Oak Grove Elementary School

2015-16 School Improvement Plan

Oak Grove Elementary School

15640 NE 8TH AVE, Miami, FL 33162

http://oakgrove.dadeschools.net/flash.html

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

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

School Grades History

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

*Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Working as partners, Oak Grove Elementary Community School stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, technological and career development. By providing a variety of teaching strategies and methods, and the latest advances in technology, Oak Grove students will become more productive, literate and responsible citizens in our multicultural society.

Provide the school's vision statement

The focus of Oak Grove Elementary Community School is to prepare students for the future by emphasizing the importance of being functional, literate and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunications strategies, advances in technology and programs that heighten students achievement and cultural sensitivity, Oak Grove students will become functioning members of an ever-evolving society.

School Environment

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

Oak Grove Elementary Stakeholders believe that parents and family involvement have a significant impact on student success. Therefore, our administrators, teachers, and support staff make a conscious effort to meet and collaborate with parents on an ongoing basis to discuss student achievement, student behavior, the student social and emotional needs and personal rewards. As a result, this collaborative effort fosters positive relationships which bridge the gap between the culture at home and the school culture and expectations.

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

Oak Grove Elementary School ensures the safety of its students by implementing the following policies and procedures: Security cameras are installed throughout the entire campus; Morning supervision and supervision for dismissal as well as dismissal procedures are in place; Security monitors are visible and the facilities used by the students are kept clean throughout the school day. The Miami-Dade County Public School Code of Student Conduct is reviewed with the students by the classroom teachers and the school counselor at the beginning of the school year. Information related to the school safety policies and procedures and the Miami-Dade County Public School Code of Student Conduct are also shared with parents. Students and parents are made aware of the vital alerts related to Miami-Dade County Public School Zero Tolerance Policies outline in the Student Code of Conduct.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School-wide Discipline Plan:
Each classroom teacher at Oak Grove Elementary School implements a behavior management plan. The type of behavior management plan implemented in the classroom is decided upon by the individual teacher or the grade level. The classroom behavior management plan outlines the expectations for appropriate student behavior and is aligned with the policies and procedures of the school-wide discipline plan and Miami-Dade County Public School Student Code of Conduct.
Oak Grove Elementary School: Recognizes students for model behavior using SPOT Success; Recognize students' success on morning announcements; Recognize students by implementing the "Do the Right Thing" Program; and Reward students for academic success with certificates in school assemblies.
Oak Grove Elementary School: Implements in-school counseling intervention strategies for students committing Code of Student Conduct offenses. This intervention includes having the school counselor conference with students regarding the Student Code of Conduct Core Values and discussing examples of model student behavior; Discuss with students their "Rights and Responsibilities" as outlined in the Student Code of Conduct Handbook; Assign temporary assignment away from the class where the infraction occurred; and Complete Student Contract.
Oak Grove Elementary School implements an in-school counseling/mediation, an alternative for suspension strategies for students committing Code of Student Conduct offenses. This counseling/ mediation intervention involve: Peer Mediation; Conference with student; Conference with the student, teacher, and parent(s); Request parent observation of student's behavior in the classroom; Revocation of the of student's right to participate in extra-curricular activities; and Completion of a behavior plan (if appropriate).
Effective disciplinary actions indicating removal of privileges or denial of participation in school/ extracurricular activities as alternatives for suspension include: Notify parent(s) via a letter to inform parent(s) of school rules being violated; Participation in counseling session related to the infraction; Behavior Plan (if appropriate); Conduct RtI/MTSS Behavior Intervention; Use of indoor suspension.
Faculty and Staff:
The professional development activity on corrective strategies for disruptive behavior are provided to the faculty include a review of the Code of Student Conduct Core Values and examples of model student behavior and the use SPOT Success to encourage model student behavior.
Professional development activity are provided related to reducing and eliminating undesirable behaviors which include a review of the Model Student Behavior Levels 1-5 and the SPOT Success Strategies for Model Students to Avoid.
Professional development activity on rewarding and encouraging desirable behavior which include a mini workshop of the Code of Student Conduct – Ways to Recognize Students for Model Behavior; Share the "Teaching Channel Video with teachers related to Creating a Positive Classroom Culture and Setting the Tone from Day One.
Professional development activity on the Multi-Tiered System of Supports (MTSS) are provided to faculty to provide teachers with intervention strategies and alternatives for reducing suspensions.
These best practices are utilized to promote model student behavior include:
Review school-wide rule and expectations for model behavior;
Utilize Safety Patrol Club as an example of model student behavior;
Promote School Motto: It takes a TEAM to make a Difference! THINK BIG!
Display posters with M-DCPS Student Code of Conduct Core Values to promote model student behavior;
Promote Core Values and School Motto on morning announcements.
Students:
The strategies to encourage model student behavior to create a safe learning environment and reduce disruption of the education process include implementing:
SPOT Success Recognition
Certificate of Good Behavior
Gift Certificate
Class Field Trips

Recognition by the "Do the Right Thing"
Notes home to parents
Lunch with the Teacher, Assistant Principal or Principal
Stickers that promote model behavior
Leadership roles in the classroom
Recognition - Student of the Month
Student-centered alternative to suspension will include detention after school or in-door suspension.
Honor Roll, Citizenship and Perfect Attendance Certificates of Recognition awarded each grading period.
Parent Involvement.
Inform parents of the Florida Department of Education Zero tolerance Policy on school violence, bullying, crime and the use of weapons through parent meetings, PTA meetings and EESAC meetings; Encourage parental support of the school-wide discipline plan, rules, policies and procedures; Encourage parent feedback and participation in school-wide activities.
Conduct parent workshop to review the school strategies and interventions for ensuring a safe learning environment and encouraging model student behavior.

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 MTSS/RtI Team meets monthly to discuss and monitor the social-emotional and academic progress of its at-risk students in kindergarten through fifth grade. The team meets to discuss risk factors and barriers that impede students' behavior and academic progress. Based on the needs of the students, the MTSS/RtI Team decides the appropriate behavioral and/or academic interventions to support needs of the student. To ensure the social-emotional needs of the students are met, the MTSS/RtI Team:
• Assess the needs of the students and the barriers blocking their success
• Refer students to in-school counseling program with the school counselor
• Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention)
• Evaluate intervention and its effectiveness on student behavior and academic progress
• Collaborate with identified staff (i.e. school psychologist, counselor, SPED and ELL teachers, etc.) to provide a differentiated delivery of services based on student needs
• Refer students to outside comprehensive student service program to assist student and family.
• Monitor the effectiveness of core instructional strategies and participation in various campus activities that address social/emotional needs of students.
The Social-Emotional needs of the students are addressed by providing – individual counseling services, small groups and whole class conflict resolution skills/procedure, character development lessons taught and modeled (i.e. respect, responsibility, cooperation, kindness, honesty, etc.).
To ensure the social-emotional needs of the students are met the Student Service Department: provide students with the opportunity to participate in Career and Community Awareness Program, Expose students to professionals men and women from a variety of careers, Encourage students participation in Health and Wellness, Ensure student participation in the Miami-Dade Police Department Drug Abuse Resistance Education (DARE) Program, Ensure student participation in the Fresh Fruit & Vegetable Program, Provide and reinforce the Anti-Bullying & Harassment Curriculum.

