Miami-Dade County Public Schools

Parkview Elementary School

2015-16 School Improvement Plan

Parkview Elementary School

17631 NW 20TH AVE, Opa Locka, FL 33056

http://parkviewelem.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	95%

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*	A	C	B

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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

The mission of the Parkview Elementary family is to meet the educational and emotional needs of all students in an ever changing society by utilizing innovative strategies, technological advancement, creating an awareness of our environment, building self-esteem, and actively seeking parental involvement, whereby children will reach their maximum level of educational excellence, realizing success and fulfillment in school and in the community.

Provide the school's vision statement

Parkview Elementary School reflects and exists as part of a multicultural unit within the community. Thus, the school's far-reaching vision is to empower students by ensuring academic fruition, emotional intelligence and an appreciation for cultural and ethnic diverseness. The school's vision expands to promote the betterment of our parents as well as all stakeholders. Deeply immersed within our vision is to integrally connect to the community so as to form a coalition that shares a common goal - a quality education for all children.

School Environment

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

Given that communication and interaction between global neighbors have proliferated through the immersion of technology, cultural awareness and appreciation are vitally important in our daily exchange with each other. Moreover, residing and holding citizenship in a nation that is rapidly transitioning into a country reflective of the diverseness prevalent around the world, it is of great benefit to internalize knowledge of and gain a respect for differences. Parkview Elementary School acquires insight about various heritages through the recognition and celebration of culture-specific initiatives. These include: Hispanic Heritage Month, Native-American History Month, Black History Month, Asian History Month, Haitian Heritage Month as well as Holocaust Remembrance. During these activities - a broad latitude of information relevant to the respective culture - is shared and disseminated throughout the school. As an ingrained component of the school's curriculum, cultural education is a permanent fixture and is instructed throughout the span of the school year. To this measure, students and teachers become the recipients of an abundance of insight, accentuating multiculturalism. As endeavors are imployed to further illuminate students and staff relevant to our pluralistic society - school-wide infomercials and recognitions are made via our morning announcements over the Public Address (P.A.) System. Beyond the aforementioned events, the school invites speakers of various ethnic backgrounds to visit and share personal experiences and perspectives in order to heighten students' awareness of the world beyond their immediate surroundings. The research conducted by students explores and subsequently expands their base repertoire in regards to cultural roots or origins. Insight that accentuates various heritages is gained through participation in competitions such as Cervantes Essay Contest, Black History Month Essay Contest, Rev. Dr. Martin Luther King, Jr. Oratorical Contest, Why I Am Proud of My Heritage competition and a host of other inspiring projects. Relationships between students and teachers are further developed and enhanced as teachers celebrate diverseness as well as show respect for and publicly display students' work - thereby encouraging feelings of self-worth and self-pride.

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

Parkview Elementary School creates an environment wherein students feel safe and respected before, during and after school. The school is equipped with a high-tech surveillance system that spans the perimeters of the campus. The installation of internal as well as external cameras ensures the detection of unscheduled visitors and/or would-be intruders. The school also employs a full-time security personnel who monitors the grounds and boundaries surrounding the facility. The safety of this educational institution is paramount and is evidenced in practices, procedures and protocol implemented therein. All visitors are required to properly identify themselves prior to gaining access for their intended purposes. The expectations and rules for student behavior are outlined in the Student Code of Conduct Handbook and they are reviewed by teachers and administrators. The school firmly adheres to the District's Code of Student Conduct, which conveys that the learning environment should be unobstructed by and free of violence. Hence, the school enforces a "zero tolerance policy" when it involves bullying, harassment or others forms of behavior considered to be threatening to others. The Value Matters initiative has become a staple in the blueprint utilized by the school to help students internalize character traits represenative of excellence. Supplemental to the initiative sighted above, the school embraces Cloud9, which purportedly ascribes to a mission that supports evidence-based values education program that will instill in the children a deep concern for the well-being of others: including their fellow students, teachers, family and members of their local and broader communities. As a premier ambition, Cloud9 seeks to help students internalize deep feelings of commitment to global, non-denominational human values as ethical guides while they mature into young adults and beyond.
Consistent with District's policies and procedures, the school leadership has devised and disseminated
plans for fire and tornado drills, as well as a lock down plan in case of intruders or other dangers. Simulated drills are conducted regularly to ensure readiness should the school encounter perilous or unsafe
conditions. In similar fashion to security measures, adopting healthy practices likewise reduces potential hazards. Holding this in mind, students are encouraged to frequently wash their hands and properly cover their coughs in order to thwart airborne or communicable infections. Sanitation conditions of the physical plant are maintained by the custodial staff - with administration serving in the role of oversight committee ensuring compliance with all mandates. Students are regularly acknowledged for citizenship, academic achievement and other feats. Spot Success, Do the Right Thing and school-based public recognitions are conduits through which students are lauded. These commendations or citations cultivate and nourish feelings of self-worth, which imminently evoke respect on multiple levels.

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 educational well-being and betterment of the students assume critical importance and thus intrusions upon the instructional component of the curriculum meet with zero tolerance. Parent meetings and team planning are arranged at allocations of time that counter the instructional component. Parkview Elementary's school-wide discipline plan ensures that students are the beneficiaries of an environment that is free of bullying, harassment and other forms of conduct that could be potentially threatening or violent. Within the Student Code of Conduct and Student Handbook, consequences for non-compliance of school rules and policies are outlined and enforced at the school site. Having been made aware of the penalty for misconduct, a preponderance of students typically abstain from exhibiting inappropriate behavior. Within each classroom, the teacher in conjunction with student input establish rules that govern their respective class. Rewards that recognize positive behavior as well as consequences for infractions are precisely defined in this

classroom-level legislation.

