staff, and students. Provide mobile technology resources such as laptops, tablets, and projectors for equal use.

PD Opportunity 1

Provide Professional Development on differentiated instruction utilizing data to set goals to implement instructional best practices in all classrooms.

Facilitator

Angella Gibson-Carvalho (Assistant Principal), Nikki Flamer (Assistant Principal), Elizabeth Polo (Professional Development Liaison), Vivian Loriga (PLST Member)

Participants

All instructional teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

PD Opportunity 2

Utilize Professional Learning Communities (PLC) to plan for differentiated instruction supported by research based strategies in all classrooms.

Facilitator

Angella Gibson-Carvalho (Assistant Principal), Nikki Flamer (Assistant Principal), Elizabeth Polo (Professional Development Laison), Vivian Loriga (PLST Member)

Participants

All instructional teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G3. To prepare students to be college and career ready through Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE).

G3.B1 Need to provide additional resources for inquiry and investigation skills through STEM/CTE

G3.B1.S3 To increase students awareness of the "Green Initiative."

PD Opportunity 1

Biodiversity Professional developments.

Facilitator

Ms. Remmen (Science teacher)

Participants

Instructional staff and Green Team/staff

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G4. To increase parental participation in school related activities.

G4.B1 Parents unable to attend nightly events due to work schedule.

G4.B1.S1 More school sponsored activities or trainings, based on the Empowering Parents School Survey.

PD Opportunity 1

Provide opportunities for parents to attend school based activities and trainings.

Facilitator

Instructional Staff/Grade Levels

Participants

Parents/Guardians.

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance 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 Limited utilization of monthly curriculum articulation.

G1.B1.S1 Create monthly curriculum articulation as a grade level and/or subject area group. Teachers will analyze pacing guides in articulation process.

PD Opportunity 1

Implement planned lessons and strategies developed during PLC's within the instructional framework.

Facilitator

Instructional Staff

Participants

Instructional Staff

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G1.B4 Limited technological hardware and fully functioning technology within classrooms.

G1.B4.S1 Facilitate professional development in the areas of technology use and integration. Ensure timely maintenance and upkeep of technological devices utilized by faculty, staff, and students. Provide mobile technology resources such as laptops, tablets, and projectors for equal use.

PD Opportunity 1

Implement planned lessons and strategies developed during PLC's within the instructional framework.

Facilitator

Instructional Staff

Participants

Instructional Staff

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Budget

Budget Data

1	G1.B1.S1.A1	Grade level and department chairpersons will work with fellow teachers to create monthly articulation that reflects connection to MDCPS Pacing Guides and cross curricular integration.				\$0.00
2	G1.B1.S1.A2	Elementary and Upper Academy (6-8) schedule will allow collaborative planning time for teachers.				\$0.00
3	G1.B1.S1.A3	Implement planned lessons and strategies developed during PLC's within the instructional framework.				\$0.00
4	G1.B1.S1.A4	Provide follow up and support to instructional staff in need of additional assistance with the implementation of curriculum articulation and pacing guides.				\$0.00
5	G1.B1.S2.A1	Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) pertaining to differentiated instruction, and utilizing data to set goals and implement instructional best practices in all classrooms. PD and PLC's will target all grade levels and subject areas.				\$0.00
6	G1.B2.S1.A1	Facilitate and instruct Professional Development (PD) and Professional Learning Communities (PLC) that targets a wide audience and covers a variety of subject areas.				\$0.00
7	G1.B3.S1.A1	Elementary and Upper Academy schedule will allow collaborative planning time for teachers.				\$0.00
8	G1.B4.S1.A1	Provide Professional Development on differentiated instruction utilizing data to set goals to implement instructional best practices in all classrooms.				\$0.00
9	G1.B4.S1.A2	Utilize Professional Learning Communities (PLC) to plan for differentiated instruction supported by research based strategies in all classrooms.				\$0.00
10	G1.B4.S1.A3	Implement planned lessons and strategies developed during PLC's within the instructional framework.				\$0.00
11	G1.B4.S1.A4	Provide follow up and support to instructional staff in need of additional assistance with the implementation of data driven differentiated instruction.				\$0.00
12	G1.B4.S1.A5	Monitor for effectiveness of the implementation of data driven differentiated instruction.				\$0.00
13	G2.B1.S1.A1	Develop a plan to monitor student attendance and tardies				\$0.00
14	G2.B1.S1.A2	Create a database of students to monitor excessive absences and tardies				\$0.00
15	G2.B1.S1.A3	Develop a check-in check-out system for students with chronic attendance and tardies				\$0.00
16	G2.B1.S2.A1	Develop a motivational plan.				\$0.00
17	G2.B1.S2.A2	Implement motivational plan to reward students weekly/monthly for being in school and/or improving academic performance.				\$0.00
18	G2.B1.S3.A1	Intervention, Tutoring, Planned Lessons, Progress Monitoring Plan (PMP), Progress Monitoring utilizing Technology Programs and WonderWorks..				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			District-Wide	School Improvement Funds		\$2,600.00
			<i>Notes: Renewed Renaissance AR Subscription as a Supplemental Resource for students identified as at risk in order to provide support and motivation in Reading that will increase academic achievement.</i>			
19	G3.B1.S1.A1	Establish a STEM community outreach initiative to all stakeholders.				\$0.00
20	G3.B1.S2.A1	Provide interactive workshops and mobile S.T.E.M. Labs.				\$0.00
21	G3.B1.S3.A1	Biodiversity Professional developments.				\$0.00
22	G4.B1.S1.A1	Provide opportunities for parents to attend school based activities and trainings.				\$0.00
					Total:	\$2,600.00