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

The Leadership Team and the MTSS/RtI Team utilize the school truancy attendance report to identify number of students with excessive attendances; Students with 5 or more days absent from school receives a referral to Students Services.

Student Case Management (SCM) data reports are used to identify the students receiving more than three referrals violations of the Miami-Dade County Public Student Code of Conduct; Student is referred to Student Services or Administration (depending on the level of the violation based on the Miami-Dade County Public School Student Code of Conduct);

To monitor the at-risk student academic progress, the Leadership Team and the MTSS/RtI team: Review the student data results from the Core Curriculum, Review District and State assessments results and bi-weekly assessments, monitor the student's nine week grading period report to identify students who GPA falls below 2.0; Students who are not meeting grade level expectation are identified as Tier 2 students and are placed on a Progress Monitoring Plan (PMP) and receives RtI interventions.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	6	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	3	5	2	7	3	2	22
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following intervention strategies are employed by our school to improve the academic performance of students identified by the early warning system:
Notification procedures for parents, agency and community outreach;
Effective multi-disciplinary teams in place to problem solve and create action plans;
Wonders Works Reading Intervention; I-Ready Reading Program; Differentiated Instructions;
Planned Discussions, Goal Setting for identified student;
Comprehensive school counseling program dedicated to developing, implementing and evaluating the effectiveness of small group and intensive interventions and connecting students and their families to school-based and community-based resources.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Oak Grove Elementary School plans and schedules the following meetings and activities that support parent involvement and sustains partnerships with the local community to support school activities, programs and student achievement:
Open House
Title 1 Meetings
Parent Teacher Association (PTA) Meetings
Educational Excellence School Advisory Council (EESAC) Meetings
Parent Workshops
Teacher/Parent Meetings
School Support Team (SST) Meetings
Cultural Activities Prompting Student diverse backgrounds
Career Day Activities
Red Ribbon Week

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
Jones, Joyce	Principal
Collins, Deborah	Assistant Principal
Ashe, Nicole	Teacher, K-12
Owens, Rhonda	Teacher, ESE
Boyd, Alice	Instructional Media
Brown, Barbara	Guidance Counselor
Francois, Regina	Teacher, K-12
Jackson, Rosalind	Teacher, K-12

Duties

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

Joyce R. Jones, Principal:
• Ensures commitment and allocate resources
• Ensures the professional development of rigorous instruction
• Ensures adequate professional development to support MTSS
• Ensures that the School Based Team is implementing RtI processes
• Ensures assessment of RtI skills of school staff is conducted

• Ensures Class Size Compliance
• Ensures school schedule driven by student needs
• Ensures Instructional/Intervention support is being delivered
• Celebrates and Communicates Student Success
Deborah Y. Collins, Assistant Principal:
• Ensures effective communication with parents regarding MTSS/RtI plans and activities
• Ensures fidelity and implementation of intervention
• Supports the school instructional program
• Supports the professional development of rigorous instruction
• Supports Class Size Compliance
• Promotes the Mission and Vision of the school
• Celebrates Student Success
Nicole Ashe, Reading Leader:
• Provides reading strategies
• Models lessons
• Analyzes data and provide teachers support in grouping students
• Provides teachers with reading resources to guide classroom instruction
• Facilitates grade level common planning meetings
• Create monthly instructional focus calendar
• Reports to the leadership team the continuous improvement in reading for grade K-5
Rosalind Jackson, Mathematics Leader:
• Provides mathematical strategies
• Models lessons
• Analyzes data and provide teachers support in grouping students
• Provides teacher with mathematical resources to guide classroom instruction
• Create monthly instructional focus calendar
• Facilitates grade level common planning meetings
• Reports to the leadership team continuous improvement in mathematics for grade K-5
Rosalind Jackson, ESOL Chair/EESAC Chair
• Makes decisions about modifications or improvements regarding operation and systems of the SIP
• Disseminates outcomes of data to key stakeholders and community
• Holds monthly EESAC meetings to discuss issues and concerns that are being seen in the school
• Assists in the preparation, implementation, and evaluation of the School Improvement Plan (SIP)
• Assists in the preparation and evaluation of the school's annual budget
Rhonda Owens, SPED Chair
• Collects data
• Collects and reviews referral package
• Schedules parent conference to inform them of their child's progress
• Monitors classroom teacher for fidelity of intervention plan
Barbara Brown, Counselor
• Establishes a behavior plan to be implemented by the classroom teacher
• Conducts one on one counseling session with students
• Monitors the behavior for fidelity of the behavior plan
Dr. Wihel Jean-Louis, School Psychologist
• Conducts Observations
• Participates in MTSS/RtI Meetings
• Assists with the problem solving plan and interventions
• Evaluates students
Alice Boyd, Media Specialist
• Assists in the management of data sources
• Supports implementation curriculum programs
Rosie Andre, Bilingual Department Chairperson
• Conducts LEP committee meetings

• Monitors effectiveness of CCHL and HLA curriculum
• Implements bilingual testing
• Monitors bilingual students progress
Regina Francois, Science Leader
• Conducts Science Professional Development
• Implement Science Family Nights
• Implement School-wide Science Fair
• Attends District i-CLADS Professional Development