Training specific to the Student Code of Conduct and School-Wide Discipline Plan are afforded to the staff in order to ensure that fairness of enforcement and the equitable dispensation of consequences to violators are executed.

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

Parkview Elementary School educates the whole child. To this measure, the school conducts a systematic approach to identifying students' needs. The educational facility makes provisions to meet the physical, social and emotional needs of the student population.

Student Services assist students with the internalization of life management skills, which subsequently enables them to assess a situation and respond appropriately. Students learn self-modulation techniques that help them maintain stability in challenging and adversarial situations. Character education is ingrained in the curriculum and valued traits such as honesty, integrity, responsibility, forthrightness, etc. are prevalent in the school's teaching methodologies. The Superintendent's Values Matters Initiative is fully implemented at Parkview Elementary School, and it is proving effective in motivating students to adopt integrity-based values.

As warranted, the school counselor meets with individual, small groups and whole groups of students. During these sessions, students are extended a platform to discuss challenging situations and/or issues that are problematic .

The school has the services of a social worker, psychologist and speech pathologist to ensure that specialized services are provided as needed. Additionally, the school has a family/parent resource center that involves stakeholders in the education process, inclusive of students and their respective families. RtI (Response to Intervention) Committee directs immediate attention to the individual needs of the students and engages appropriate strategies and intervention as indicators suggest the need .

The Little Brothers and Sisters Striving for Success Organization (LBSSS), a school-based extra curricular initiative, pairs students with teacher mentors - thereby placing a caring adult in their immediate space. This effort offers support and tends to attach self-esteeming value to the students. In tandem with the aforementioned initiative, the school has a lucrative partnership with Honey Shine, Inc., - a mentoring and motivational program that provides nurturing experiences and tutorial services to students through after school extracurricular activities. It is further a support network that seeks to empower girls and extends to them adventurous and knowledge-acquiring opportunities. Parkview Elementary is a Fresh Fruit & Vegetable school. It has embraced the ranks of institutions that encourage health and fitness through practicing nutritious eating habits. Students internalize insight regarding the benefits associated with consuming food products such as fruits and vegetables. This project, sponsored through the Department of Food and Nutrition, seeks to indulge students with food sources containing vitamins, minerals and other natural substances that may provide protection from chronic illnesses and diseases. Even more, realizing how critically important it is for students to acquire knowledge and make decisions about nutritious eating, Parkview Elementary School has involved its students in Plant A Thousand Gardens Collaborative Nutrition Initiative (CNI). The school is a vital participant in the CNI, which is made possible through an Education Fund Grant. CNI is a student-centered, seed-to-table garden program that seeks to improve students' nutritional knowledge and habits as well as improve their academic outcomes in science, math, reading and other curriculum areas through hands-on, collaborative learning. A phethora of additional intitatives that are major agents in equipping our students with marketable 21st century skills include: ESCOT-sponsored by City of Miami Gardens Councilman - David Williams; G.R.E.A.T.; and Cloud9. ESCOT (Environmental Science Center of Tomorrow) is an educational endeavor that develops students' skills in STEM (Science Technology Engineer and Mathematics). The impact of this enterprising venture is tremendous, as students increase their knowledge base specific to technical areas that are in high demand in our digitally-oriented and sophisticated society. As elaborated by sponsors, G.R.E.A.T(Gang Resistance Education and Training), which targets third grade students, is an evidence-based and effective gang and violence prevention program built around school-based law

enforcement officer-instructed classroom curricula. The voice of the students resonates loudly on the Educational Excellence School Advisory Council (EESAC), which is the decision-making body for the school. The student population is well represented on the EESAC by student liaisons, who bring the ideas, recommendations, concerns and requests of our bright minds at Parkview Elementary.

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 school identifies and rewards students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal identify and refer students who may be developing a pattern
of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school
sponsors meetings for parents and make accessible attendance flyers addressing District Attendance Policy. The school also provides grade level orientation to teachers and students on the District Attendance Policy.
Students receive incentives for demonstrating citizenship skills or appropriate behavior.
The Spot Success Recognition Program as well as the Do the Right Thing initiative are utilized as sources to reward student compliance. Character development is promoted through the Superintendent's Value Matters Initiative. Parents of students who have been given after school detention are notified immediately. Training is offered to parents aimed at helping them understand the Student Code of Conduct.
The LLT, MTSS/RtI routinely analyze daily attendance reports, COGNOS reports, annual reports and hold quarterly reviews to discuss and intervene as the system indicates the presence of risk factors. As reflected in the Early Warning System, indicators that serve as gauges to determine risk factors include:
Attendance below 90 percent, regardless of whether absence is excused or unexcused. - as follow-up measures are immediately invoked to ascertain reasons for failure to report to school
One or more suspensions
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	10	5	6	4	8	39
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	5	14	15	8	4	11	57
Level 1 on statewide assessment	0	0	0	20	11	9	40
	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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	6	5	2	1	2	19

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

As detected in the Early Warning System, students who are determined to be at-risk or who are making inadequate progress are referred to the RtI/MTSS and appropriate intervention implemented. In the school's charge to improve academic performance of students identified by the early warning system,

during differentiated instruction, the teacher will use brief excerpts or passages from text and have students

paraphrase what they have read, accounting for the vocabulary words and concepts that are important to

the excerpt. Students will compare their paraphrasing to see if they put the vocabulary words and concepts

into their own words without leaving out essential information. The teacher will provide specific explanations

of key words and special or technical vocabulary, using examples. Of paramount importance to performance, data chats are conducted regularly to make determinations and decisions specific to the adequacy of progress. In academic areas where deficiences are detected, the RtI/MTSS will assess for possible intervention. Students will engage iReady, myON Reader and Accelerated Reader, technology-based programs, which provide intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Engaging the prescribed virtual learning programs will be monitored for consistency in usage, fidelity and effectiveness. High tech teaching and learning presents a vehicle of acquiring knowledge that is multI-sensory, interactive, captivating, sustaining and cognitively stimulating - key features that ensure the successful transference of knowledge. If the referral process indicates a need for placement in the Exceptional Student Education (ESE) or Special Education (SPED) program, all procedures are adhered to in order to effect assignment to this program.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/186757.

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

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

Parkview Elementary School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by integrally involving all stakeholders in the education process. Community business partners serve on the EESAC (Educational Excellence School Advisory Council), where they share in the decision-making process as well as explore the problem solving strategies for the school. The school has taken a pro-active stance in eliciting partnerships with the community. Managerial personnel of the neighborhood Winn Dixie Supermarket serves as a business representative on the Educational Excellence School Advisory Council (EESAC) and diligently supports the school. What we consider to be an unbreachable alliance has been formed with The 100 Black Men organization. The 100 Black Men donates needed essentials in order to supply students with necessary items that aide learning. The generosity of this organization offset and defer the expense that would otherwise be incurred by parents, some of whom are plagued by economic insufficiency. The Thanksgiving Holiday is complete with all the trimmings, for many of our families are entreated to a Thanksgiving feast, complimentary of the 100 Black Men. The long and lasting affiliation between Parkview and this distinguished society speaks to the inseparable connection of school and community. Honey Shine Inc. - a mentoring program founded by Tracy Mourning is an affiliate and provides nurturing experiences and tutorial service for our students through after school extra curricular activities. Seeking to empower girls and extend to them an adventurous and knowledge-acquiring experience, one of the local girl scout troops actively recruits on campus. A welcome asset to the school's growing list of community partners is Antioch Missionary Baptist Church of Miami Gardens, FL. This faith-based organization has reached out to our educational facility and donated an array of school supplies to enhance student achievement and positively impact the learning environment. The Opa Locka Chapter of AARP has orchestrated a massive effort through which it provides the school with needed supplies, and this group ensures the nutritious-well being of the students by donating lunch money. The broad coalition of businesses that support the school have ensured that corporately the village is educating the students, which is a recipe for student success.

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
Burch, Potria	Assistant Principal
Hall, Edith	Principal
Bush, Sandi	Instructional Media
Ciceron, Guirlande	Teacher, K-12

Duties

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

The School-based Multi-Tiered System of Supports (MTSS) is vital, therefore, in building the team, Parkview Elementary considered the following personnel:
• Principal, Dr. Edith C. Hall, who ensures commitment and allocates resources.
• Ms. Amanda Welch, Ms. Guirlande Ciceron, Mr. Darnell Porter, Dr. Sandi Bush (Teacher Coaches and Chairpersons) who share the common goal of improving instruction for all students; and

formulating and evaluating the goals set forth in the SIP in order to determine viability.
• Ms. Wilma Theoc-Desinord, Ms. Diana Ochoa, Mr. Ron Hanna and Dr. Sandi Bush (Specialized Service Providers) who work to build staff support, internal capacity, and sustainability over time.
• Responsibilities of Team Members: • Principal: Serving in the capacity of governing agent, the principal bears the responsibility of the overall operation of the MTSS Leadership Team and the school. This position shares the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; and evaluation of effectiveness.
The MTSS Leadership Team in conjunction with selected school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS Leadership Team implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS Leadership Team functions, plans and projects.
• Chairpersons disseminate student data; administer assessments; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; compile and infuse Tier 1 materials/instruction with Tier 2/3 activities; confer with and maintain regular articulation with general education teachers in order to closely monitor student progress.
• Teacher Coach: Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading, mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
• Guidance Counselor, Ms. Wilma Theoc-Desinord, prepares and submits reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS Leadership Team.
• School Psychologist, Dr. Carter-McWoodson, conducts assessment of students; consults with teachers, parents and MTSS Leadership Team to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional development activities; participates in collection and interpretation of data.
• Speech Language Pathologist, Ms. Murphy, develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (tri-monthly) to review consensus, infrastructure, and implementation of building level MTSS. Mrs. Potria Burch-Oliver, Ms. Wilma Theoc-Desinord and Dr. Carter-McWoodson will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. Mrs. Potria Burch-Oliver, Ms. Wilma Theoc-Desinord, Dr. Carter-McWoodson, and Ms. Diana Ochoa, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Parkview Elementary School's MTSS Leadership Team (consisting of Ms. Potria Burch-Oliver, Ms. Wilma Theoc-Desinord, Dr. Carter McWoodson, Ms. Murphy, and Ms. Smith) uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by holding regular team meetings where problem solving is the sole focus. Parkview Elementary School's MTSS Leadership Team also uses the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

Additionally, Parkview Elementary School's Team gathers and analyzes data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment and it ensures that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. This team also gathers ongoing progress monitoring (OPM) for all interventions and analyzes that data using the Tier 2 problem solving process after each OPM.

In its evaluation of Tier 2, Parkview Elementary's MTSS Leadership Team's support consists of ensuring supplemental instruction and interventions are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Parkview Elementary's MTSS Leadership Team also reviews OPM data for intervention groups to evaluate group and individual student response as well as support interventions where and when warranted. A subsequent function is to identify or select students for SST Tier 3 intervention.

The intact curricula as well as the instructional approaches are created and implemented to obtain optimum levels of achievement for all students. These viable methodologies are aligned with components as outlined in the FDOE curriculum frameworks. Moreover, they are adjusted as necessary in order to further enhance student achievement.