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 principal ensures that class-size is met and instructional staff is assigned to classes based on highly qualified status and certification. The Instructional Leaders play a vital role in supporting classroom teachers in the implementation of the core curriculum. The Instructional Leaders model lessons, provide teachers with resources, conduct common planning with all grade levels and provide training and inform teachers about professional development opportunities that support effective instructional practices that impact student achievement. The administrative staff conduct weekly "walk-throughs" to monitor the implementation of the core curriculum. The Instructional Leaders are members of the Leadership Team which meet weekly to review the instructional focus for the week as well as discuss the effectiveness of the differentiated instruction and intervention for Tier 2 and Tier 3 students. The SPED teacher, is also a member of the Leadership Team, who provides support to the classroom teachers to ensure accommodations are being implemented . Within the core curriculum and the MTSS/RtI intervention process student assessment data are consistently reviewed by the Leadership Team and Data Chats are conducted with each grade level to communicate student progress and determine the plan of action for below level, on level and above level students' continuous improvement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Joyce R. Jones (PA)	Principal
Deborah Y. Collins (OA)	Education Support Employee
Michelle Blackshear (UTD)	Teacher
Rosalind Jackson (EESAC Chairperson)	Teacher
Alice Boyd	Teacher
Donna Murray	Teacher
Dorothy Wawa	Teacher
Nicole Ashe	Teacher
Barbara Brown (AT)	Teacher
Joan Arena	Education Support Employee
Carmin Pierre	Parent
Darlene Little	Parent
Nivandie Benoit	Parent
Sandy Joseph	Parent
Joselene Forestal	Parent
Yvonne Wright	Parent
Noah Beniot	Student
Jaylen Wright (AS)	Parent
Simon Moise	Business/Community
Marjorie Blanc	Parent
Jessica Leconte	Parent
Michelle J. Blackshear	Education Support Employee
	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

EESAC members were involved in the decision making process related to the school improvement plan. EESAC members reviewed the 2015-2016 SIP draft and provided feedback to all stakeholders. EESAC members monitored the 2014-2015 SIP with fidelity ensuring that all goals were attained and all strategies were implemented successfully within the time line specified.

Development of this school improvement plan

EESAC members were involved in the decision making process relating to the 2015-2016 School Improvement. Plan. Members of EESAC collaborated and provided feedback related to the implementation of the school improvement plan, the instructional strategies being implemented and the school's responsibility and accountability for meeting the goals. EESAC members agreed with the rationale provided related to the instructional strategies and approved the 2015-2016 plan.

Preparation of the school's annual budget and plan

EESAC members are in agreement that the allocation of EESAC funds be appropriately budgeted to support student achievement and the Vision/Mission of the school.

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

Principal's Discretionary account: $2000 to be used for student incentives academic achievement
Attendances incentives: $250.00
Periodicals for the Media Center: $500.00

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
Jones, Joyce	Principal
Collins, Deborah	Assistant Principal
Ashe, Nicole	Instructional Coach
Francois, Regina	Instructional Coach
Owens, Rhonda	Teacher, ESE
Jackson, Rosalind	Teacher, K-12
Boyd, Alice	Instructional Media
Brown, Barbara	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

At Oak Grove Elementary School one of our major focuses on promoting literacy for the 2015-2016 school year is to ensure that differentiated instruction is implemented with fidelity and increase rigor in the delivery of instruction in reading and writing across all content areas. Building the capacity for teaching and learning will be key in promoting literacy within our school. in addition to parent involvement, creating and fostering effective professional learning communities within our school will have a significant impact in promoting literacy and improving student achievement. The continuous improvement of all students in our school will result from team building and ongoing planning to effect significant changes in student literacy. Professional learning communities in our school is vital to improving the skills and knowledge of our staff and in the implementation of effective instructional strategies to improve literacy for all students.

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

To encourage positive working relationships between teachers the following strategies are being implemented:
Schedule bi-monthly PLC sessions with specific departments;
Encourage collaborative planning and instruction/assessment;
Schedule monthly staff meeting, allowing the opportunity for teachers to facilitate meetings;
Recognize staffs birthdays at the beginning of each faculty meeting;
Celebrate staff achievements and encourages positive relationships among teachers through staff breakfast, luncheons, etc;
Send e-mail recognition to support teacher and staff members achievements with regards to student success;
Provide opportunities to collaborate with peers, share best practices, instructional strategies; and,
Promote and encourage staff performance.

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

Oak Grove Elementary School implements the following strategies to recruit and retain highly qualified effective teachers to the school:
Provides all beginning teachers with a mentor teacher;
Observes and consults with the new teacher weekly;
Meet with the new teacher to plan and prepare weekly lessons;
Involve new teacher in research-based professional development activities;
Engage teachers in professional learning communities activities and protocols for professional learning;
Maintain and develop a schedule to include joint planning time for teachers;
Support local job fairs to recruit new teachers; and,
Reviews resumes from qualified potential candidates for employment when an instructional position becomes available.

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

Oak Grove mentoring program involves the following practices:
Assign beginning/novice teacher with a mentor on the same grade level;
Provide on-going demonstrations and modeling of lessons for effective classroom instruction;
Provide appropriate resources and coaching support to enhance instructional delivery of the Comprehensive Research-Based Reading Plan and Mathematics Program;
Provide informal observations for reflections and peer feedback;
Provide guidance utilizing the Instructional Performance Evaluation and Growth System (IPEGS) as a framework for performance;
The rationale for implementing the above mentoring activities is to ensure the novice teacher:
Builds content knowledge and develop high capacity;
Establish solid routines for students to follow;
Develop effective teaching techniques, instructional strategies and classroom practices for teaching and learning.

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

Oak Grove Elementary School utilizes the researched-based McGraw-Hill Wonders Reading Program and McGraw-Hill intervention program, Wonder Works. Additionally, the school uses the researched-based Houghton-Mifflin Mathematics Program, Go Math. Both core instructional programs and materials are aligned with the Florida State Standards. These core instructional programs and materials are the current adoptions for curriculum instruction by the Miami-Dade County Public School System.

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

Oak Grove Elementary School uses the proficiency, at-risk, and student by standard data results from the Gateway to Data (G2D) assessment reports to review and track the student's reading, writing, mathematics, and science performance and proficiency. The primary factor in determining if a student meets criteria to receive reading intervention is the students Probability of Literacy Success (PLS) on the Florida State Assessment (FSA). Additionally, the grade specific Wonder Works Tier 2 Resource packet provided through the Response to Intervention (RtI) process assistance with properly placing students into the Wonder Works intervention foundational skills or Access Complex Text (ACT). The i-Ready data is also considered for identify a student who is in need of reading interventions.
Oak Grove Elementary engages in the following strategies to assist the student who is having difficulty attaining proficient on the state assessment:
Data chats are conducted within the grade level and with the leadership team;
Once the data has been discussed the students are grouped based on the standards not mastered;
An action plan is created outlining the differentiated instruction, effective instructional strategies, classroom routine and practices, as well as targeted technology program activities to meet the needs of the student.
For example, the students who did not master several of the reading standards would receive differentiated instruction within the 90 minutes reading block to target the skills not mastered. Additionally, the student would also receive at least of 30 minutes of additional reading instruction through the Tier 2 Wonder Works Reading Intervention Plan. This reading intervention is two grade levels below the student's current grade level. The student receiving intervention is expected to perform at 80% accuracy. The student is monitored throughout the 6 weeks intervention plan. After six weeks, the student is administered an exit assessment. After the exit assessment is scored, the MTSS/RtI team meets to determine if the students should exit the intervention program of if 6 more weeks of reading intervention in needed.
A similar plan is designed for a student who is not mastering grade level standards in mathematics. Differentiated instruction Reflex Mathematics and the iReady Mathematics Programs are used to ensure the student attains proficiency on the state assessment. In a like manner, the student who is achieving proficiency in reading, writing, mathematics, and science receives enrichment differentiated instructions as well as above level activities in reading and mathematics. The student also receives instruction using above level activities on My Own Reader and iReady Reading, Mathematics and Go Mathematics 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: Weekend Program
Minutes added to school year: 1,440