Parkview Elementary School utilizes and analyses an assortment of valid assessments to accurately measure progress. Foremost, results extracted from Florida Standards Assessment or iReady reports are thoroughly reviewed and meticulously evaluated. The numerical representations specific to the Florida Standards Assessment or iReady report serve as a compass to steer the school's instructional approach. Additional assessments examined to ascertain student performance level include District Interim, Weekly/Biweekly Benchmarks, and Basal Assessments. The school closely monitors quantitative data and interprets statistical information derived from these assessments in order to determine current performance level and improve student achievement. Having these credible reports available ensures that all facets of the school's decision-making entity are well-informed. The Parkview Elementary School's leadership team takes every measure to ensure that the curriculum, instruction, and assessments are aligned inter as well as intra grade levels and that there is incessant collection and expeditious dissemination of data. The leadership team, highly effective in its efforts, analyzes and uses data to drive decision making, which include goal setting, maximizing effectiveness in the allocation of resources, and revise or amend practices and programs.

Parkview Elementary School's SIP (School Improvement Plan) projects the school's academic and behavioral goals and objectives for the year and it details the school's navigational trajectory (action steps and strategies) to meet those goals. The support system and actions that serve as criteria for evaluating the implementation of the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets. Parkview's MTSS Problem-Solving process is engaged foremost to initiate, monitor, and readjust as deemed necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring tri-monthly, and ongoing monthly progress monitoring measures that can reliably track progress on a schedule that is based on student needs across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not

meeting proficiency.
Title I, Part A
Parkview Elementary School has a conglomerate of programs that coordinate with other local, state and federal funds and initiatives aimed at improving student performance. The District has purchased and made available to students and teachers Internet-based programs such as iReady, McGraw-Hill Wonders Reading Series, Reading Plus, Discovery Education, GIZMOS, KHAN Academy, PBS KIDS, and DIAL-A-TEACHER ON-LINE. This technology-based learning provides a collection of high-value educational software solutions that enhance student achievement in English Language Arts/ Reading, Mathematics, Social Science and Science. Daily, students in all grade levels engage these learning tools. The media center, mini lab and main computer lab as well as the classrooms are equipped with top-of-the-line computers as well as Promethean Boards that are readily accessible for educational purposes. The availability of technological devices is expanded for students through the school's portable laptop instruments. The DIAL-A-TEACHER ON-LINE is a service provided by Miami-Dade County Public Schools in cooperation with the United Teachers of Dade and WLRN-INSTRUCTIONAL TELEVISION. DIAL-A-TEACHER ON-LINE offers homework help in most subject areas in grades K - 12. Parkview Elementary students and parents are encouraged to take advantage of this free, cyber-help with homework. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.
As it relates to district, Title II and Title III funds are appropriated to ensure staff development opportunities are provided.
The guidance counselor in conjunction with the Literacy Leadership Team lead and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with total school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs or summer school).
The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year.
The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
A thorough review of available data disclosed that of the students currently enrolled at Parkview Elementary, no student has been recognized as having an official migrant status. However, should this be reversed, the school will apply District's protocol for addressing the needs of migrant students.

This will include providing services and support to migrant students and parents as well as notifying the appropriate district staff of the enrollment at this site of such students.

In accordance and adherence to policy relevant to migrant status, the District Migrant Liaison coordinates

with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program. Should the student population reflect a need, Parkview Elementary will provide service and support to migrant students and parents.

Title I, Part D

N/A

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

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

Title VI, Part B - NA

Title X- Homeless

Within the enrollment at Parkview Elementary School, there are students with a classification of Homeless. The school is knowledgeable of existing policies that eliminate barriers to enrollment, and ensure retention and success in school for homeless students. The school obligates itself to educate personnel regarding the McKinney Act. Critical to understanding the plight of homeless students, staff is apprised that homeless does not only mean someone who literally lives on the street. Its meaning spans to include: an individual who has a primary nighttime residence that is: a supervised publicly or privately operated shelter designed to provide temporary living accommodations; an institution that provides a temporary residence for individuals intended to be institutionalized; or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. District sponsors the Homeless Assistance Program and the Project Upstart Program – both aimed at providing essential assistance to homeless children and their families.

Chief among its goals, the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. In addition to the aforementioned goal, the Homeless Liaison provides training for schools registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. At the District, policy and procedure specific to the plight of Homeless students and families are outlined below:

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance,

and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act, which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. The school utilizes funding from this source to provide summer school for retained third grade students. Additionally, SES
(Supplemental Education Service) Providers augment the instructional time for students by extending the regular school day.

Violence Prevention Programs
Parkview Elementary School's Violence Prevention Program parallels with its Drug and Violence Prevention initiative. This effort enables Parkview Elementary to establish a school-wide foundation, which entails supporting positive discipline, academic success, and mental and emotional wellness through a supportive and nurturing school environment, as well as teaching students appropriate behaviors and problem solving skills. Should the school identify at-risk students, it implements services or intervention that addresses their individual needs. Parkview's Violence Prevention initiative embraces a non-violent and anti-drug approach that incorporates an integrated curriculum, field trips, community service and counseling.
On a wider scale, which expands to the District level, the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists.
Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists and Safe School Specialists is also a component of this program. The Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management.
Other specificities of District's Violence Prevention Programs are listed below:
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