Integrated enrichment activities and applied learning opportunities are implemented into our regular scheduled school day in reading, writing, mathematics and science that complement and align with State Standards and 21st century skills. In house professional development and strategies are provided for all teachers to help students accelerate. Use of the Florida Standards initiative which is the state led effort that seeks to accelerate progress by setting rigorous expectations. The initiative aims to provide more clarity and focus for teachers, parents, and students regarding what students should know and be able to do in each grade level. Use of technology and digital media strategically and capably in our computer learning lab has afforded us the opportunity to have a strong connection with school, family, community and an array of content enrich programs that engages students and build their academic and non-academic skills. Saturday Academy will be provided for level 3, 4, and 5 in the areas of reading, mathematics, and science in an effort to challenge our bubble students.

Strategy Rationale

To build the capacity for teaching, learning, and improving student achievement across all content areas.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Jones, Joyce, pr4021@dadeschools.net

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

Each classroom teacher takes ownership of his/her students' data and each student is held accountable for his/her data through profile sheets. Weekly mini assessments are given to monitor student progress, acceleration, and to determine effectiveness of strategies. The classroom teacher collects and analyzes data from weekly assessments, interim, and quarterly assessments to determine mastery and the next level for students. Teacher and student data chats are held to discuss students' progress and gather feedback from the student about his/her academic performance. Each teacher and the administrative staff conduct data chats after each interim assessment which is dedicated to reviewing the individual assessments and together creating data-driven instructional plans that target whole class, small group and one-on-one instruction to address any gaps in student learning.

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

In order to effectively determine incoming Kindergarten students, Oak Grove Elementary utilizes the Florida Kindergarten Readiness Screener - Work Sampling System (WSS) to document and evaluate

the student's skills, knowledge and behaviors. Using the WSS the student is encourage to show what they know and what they can do through curriculum activities that include: solving problems, writing in journals, interacting with peers, constructing with blocks, painting, and doing experiments. The student's work is assessed through guidelines, checklist, teacher observations and work samples. The Domains include: Personal and Social Development (12 Indicators), Language and Literacy (10 Indicators), Mathematical Thinking (12 Indicators), Scientific Thinking (4 Indicators), Physical Development, Health and Safety (7 Indicators). The student must rate a minimum of 34 Indicators out of a total of 45 Indicators in order to be considered "Proficient." Based on the Checklist, the student is rated as "Proficient," "In Process," or "Not Yet' relating to skill, knowledge or behavior.

To assist Head Start students in transition from early childhood programs to local elementary school programs, the following learning experiences will take place:

• Engage students in language learning activities that expose them to listening, reading and writing activities.

• Engage students in shared stories using rhymes, rhythms, symbols, pictures and drama.

• Engage students in language learning activities involving reading, predicting and questioning.

• Engage students in exploring numbers, patterns, shapes, space and data analysis by working with age appropriate materials and tools.

• Increase development in communication, fine and gross motor skills, socialization, self-help, and cognitive skills.

• The Division of Early Childhood Programs of Miami-Dade County Public Schools provides assistance with staff development and technical assistance as it relates to the assessment of children.

• Florida's Voluntary Pre-Kindergarten Assessment is also used to measure phonological awareness, print knowledge, oral language, vocabulary, comprehension and alphabetic principle.

• The Early Growth Indicators Benchmark Assessment Development will be administered three times during the school year.

• Evaluate student's growth on five key literacy and mathematics skills

• Five Key Skills: Oral Language, Phonological Awareness, Comprehension, Letter Recognition, and Number Sense.

• Anecdotal Notes will also be recorded three times a year.

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

To promote college and career awareness, Oak Grove Elementary promotes and implements Career Day activities and implements the 5000 Role Models of Excellent Program.

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:
  .

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.

Based on the Fall 2015 Diagnostic I-Ready Reading and Mathematics data 18 to 20 percent of the students are identified as Tier 1 students (On or Above Grade Level), 50 to 58 percent of the students are identified as Tier 2 students (1 Level Below Grade Level), and 24 to 30 percent are identified as Tier 3 students (At-Risk).

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.

The instructional staff needs ongoing professional development opportunities and more opportunities to engage in professional learning communities both lateral and vertical across all grade levels to build their capacity for reviewing current data, closely examining the students academic needs and effectively designing differentiated instruction that responds to the needs of all learners.

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 in core instruction across all content areas.

G2.   To increase the EWS student process and proficiency to solve problems.

G3.   To increase student proficiency of rigorous STEM related text.

G4.   Increase student achievement by incorporating family involvement.

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 in core instruction across all content areas. 1a

G070630

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0

Resources Available to Support the Goal 2

- Reading Plus, i-Ready Reading Program, Wonders Reading Program, Wonder Works Reading Intervention Program

Targeted Barriers to Achieving the Goal 3

- Teachers capacity to deliver more rigorous instruction across all content areas.

Plan to Monitor Progress Toward G1. 8

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review throughout the school year the following student academic data to determine the progress being made toward the identified goal: students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly grades, students' data reports from Reading Plus, iReady, Imagine Learning, Wonders and Wonder Works Intervention Programs, District Interim Assessments, and Summative ELA Assessment.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Classroom Walk Through Logs, District Interim Assessment, Weekly Benchmark Assessment, and Results of the 2016 State ELA and Social Sciences Assessment

G2. To increase the EWS student process and proficiency to solve problems. `1a`

`G070631`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	74.0

Resources Available to Support the Goal `2`

- Houghton-Mifflin Go Math Program, iReady Mathematics Program, Reflex Mathematics Program, MDCPS Student Code of Conduct Core Values

Targeted Barriers to Achieving the Goal `3`

- Teachers capacity to deliver effective instructional higher order thinking and problem solving strategies to at-risk students.