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

• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

Parkview Elementary is a Fresh Fruit & Vegetable school. It has joined the ranks of institutions that encourage health and fitness through practicing nutritious eating habits. Keeping pace with First Lady - Michelle Obama's "Let's Move" initiative, students are educated regarding health benefits associated with consuming food products such as fruits and vegetables. This project, sponsored by the Department of Food and Nutrition, seeks to indulge students with food sources containing vitamins, minerals and other natural substances that may provide protection from chronic diseases and illnesses. Daily, students are privileged to sample nutritiously fortified crops and produce. Realizing how critically important it is for students to internalize knowledge and make decisions about nutritious eating, Parkview Elementary School has involved its students in Plant A Thousand Gardens Collaborative Nutrition Initiative (CNI). The school is a vital participant in the CNI, which is made possible through an Education Fund grant. CNI is a student-centered, seed-to-table garden program that seeks to improve students' nutritional knowledge and habits as well as improve their academic outcomes in science, math, reading and other curriculum areas through hands-on, collaborative learning. Additionally: 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. 2) Nutrition education, as per state statute, is taught through physical education. 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Parkview Elementary School is host site for two VPK/Head Start classes. The VPK program has as its premier purpose - a responsibility to prepare, equip and build a solid foundation for the educational success of every four-year-old student.

Similarly, four-year-old children attending Head Start at venues other than the public schools are enabled with classroom strategies that maximize the probability of their academic success upon their official entrance into the school environment.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental Involvement

Parkview Elementary School embraces parents as Partners in Education inasmuch as the outreach efforts

serve and exist exclusively to accommodate parents and families. To acclimate parents into the education process, the school informs parents of structured programs available to their children and seeks their input and feedback. Additionally, at designated times, the school extends an opportunity for parents to visit classrooms, meet teachers and become familiar with the instructional curriculum, as well as the functions and activities of the school. The school sponsors adult workshops to educate parents on the benefits of eating nutritiously, home buying tips, and food handling. A series of Florida Standards workshops are offered to equip parents with the skills, materials and resources necessary to assist in the academic preparation of their children. Given that parents are viewed as vital stakeholders of the school, many

attend and are members of the Educational Excellence School Advisory Council (EESAC), which is the decision-making entity for this site. Other activities engaged to increase parent involvement include: drafting and signing the Parent Compact Agreement, Title I Orientation Meeting and Open House.

School Improve Grant Fund/School Improvement Grant Initiative
Funding received by the school under the School Improvement Grant Fund/School Improvement Grant Initiative is applied toward enhancing the academic performance of students identified in lowest performing subgroups. Strategies and activities engaged to counter areas of deficiencies include: building comprehension skills, collection and analysis of data, consistency and continuity of the instructional component and curriculum. More over, funding from this initiative allows for specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries and Project CRISS. Additionally, Title I School Improvement Grant/Fund supports funding and assistance to schools in Differentiated Accountability based on need.
The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Edith Hall	Principal
Ms. Amanda Welch	Teacher
Ms. Lorene Dixon	Teacher
Dr. Sandi Bush	Teacher
Ms. Diana Ochoa	Teacher
Ms. Kathryn Hampton	Teacher
Ms. Peggy Ryan	Teacher
Ms. Felicia Ogden	Education Support Employee
Ms. Makessia Ealey	Education Support Employee
Ms. Devona Hardy	Parent
Ms. Eileen Osman	Parent
Ms. Erica Lopez	Parent
Ms. Rashedah Taylor	Parent
Mr. Rolin Dacres	Parent
Ms. Lakeisha Miles	Parent
Ms. Laverne Baldwin	Parent
Ariana Sueing	Student
Abriana Lee	Student
Nyjah Hyde	Student
Swavian Dacres	Student
Ms. Mina Mandel	Business/Community
Mr. Renal Petit	Business/Community

Duties

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

Evaluation of last year's school improvement plan

After carefully disaggregating and analyzing scores obtained on the iReady Assessment or the Florida Standards Assessment, the SAC (School Advisory Council) compared the numerical figures to targeted goals and objectives set forth in the SIP (School Improvement Plan). The Committee determined that some progress and success towards reaching the goals had indeed been actualized. It was discovered that while all AMOs (Annual Measurable Objectives) were not obtained, the goals remained pliable and achievable. In the Committee's assessment of last year's School Improvement Plan, various components were successfully upheld, while other areas continue to evolve closer to fulfillment. While all grade levels did not meet the pre-established band, 56% of second grade students and 51% of third grade students were reading on grade level as depicted by academic data retrieved from the iReady Reading report. The SAC was actively involved in the formulation of last year's plan and in monitoring the implementation phase as well as evaluating progress toward the accomplishment of goals and strategies. Embracing one of its major responsibilities, the EESAC monitored the implementation of instruction and delivery of programs. Hence, the overall evaluation process confirms that last year's School Improvement Plan served as a blueprint that guided the school to progress in identified areas of the curriculum.

Development of this school improvement plan

The SAC assumes a major role in formulating the SIP.
Through test score disaggregation, the School Advisory Council (SAC) is active in the formulation of objectives as school-wide priorities. Statistical information is utilized as a goal-setting compass to guide the SAC in establishing strategies, actions steps and objectives for the school. The Committee ensures that students' needs are addressed within the contents inserted into the SIP (School Improvement Plan) document. This process assists the SAC in identifying and allocating funds for curriculum areas and resources most needed to improve student performance. A review, analysis and evaluation of additional data such as the School's Demographic and Academic Profile also provide insight for the SAC in the appropriation of funds. The council schedules monthly meetings, notifies stakeholders and creates agendas, as per state and district guidelines. The council also recommends and appropriates funds for the purchase of books, and educational technology as well as incentives for students. This Council also recommends various workshops and technology training for teachers and staff and allocates funds to cover the expense for educators to attend these professionally enhancing sessions. Other recommendations include: the purchase of books that support the Accelerated Reader program, reading software and awards for student recognition at the end of the year.