Plan to Monitor Progress Toward G2. `8`

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review throughout the school year the following student academic data to determine the progress being made toward the identified goal: students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly academic and conduct grades, students' data reports from Reading Plus, iReady, Imagine Learning, Wonders and Wonder Works Intervention Programs, District Interim Assessments, and Summative Assessment.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Classroom Walk Through Logs, District Interim Assessment and Weekly Benchmark Assessment, Results of the 2016 State Mathematics Assessment

Plan to Monitor Progress Toward G2. `8`

Oak Grove Elementary will monitor weekly classroom assessments, student quarterly conduct and academic grades, students' engagement in decision making and problem solving, students' monthly benchmark assessments, students' corrective feedback, students' data reports from iReady, Imagine Learning, Wonders, Wonder Works Intervention Programs and Reflex Programs.

Person Responsible

Deborah Collins

Schedule

Biweekly, from 10/29/2015 to 5/17/2016

Evidence of Completion

Parent Academy Rosters, Sign-In Sheets, Agendas, Flyers,

G3. To increase student proficiency of rigorous STEM related text. 1a

G070632

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	53.0

Resources Available to Support the Goal 2

- Gizmo and Discovery Learning

Targeted Barriers to Achieving the Goal 3

- Teachers capacity to design and deliver effective instructional practices involving Inquiry-based teaching methods that enhance the development of critical thinking skills in science and technology.

Plan to Monitor Progress Toward G3. 8

Data from bi-weekly benchmark assessments, district interim data, and lab journals will be analyzed to monitor effectiveness and student progress.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

District Interim Assessments and Weekly Benchmark Assessments

G4. Increase student achievement by incorporating family involvement. 1a

G070633

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	66.0

Resources Available to Support the Goal 2

- Reading Plus, i-Ready Reading Program, Wonders Reading Program, Wonder Works Reading Intervention Program

Targeted Barriers to Achieving the Goal 3

- Lack of parental and family knowledge of the relationship between parent/family involvement and the student academic success.

Plan to Monitor Progress Toward G4. 8

Monitor ELL student academic performance data in the core instruction.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Utilize the FCIM, the LLT along with the LEP committee to review ELL student weekly assessment reports to monitor the student's progress and to adjust instruction as needed.

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 in core instruction across all content areas. 1

🔑 G070630

G1.B1 Teachers capacity to deliver more rigorous instruction across all content areas. 2

🔑 B184046

G1.B1.S1 Text Evidence: Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), student will be able to show which aspects of the text(s) have shaped their thinking and present convincing argument. 4

🔑 S195624

Strategy Rationale

To plan and implement explicit instructional practices for: citing text evidence when offering an oral or written interpretation of text(s); using relevant evidence when supporting points of view in writing and speaking; ensuring that the writing and reasoning is clear to the reader or listener.

Action Step 1 5

Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering more explicit and rigorous instruction for teaching and learning.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading Data

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

Common and Collaborative Planning Meetings, Professional Learning Community Sessions, Lesson Plans, Implementation of Effective Instructional Strategies including Scaffolding within Lessons and Activities, Accountability Talks with Students, Data Chats and Teacher Reflection, Observations of Delivery of Instruction, Classroom Walk-Throughs, Monthly Benchmark Assessments, Interim Assessment Data

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data

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

Oak Grove Elementary will monitor the effectiveness of the strategies implemented through students' engagement in decision making and students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly grades, students' data reports from Reading Plus, iReady, Imagine Learning, and Wonders and Wonder Works Intervention Programs.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data

G1.B1.S2 Increase Rigor and Higher Order Thinking Skills: Infuse a variety of HOT Strategies into the delivery of instruction in Reading and Writing to increase rigor. `4`

Strategy Rationale

🔑 S195625

To analyze instructional plan and be strategic about: choosing the assignment, presenting the assignment, analyzing the assignment, determining the cognitive level of the assignment, scoring students' work, discussing revision of the assignment, reflection and debriefing assignment with students

Action Step 1 `5`

Oak Grove Elementary will provide professional learning protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading Data

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

Oak Grove Elementary will provide collaborative and professional learning protocols and activities that build capacity for identifying and planning for Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel. Additionally, to monitor and support the fidelity of the strategies being implemented Common Planning Meetings, Lesson Plans, Implementation of Effective Instructional Strategies including Scaffolding within Lessons and Activities, Accountability Talks with Students, Data Chats and Teacher Reflection, Observations of Delivery of Instruction, Classroom Walk-Throughs, Monthly Benchmark Assessments, Interim Assessment Data will be conducted and monitored.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data

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

Oak Grove Elementary will monitor the effectiveness of the strategies implemented through students' engagement and the students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly grades, students' corrective feedback, students' data reports from Reading Plus, iReady, Imagine Learning, and Wonders and Wonder Works Intervention Programs.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Formative and Summative Assessments

G2. To increase the EWS student process and proficiency to solve problems. 1

G070631

G2.B1 Teachers capacity to deliver effective instructional higher order thinking and problem solving strategies to at-risk students. 2

B184047

G2.B1.S1 Accountable Talk and Questioning Strategies: Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. 4

S195626

Strategy Rationale

To build the capacity for developing, delivering and reflecting on effective instructional strategies that involve understanding mathematical concepts and solving mathematical problems.

Action Step 1 5

Oak Grove Elementary will implement Professional Learning Protocols and Activities to build capacity for teaching and learning.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Common Planning Meetings, Professional Learning Agendas, Professional Development Activities, Classroom Walk Throughs, Student Work, Student Data

Action Step 2 5

Oak Grove Elementary will schedule monthly training sessions for parents to support vision and mission of the school and build positive relationships between the school and community.

Person Responsible

Deborah Collins

Schedule

Monthly, from 10/29/2014 to 5/17/2016

Evidence of Completion

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

Common and Collaborative Planning Meetings, Professional Learning Community Sessions, Lesson Plans, Implementation of Effective Instructional Strategies including Scaffolding within Lessons and Activities, Classroom Routine, Practices and Instructional Strategies, Accountability Talks with Students, Data Chats, Teacher Reflection, Observations of Delivery of Instruction, Classroom Walk-Throughs, Monthly Benchmark Assessments, Interim Assessment Data will be supported and monitored to ensure fidelity of implementation.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Mathematics Journal, Student Mathematics Data

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

Through the Parent Academy, Oak Grove Elementary will schedule workshops that support the vision and the mission of the school.

Person Responsible

Deborah Collins

Schedule

Monthly, from 10/29/2015 to 5/17/2016

Evidence of Completion

Parent Academy Rosters, Flyers, Sign-In Sheets, and Agendas

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

Oak Grove Elementary will monitor the effectiveness of the strategies implemented through weekly classroom assessments, student quarterly grades, students' engagement in decision making and problem solving, students' monthly benchmark assessments, students' quarterly academic and conduct grades, students' corrective feedback, students' data reports from iReady, Imagine Learning, Wonders, Wonder Works Intervention and Reflex Programs.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Mathematics Journal, Student Mathematics Data

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

Oak Grove Elementary will promote, monitor and support parent participation and feedback from parent workshops.

Person Responsible

Deborah Collins

Schedule

Monthly, from 10/29/2015 to 5/17/2016

Evidence of Completion

Parent Academy Rosters, Flyers, Sign-In Sheets, and Agendas

G2.B1.S2 Increase Rigor and Higher Order Thinking Skills: Infuse a variety of HOT Strategies into the delivery of instruction in Mathematics. 4

🔑 S195627

Strategy Rationale

To build the capacity for planning, implementing and reflecting on instructional strategies that incorporate rigorous problem solving.

Action Step 1 5

Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering more explicit and rigorous instruction for teaching and learning

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Journal, Student Mathematics Data

Action Step 2 5

Utilizing the Miami-Dade County Public School Code of Student Conduct, Oak Grove Elementary will provide ongoing problem solving strategies and interventions for EWS students through Response to Intervention for Behavior.

Person Responsible

Deborah Collins

Schedule

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

Evidence of Completion

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

Common Planning Meetings, Monthly Benchmark Assessments Data, Interim Assessment Data and Classroom Routine, Practices and Instructional Strategies will be monitored to ensure fidelity of implementation.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Journal, Student Mathematics Data

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

To support and monitor the fidelity of the action, Oak Grove Elementary will schedule parent conferences and workshops related to the vision and mission of the school.

Person Responsible

Deborah Collins

Schedule

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

Evidence of Completion

Parent Conference Schedule, Parent Workshops, Parent Sign-In Sheets, Flyers, and Agendas

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

Oak Grove Elementary will monitor the effectiveness through weekly student assessments, student grades, and data reports from iReady and Reflex Programs.

Person Responsible

Joyce Jones

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Journal, Student Mathematics Data

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

Oak Grove Elementary will monitor the effectiveness of the strategies implemented through weekly classroom assessments, student quarterly conduct and academic grades, students' engagement in decision making and problem solving, students' monthly benchmark assessments, corrective feedback, students' data reports from iReady, Imagine Learning, Wonders, Wonder Works Intervention Programs and Reflex Programs.

Person Responsible

Deborah Collins

Schedule

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

Evidence of Completion

Utilizing the FCIM and the Florida RtI for Behavior, the LLT along with the MTSS/RtI team will review throughout the school year the following EWS students' academic data to determine the progress being made toward the identified goal: students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly academic and conduct grades, students' data reports from Reading Plus, iReady, Imagine Learning, Wonders and Wonder Works Intervention Programs, District Interim and Summative Assessments.

G3. To increase student proficiency of rigorous STEM related text. [1]

G070632

G3.B1 Teachers capacity to design and deliver effective instructional practices involving Inquiry-based teaching methods that enhance the development of critical thinking skills in science and technology. [2]

B184048

G3.B1.S1 Analysis of Text Evidence: Encourage the critical analysis of a diverse range of literary sources, including but not limited to media, books, articles and journals by using claim, evidence and reasoning to draw conclusions about real life science problems, research questions, and scientific phenomena. [4]

S195628

Strategy Rationale

To increase capacity to incorporate claims, evidence and reasoning instructional strategy through a range of literary sources.

Action Step 1 [5]

Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for inquiry-based instruction for teaching and learning.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Project and Science Data Reports

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

Common Planning Meetings, Monthly Benchmark Assessments Data, Interim Assessment Data and Classroom Routine, Practices and Instructional Strategies will be monitored to ensure fidelity of implementation.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Science Journal, Student Science Data Reports

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

Oak Grove Elementary will monitor the effectiveness through weekly student benchmark assessments, student grades, and data reports from Gizmo.

Person Responsible

Joyce Jones

Schedule

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

Evidence of Completion

Formative and Summative Assessments

G4. Increase student achievement by incorporating family involvement. `1`

🔑 G070633

G4.B1 Lack of parental and family knowledge of the relationship between parent/family involvement and the student academic success. `2`

🔑 B184049

G4.B1.S1 Educate parents about the importance of communicating and promoting the importance and value of an education and setting high expectations for the student through Parent Academy Workshops. `4`

🔑 S195629

Strategy Rationale

To increase student success in school.

Action Step 1 `5`

Provide monthly Parent Workshops to educate and inform parents about the curriculum and grade level expectations.

Person Responsible

Joyce Jones

Schedule

Monthly, from 10/29/2015 to 5/17/2016

Evidence of Completion

Sign-in sheets, agenda, flyers,

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

Parent Participation and feedback surveys

Person Responsible

Joyce Jones

Schedule

Monthly, from 10/29/2015 to 5/17/2016

Evidence of Completion

Parent Sign-In Log, Agenda, Flyers

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

Parent surveys, Sign-In Sheets, feedback, and questions and answers sessions with parents.