Preparation of the school's annual budget and plan

Once obtaining the allocation amount specific to the budget, the SAC collectively prepares a budget that ascribes to meet the most essential or demanding needs of the students. Within the constraints of the annual budget, the SAC makes recommendations for book purchases, personnel training and incentives as well as items that support the school's technological component. The disbursement of pecuniary funds are linked directly to students' needs; therefore, the Committee is deliberate in the appropriation of financial resources. As stipulated in policy, fiscal matters require that a quorum is established and subsequently a vote to approve the recommendation(s) ensues. As the decision-making entity for the school, fiscal accountability becomes a mechanism whereby the Committee aligns and reconciles expenditures to support the best interest of stakeholders.

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

This Committee will allocate funds for the purpose of procuring resources that will maximize student learning.
Prognostication of funds:
Staff Development - 500.00 Training of Personnel $500.00
Attendance Goal - 500.00 Positive Behavior Awards $500.00
Student Achievement- 2000.00 Awards and Recognitions $2000.00

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
Hall, Edith	Principal
Burch, Potria	Assistant Principal
Bush, Sandi	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

A compositional delineation of the LLT membership entails:
Dr. Edith Hall, ehall3@dadeschools.net, Principal
Ms. Potria Burch-Oliver, PBurch@dadeschools.net, Assistant Principal
Ms. Amanda Welch, aywelch@dadeschools.net, EESAC Chairperson
Mr. Darnell Porter, porterd@dadeschools.net, Mathematics Instructor
Ms. Chy'Nita Everson, ceverson@dadeschools.net, Science Instructor
Ms. Guirlande Ciceron, gciceron1@dadeschools.net, English/Language Arts Instructor
Ms. Diana Ochoa,DOchoa@dadeschools.net, Exceptional Student Education
Ms. Wilma Theoc-Desinord, wtheoc@dadeschools.net, Guidance Counselor
Dr. Sandi Bush, s_bush@dadeschools.net, Media Specialist
Mr. Ron Hanna, rhanna7@dadeschools.net, Instructional Technology
Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.
The LLT will also implement and engage strategies to increase the number of students who perform above grade level.
Other initiatives undertaken by the LLT will include:
• Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.
• Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.
• Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.
• Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
• Maintain an effective system for using instructional support personnel and establish a support system for improvement.
• Establish a process that lends focus to collaborative study of student progress, achievement, and

instructional practice.
• Provide instructional support and assistance to teachers as needed.

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

Strategies that the school employs to encourage positive working relationships between teachers are being revealed as viable. Common planning, which allocates time for teachers of equivalent grade levels to devise and formulate the blueprints for the classroom curriculum, is lauded by educational practitioners. It is this assemblage that affords teachers the opportunity to jointly design or create lessons or curricular to guide or navigate the instructional component - inclusive of the skills to be taught, differentiated instruction, the pacing, re-teaching, remediation, and assessment aspects. Collaborative planning erects the platform upon which teachers engage team work, which has the propensity to build cohesiveness. Best practices is yet another channel in which camaraderie is established and rapports are strengthened. An agenda during faculty meetings is best practices. Members of symmetrical grade levels as well as inter grade levels tend to interact harmoniously as they synchronically prepare their presentation. The book study accentuating the literary work - Who Moved My Cheese? - has elevated positive working relationship to a new height. Back by popular demand from the previous school year - this best-selling literature encourages an out-of-the box approach to viewing challenges to our comfort zone. Speaking volumes and in thunderous tones, "Who Moved My Cheese" emphasizes how imminent is change in our lives. It goes on to further postulate that attitudinal adjustments must be directed toward change if success is to be our outcome. The discussions and sharing of perspectives relevant to this book study has enabled the faculty and staff to view change (particularly in the workplace) as an inevitable part of life. The options are presented such that we either transition our mindset in regards to change or we get left behind. Phrased in another way, it should not be our desire to become stagnated, primitive or antiquated in the learning environment. A compelling book that has evoked positive reactions from staff, both within and beyond their place of employment.

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

The Literacy Leadership Team, meticulous in its efforts, conducts the initial interview of the screening process. Applicants who meet specified criteria during this stage of the interview are referred to the principal for a subsequent interview. It is this governing agent who will decide the final outcome of this process. Additionally, the school collaborates with District and attends job fairs in order to recruit highly qualified personnel. Moreover, the school networks with colleges and universities in its efforts to recruit proficient, competent and highly qualified graduates, majoring in education.
The school's principal meets with new teachers and provides them with a "New Teacher's" brochure, which contains ideas and activities that are crucial for the first year's survival. In addition to ideas for effectively managing the classroom; the brochure also presents techniques for dealing successfully with disruptive behavior and unsatisfactory academic performance. Professional development opportunities are ongoing and readily available to new teachers. The new entrants are encouraged to participate in these professionally enhancing training sessions. The assistant principal, in conjunction with the Leadership Team, assume the responsibility for ensuring compliance with the school's recruitment procedures.

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

The school teams teachers who are new to the profession and/or school/grade level with experienced teachers who provide continual assistance and guidance in all facets of the educational process. The

school has adept chairpersons and teacher coaches who provide essential and ongoing support to teachers in core areas of the curriculum, including demonstration lessons, assistance with preparation, planning and disaggregation of data.