Person Responsible

Joyce Jones

Schedule

Monthly, from 10/29/2015 to 5/17/2016

Evidence of Completion

Sign-In Log, Parent Surveys

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	Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering more explicit and rigorous instruction for teaching and learning.	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading Data	5/31/2016 biweekly
G1.B1.S2.A1	Oak Grove Elementary will provide professional learning protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel.	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading Data	5/31/2016 biweekly
G2.B1.S1.A1	Oak Grove Elementary will implement Professional Learning Protocols and Activities to build capacity for teaching and learning.	Jones, Joyce	8/24/2015	Common Planning Meetings, Professional Learning Agendas, Professional Development Activities, Classroom Walk Throughs, Student Work, Student Data	5/31/2016 biweekly
G2.B1.S2.A1	Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering more explicit and rigorous instruction for teaching and learning	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Journal, Student Mathematics Data	5/31/2016 biweekly
G3.B1.S1.A1	Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for inquiry-based instruction for teaching and learning.	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Project and Science Data Reports	5/31/2016 biweekly
G4.B1.S1.A1	Provide monthly Parent Workshops to educate and inform parents about the curriculum and grade level expectations.	Jones, Joyce	10/29/2015	Sign-in sheets, agenda, flyers,	5/17/2016 monthly
G2.B1.S1.A2	Oak Grove Elementary will schedule monthly training sessions for parents to support vision and mission of the school and build positive relationships between the school and community.	Collins, Deborah	10/29/2014		5/17/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A2	Utilizing the Miami-Dade County Public School Code of Student Conduct, Oak Grove Elementary will provide ongoing problem solving strategies and interventions for EWS students through Response to Intervention for Behavior.	Collins, Deborah	8/24/2015		5/31/2016 monthly
G1.MA1	Utilizing the FCIM, the LLT along with the MTSS/RtI team will review throughout the school year the following student academic data to determine the progress being made toward the identified goal: students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly grades, students' data reports from Reading Plus, iReady, Imagine Learning, Wonders and Wonder Works Intervention Programs, District Interim Assessments, and Summative ELA Assessment.	Jones, Joyce	8/24/2015	Classroom Walk Through Logs, District Interim Assessment, Weekly Benchmark Assessment, and Results of the 2016 State ELA and Social Sciences Assessment	5/31/2016 weekly
G1.B1.S1.MA1	Oak Grove Elementary will monitor the effectiveness of the strategies implemented through students' engagement in decision making and students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly grades, students' data reports from Reading Plus, iReady, Imagine Learning, and Wonders and Wonder Works Intervention Programs.	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data	5/31/2016 weekly
G1.B1.S1.MA1	Common and Collaborative Planning Meetings, Professional Learning Community Sessions, Lesson Plans, Implementation of Effective Instructional Strategies including Scaffolding within Lessons and Activities, Accountability Talks with Students, Data Chats and Teacher Reflection, Observations of Delivery of Instruction, Classroom Walk-Throughs, Monthly Benchmark Assessments, Interim Assessment Data	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data	5/31/2016 weekly
G1.B1.S2.MA1	Oak Grove Elementary will monitor the effectiveness of the strategies implemented through students' engagement and the students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly grades, students' corrective feedback, students' data reports from Reading Plus, iReady, Imagine Learning, and Wonders and Wonder Works Intervention Programs.	Jones, Joyce	8/24/2015	Formative and Summative Assessments	5/31/2016 weekly
G1.B1.S2.MA1	Oak Grove Elementary will provide collaborative and professional learning protocols and activities that build capacity for identifying and planning for Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel. Additionally, to monitor and support the fidelity of the strategies being implemented Common Planning Meetings, Lesson Plans,	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Implementation of Effective Instructional Strategies including Scaffolding within Lessons and Activities, Accountability Talks with Students, Data Chats and Teacher Reflection, Observations of Delivery of Instruction, Classroom Walk-Throughs, Monthly Benchmark Assessments, Interim Assessment Data will be conducted and monitored.				
G2.MA1	Utilizing the FCIM, the LLT along with the MTSS/RtI team will review throughout the school year the following student academic data to determine the progress being made toward the identified goal: students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly academic and conduct grades, students' data reports from Reading Plus, iReady, Imagine Learning, Wonders and Wonder Works Intervention Programs, District Interim Assessments, and Summative Assessment.	Jones, Joyce	8/24/2015	Classroom Walk Through Logs, District Interim Assessment and Weekly Benchmark Assessment, Results of the 2016 State Mathematics Assessment	5/31/2016 weekly
G2.MA2	Oak Grove Elementary will monitor weekly classroom assessments, student quarterly conduct and academic grades, students' engagement in decision making and problem solving, students' monthly benchmark assessments, students' corrective feedback, students' data reports from iReady, Imagine Learning, Wonders, Wonder Works Intervention Programs and Reflex Programs.	Collins, Deborah	10/29/2015	Parent Academy Rosters, Sign-In Sheets, Agendas, Flyers,	5/17/2016 biweekly
G2.B1.S1.MA1	Oak Grove Elementary will monitor the effectiveness of the strategies implemented through weekly classroom assessments, student quarterly grades, students' engagement in decision making and problem solving, students' monthly benchmark assessments, students' quarterly academic and conduct grades, students' corrective feedback, students' data reports from iReady, Imagine Learning, Wonders, Wonder Works Intervention and Reflex Programs.	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Mathematics Journal, Student Mathematics Data	5/31/2016 weekly
G2.B1.S1.MA4	Oak Grove Elementary will promote, monitor and support parent participation and feedback from parent workshops.	Collins, Deborah	10/29/2015	Parent Academy Rosters, Flyers, Sign-In Sheets, and Agendas	5/17/2016 monthly
G2.B1.S1.MA1	Common and Collaborative Planning Meetings, Professional Learning Community Sessions, Lesson Plans, Implementation of Effective Instructional Strategies including Scaffolding within Lessons and Activities, Classroom Routine, Practices and Instructional Strategies, Accountability Talks with Students, Data Chats, Teacher Reflection, Observations of Delivery of Instruction, Classroom Walk-Throughs, Monthly Benchmark Assessments, Interim Assessment Data will be	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Mathematics Journal, Student Mathematics Data	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	supported and monitored to ensure fidelity of implementation.				
G2.B1.S1.MA3	Through the Parent Academy, Oak Grove Elementary will schedule workshops that support the vision and the mission of the school.	Collins, Deborah	10/29/2015	Parent Academy Rosters, Flyers, Sign-In Sheets, and Agendas	5/17/2016 monthly
G2.B1.S2.MA1	Oak Grove Elementary will monitor the effectiveness through weekly student assessments, student grades, and data reports from iReady and Reflex Programs.	Jones, Joyce	9/21/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Journal, Student Mathematics Data	5/31/2016 weekly
G2.B1.S2.MA4	Oak Grove Elementary will monitor the effectiveness of the strategies implemented through weekly classroom assessments, student quarterly conduct and academic grades, students' engagement in decision making and problem solving, students' monthly benchmark assessments, corrective feedback, students' data reports from iReady, Imagine Learning, Wonders, Wonder Works Intervention Programs and Reflex Programs.	Collins, Deborah	8/24/2015	Utilizing the FCIM and the Florida RtI for Behavior, the LLT along with the MTSS/RtI team will review throughout the school year the following EWS students' academic data to determine the progress being made toward the identified goal: students' academic performance on weekly classroom assessments, monthly benchmark assessments, students' quarterly academic and conduct grades, students' data reports from Reading Plus, iReady, Imagine Learning, Wonders and Wonder Works Intervention Programs, District Interim and Summative Assessments.	5/31/2016 biweekly
G2.B1.S2.MA1	Common Planning Meetings, Monthly Benchmark Assessments Data, Interim Assessment Data and Classroom Routine, Practices and Instructional Strategies will be monitored to ensure fidelity of implementation.	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Journal, Student Mathematics Data	5/31/2016 weekly
G2.B1.S2.MA3	To support and monitor the fidelity of the action, Oak Grove Elementary will schedule parent conferences and workshops related to the vision and mission of the school.	Collins, Deborah	8/24/2015	Parent Conference Schedule, Parent Workshops, Parent Sign-In Sheets, Flyers, and Agendas	5/31/2016 monthly
G3.MA1	Data from bi-weekly benchmark assessments, district interim data, and lab journals will be analyzed to monitor effectiveness and student progress.	Jones, Joyce	8/24/2015	District Interim Assessments and Weekly Benchmark Assessments	5/31/2016 biweekly
G3.B1.S1.MA1	Oak Grove Elementary will monitor the effectiveness through weekly student benchmark assessments, student grades, and data reports from Gizmo.	Jones, Joyce	8/24/2015	Formative and Summative Assessments	5/31/2016 weekly
G3.B1.S1.MA1	Common Planning Meetings, Monthly Benchmark Assessments Data, Interim Assessment Data and Classroom Routine, Practices and Instructional Strategies will be monitored to ensure fidelity of implementation.	Jones, Joyce	8/24/2015	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Science Journal, Student Science Data Reports	5/31/2016 weekly
G4.MA1	Monitor ELL student academic performance data in the core instruction.	Jones, Joyce	8/24/2015	Utilize the FCIM, the LLT along with the LEP committee to review ELL student weekly assessment reports to monitor the student's progress and to adjust instruction as needed.	5/31/2016 weekly
G4.B1.S1.MA1	Parent surveys, Sign-In Sheets, feedback, and questions and answers sessions with parents.	Jones, Joyce	10/29/2015	Sign-In Log, Parent Surveys	5/17/2016 monthly
G4.B1.S1.MA1	Parent Participation and feedback surveys	Jones, Joyce	10/29/2015	Parent Sign-In Log, Agenda, Flyers	5/17/2016 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 in core instruction across all content areas.