Ms. Rose-Gaelle Labranche, a novice Kindergarten teacher, has been paired with Ms. Amanda Welch, a 10 year veteran educator who currently services primary students. Ms. Welch has served as Grade Level Chairperson and is also Chairperson of the EESAC (Educational Excellence School Advisory Council). Additionally, she is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by pre-post assessments. Discussions are focusing on curriculum frameworks, assessments, classroom management and differentiated instruction. Weekly meetings are transpiring between the mentor and the mentee in order to identify and discuss evidence-based strategies. Also, the mentee will be allowed to view demonstration lessons. Additionally, the mentor and mentee meet weekly with the respective grade level and iHEAT support to ensure continuity of instructional focus and encourage the development of the mentee's professional proficiency. Ms. Vernell Jimenez is swiftly developing professional expertise as a teacher at Parkview Elementary. She has been paired with Ms. Chy'Nita Everson, a 15 year veteran teacher. Ms. Everson has served as Grade Level Chairperson and currently functions in the position of teacher coach. Ms. Everson is an astute leader among the intermediate grade levels and she stands out as a model educator. She has demonstrated competency and unequivocally shown her ability to effect academic growth among the students, as measured by formalized assessments. Mentor and mentee are meeting weekly in order to analyze and discuss student data trends and identify effective classroom management techniques. Also, the mentee will be allowed to view demonstration lessons. The mentor and mentee meet weekly with the grade level and iHEAT support to ensure continuity of instructional focus and encourage the development of the mentee's professional proficiency. New to third grade is Ms. Maria Medina, who receives vital support from team members, Ms. Kathryn Hampton and Mr. Darnell Porter, both of whom are experienced in the curriculum requirements for intermediate students. Ms. Hampton and Mr. Porter assume critical roles as teacher coaches and they both were in attendance at the 2015-2016 Summer Intensive Synergy Initiative. Under the tuteledge of these teacher coaches, Ms. Medina is also the recipient of professionally-enhancing strategies and innovative ideas including, instructional planning and delivery as well as classroom management techniques. Assessing his initial school year at this site, Mr. Diaz, Spanish Language Instructor, is the beneficiary of a vast quantity of qualitative assistance from the school's Special Area Department as well as instructional personnel in core curriculum areas. Best practices, which transpire in the form of sharing effective ideas/practices during faculty meetings are proving to be profitable as teachers increase their level of adeptness.

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

To ensure that the core instructional programs and materials are aligned to Florida's Standards, the school utilizes the pacing guide, which parallels or synchronizes instructional skills to Florida Standards. The standards are meticulously interwoven into the pacing guide, thereby solidifying its inclusion in core instruction. Technology-based programs, such as iReady and Reading Plus, are designed with the standards absorbed or embedded within the activities and strategies. The McGraw-Hill Reading Wonders Series has adapted its contents to be compatible with Florida Standards. This dynamic reading structure ensures the inclusion of Florida Standards and allows for thorough integration within the core instruction. Go Math assimilates and parallels the Florida Standards into core subject contents. Within teachers' lesson plans, the Florida Standards are in conformity to the skills being instructed.

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

Parkview Elementary School uses data to provide and differentiate instruction to meet the diverse needs of students. The school collects, delineates and subsequently uses data to drive instruction. Informed decisions are made relevant to students readiness for the succeeding level of instruction. The deciphering of statistical evidence enables the school to precisely diagnose students' needs and to provide the appropriate instruction. The prescriptive plan to strengthen weaknesses or deficiencies and enrich advanced students, the school relies upon data reflections and trends. Student's performance on iReady signals the most suitable placement for students. As students reach subsequent levels of achievement, the instructional component is modified to meet the rising level. In reverse, if current placement proves to be to overly challenging for the student, the instruction is amended and customized to meet the actual performance level. A preponderance of data decisions tends to establish with a high degree of accuracy students' performance level. Equipped with this insight, teachers are able to differentiate instruction that is most meaningful and successful at realizing improvement in student performance. Data chats are routinely conducted by administration, and this forum ensures that data is consistently retrieved, analyzed and delineated for the purpose of driving instruction that individualizes contents to fulfill the academic needs of the students.

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: 4,800

The research-based strategies employed by the school to increase the amount and quality of learning time and help provide enriched and accelerated curriculum include extended day tutorial. The school day is augmented as students receive instructionafter the regular school day - utilizing the Florida Support Coach Reading resource. The supplemental instruction affords expanded learning time for students, thereby enabling them to grasp skills not previously internalized. The tutorial instruction addresses areas identified as weaknesses. Research supports that after-school programs help students improve their academic skills and they have a positive effect on the overall development of the students. The school year is lengthened for second grade students who did not achieve at mastery on the SAT as well as for third grade students who did not score proficiency on the iReady Assessment. The research-based curriculum, SRA Flex Literacy Reading resource, offered during summer school builds essential skills and has a high success rate. This reading resource has been shown to improve test scores, assess student needs and monitor progress. Students who demonstrate highly developed cognition are encouraged through the use of technology-based learning. The programs for Enrichment and Accelerated Knowledge include KHAN Academy, Gizmo and Discovery Education, which are interactive learning experiences. This web-based instruction gives participants the chance to enhance learning in key areas related to Science, Technology, Engineering, and Mathematics (STEM) concepts as well as Reading. More over, students demonstrating exceptional ability are referred for advanced placement in the school's Gifted Program. This accelerated program challenges and improves students' critical thinking, analytical, inquiry based learning, problem-solving and explorative/ discovery skills.

The common planning time for teachers allows for optimum collaboration and the sharing of best practices. As a community, teachers are able to plan and prepare for instruction. Collaborative planning promotes shared responsibility for all student learning and behavior within and across the grade levels. The collaborative efforts among educators are focused and goal-driven. Research depicts that there are measurable benefits to student outcomes that are the result of programs which provide time for teachers to collaborate successfully.

Professional development opportunities for teachers are regular and viable. Teachers are encouraged to participate in workshops sponsored on site, by the Region, the District as well as institutions of higher learning.