G1.B1 Teachers capacity to deliver more rigorous instruction across all content areas.

G1.B1.S1 Text Evidence: Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), student will be able to show which aspects of the text(s) have shaped their thinking and present convincing argument.

PD Opportunity 1

Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering more explicit and rigorous instruction for teaching and learning.

Facilitator

Deborah Y. Collins

Participants

Classroom and Special Area Teachers

Schedule

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

G1.B1.S2 Increase Rigor and Higher Order Thinking Skills: Infuse a variety of HOT Strategies into the delivery of instruction in Reading and Writing to increase rigor.

PD Opportunity 1

Oak Grove Elementary will provide professional learning protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel.

Facilitator

Deborah Y. Collins

Participants

Classroom Teachers and Special Area Teachers

Schedule

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

G2. To increase the EWS student process and proficiency to solve problems.

G2.B1 Teachers capacity to deliver effective instructional higher order thinking and problem solving strategies to at-risk students.

G2.B1.S1 Accountable Talk and Questioning Strategies: Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Oak Grove Elementary will implement Professional Learning Protocols and Activities to build capacity for teaching and learning.

Facilitator

Deborah Y. Collins

Participants

Classroom Teachers and Special Area Teachers

Schedule

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

G2.B1.S2 Increase Rigor and Higher Order Thinking Skills: Infuse a variety of HOT Strategies into the delivery of instruction in Mathematics.

PD Opportunity 1

Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering more explicit and rigorous instruction for teaching and learning

Facilitator

Deborah Y. Collins

Participants

Classroom Teachers and Special Area Teachers

Schedule

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

G3. To increase student proficiency of rigorous STEM related text.

G3.B1 Teachers capacity to design and deliver effective instructional practices involving Inquiry-based teaching methods that enhance the development of critical thinking skills in science and technology.

G3.B1.S1 Analysis of Text Evidence: Encourage the critical analysis of a diverse range of literary sources, including but not limited to media, books, articles and journals by using claim, evidence and reasoning to draw conclusions about real life science problems, research questions, and scientific phenomena.

PD Opportunity 1

Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for inquiry-based instruction for teaching and learning.

Facilitator

Deborah Y. Collins

Participants

Classroom Teachers and Special Area Teachers

Schedule

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

Technical Assistance Items

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

G2. To increase the EWS student process and proficiency to solve problems.

G2.B1 Teachers capacity to deliver effective instructional higher order thinking and problem solving strategies to at-risk students.

G2.B1.S1 Accountable Talk and Questioning Strategies: Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Oak Grove Elementary will schedule monthly training sessions for parents to support vision and mission of the school and build positive relationships between the school and community.

Facilitator

Parent Academy Personnel

Participants

Teachers and Parents

Schedule

Monthly, from 10/29/2014 to 5/17/2016

G2.B1.S2 Increase Rigor and Higher Order Thinking Skills: Infuse a variety of HOT Strategies into the delivery of instruction in Mathematics.

PD Opportunity 1

Utilizing the Miami-Dade County Public School Code of Student Conduct, Oak Grove Elementary will provide ongoing problem solving strategies and interventions for EWS students through Response to Intervention for Behavior.

Facilitator

Barbara Brown

Participants

Teachers, Students and Parents

Schedule

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

G4. Increase student achievement by incorporating family involvement.

G4.B1 Lack of parental and family knowledge of the relationship between parent/family involvement and the student academic success.

G4.B1.S1 Educate parents about the importance of communicating and promoting the importance and value of an education and setting high expectations for the student through Parent Academy Workshops.

PD Opportunity 1

Provide monthly Parent Workshops to educate and inform parents about the curriculum and grade level expectations.

Facilitator

Deborah Y. Collins

Participants

Parents and Community and School Stakeholders

Schedule

Monthly, from 10/29/2015 to 5/17/2016

Budget

Budget Data			
1	G1.B1.S1.A1	**Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering more explicit and rigorous instruction for teaching and learning.**	**$0.00**
2	G1.B1.S2.A1	**Oak Grove Elementary will provide professional learning protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel.**	**$0.00**
3	G2.B1.S1.A1	**Oak Grove Elementary will implement Professional Learning Protocols and Activities to build capacity for teaching and learning.**	**$0.00**
4	G2.B1.S1.A2	**Oak Grove Elementary will schedule monthly training sessions for parents to support vision and mission of the school and build positive relationships between the school and community.**	**$0.00**
5	G2.B1.S2.A1	**Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering more explicit and rigorous instruction for teaching and learning**	**$0.00**
6	G2.B1.S2.A2	**Utilizing the Miami-Dade County Public School Code of Student Conduct, Oak Grove Elementary will provide ongoing problem solving strategies and interventions for EWS students through Response to Intervention for Behavior.**	**$0.00**
7	G3.B1.S1.A1	**Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for inquiry-based instruction for teaching and learning.**	**$0.00**

Budget Data

8	G4.B1.S1.A1	**Provide monthly Parent Workshops to educate and inform parents about the curriculum and grade level expectations.**	$0.00
		Total:	$0.00