Strategy Rationale

The strategies outlined above customizes instruction to meet the individual needs of the students. By tailoring delivery methodologies and differentiating instruction based on the learning needs of students, the probability of success increases. An additional advantage of utilizing these strategies is that they will yield academic progress because they are research-based and proven effective techniques for actualizing student achievement. The collection and deciphering of data ensure that an accurate student profile is obtained and serve as a compass in guiding instructional content. The immersion of technology - is by far - a potent and strategic move, as it extends a learning approach that is multi-sensory, interactive, captivating, and it motivates students to grasp knowledge.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Burch, Potria, pburch@dadeschools.net

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

Mrs. Potria Burch-Oliver, Ms. Wilma Theoc-Desinord, Ms. Diana Ochoa and Dr. Carter-McWoodson will collect and analyze data to determine the effectiveness of strategies.
The collection of assessment and/or diagnostic student data is an on-going process. Following pertinent assessments (Computer generated reports, iReady, District Interim, Diagnostics, etc.), data is collected and thoroughly examined to determine the effectiveness of strategies and to ascertain teacher proficiency. Decisions regarding intervention are made consistent with data points. The Team synthesizes the data on student performance as well as educator competency in a respective area and then utilizes it to develop a precise graphic of the current status and what is needed to improve literacy for all students. Contingent upon data results, the school formulates literacy goals that are data based, practical or achievable, and measurable. The team then develops a literacy action plan by assessing each goal and determining the action steps necessary to reach it.

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

Parkview Elementary School invites and hosts visits from neighboring childcare centers. The preschool students become participants in the learning experience, as they visit the kindergarten classes, the media center and other locations in the school. This venture affords the students exposure to the school setting prior to their official entrance. Recognized as a vanguard for early childhood education, the school provides venue for two VPK classes. The benefits of having coordinates within the internal confines of the school campus are vast and great. Students tend to acclimate and assimilate void of incidents into the learning atmosphere. They become familiar with the academic milieu and therefore gain increased comfort in this environment. A feature that ensures interaction between pre-Kindergarten and parents is the requirement of attendance verification. Monthly, the teachers and parents must verify each child's attandance by signing the VPK Attendance Certificate. The school also articulates and meets with the kindergarten teachers and parents with the intent of ensuring a smooth transition. The open channel of communication between the school, pre-school teachers and parents ensures continuity in the process to ready the students for their entrance into kindergarten.
Assessment tools utilized by the pre-Kindergarten teachers to determine student readiness rates and to post test include:
The Florida Voluntary Pre-Kindergarten Assessments - 1, 2 and 3 designed by Florida Department of Education. The Florida VPK Assessments are administered in September, January and May as formal assessments. Informal assessments are continuous throughout the school year. The Print Knowledge Measure assesses a child's ability to recognize the difference between letters and words, his/her knowledge of letter names (both upper and lower case) and the sounds they make.
Phonological Awareness Measure assesses a child's awareness and manipulation of the different sounds in a word. The Phonological Awareness Measure also assesses the child's ability to blend (put together) a word if it is broken up into smaller sounds or syllables, blend compound word, and recognize the remaining word when part of the stimulus word is taken away (e.g. If the teacher says to the child: "Say, football without ball." Football is the stimulus word).
Mathematics Measure assesses a child's early numeracy skills across three different areas: counting skills, numerical relations skills, and arithmetic reasoning skills.
Oral Language/Vocabulary Measure assesses a child's ability to express him/herself in words,

understand language that is heard, and his/her knowledge of age appropriate words and their meanings.

As needed, Special Education children who are ELL must be assessed with the M-DCPS Oral Language Proficiency Scale-Revised (OLPS-R) prior to the closing of the school year.

Pre-K level or the Relative Language Dominance Checklist-Revised in order to determine an ESOL level. This assessment must have been completed prior to entering the program for the first time and again in May for children who obtained ESOL Levels I- IV. It is important that parents and families are informed on a regular basis about their child's progress in school.

The Parental Involvement component is a key factor in encouraging the home to assume a proactive role in order to ensure a successful transition for preschool students. The parents are invited to attend meetings wherein they are encouraged to join with the elementary school and preschool program to identify and coordinate services for a smooth and uneventful move into the elementary school system.

The pre-kindergarten program is Titled I funded and it is monitored and evaluated by the Early Childhood Coalition and the Voluntary Pre-Kindergarten Education Programs. In order to ascertain the effectiveness of the pre-kindergarten program, the Florida Kindergarten Readiness Screener will be administered. This evaluation will not be done until after students enter kindergarten. Given that school readiness is the major goal of the Voluntary Pre-Kindergarten (VPK) program, it is imperative that the school find out if the students are prepared to adequately function in elementary school. The Florida Kindergarten Readiness Screener will be utilized.

Teachers visually observe students during class to determine whether they have certain skills, such as knowing how to use a book or how to play with others. They then create lesson plans to help each child progress. This style of assessing is viewed as evaluating the "whole child" in a normal setting.

Inter as well as intra grade level articulation is critical for a smooth transition from pre-kindergarten to kindergarten. Articulation occurs between the pre-kindergarten teachers as well as between the pre-kindergarten and kindergarten teachers. Through articulation, standards, curriculum and teacher training, student transition throughout the educational journey is made seemless. As a team, teachers will meet and discuss the results of the FLKRS and devise activities that will be guided by developmentally appropriate foundations in all content areas. In addition, articulation between the teachers will extend the opportunity to share best practices. This in return will ensure that the students are ready for kindergarten and that kindergarten is ready for the students.

A recently introduced assessment, which teachers will be required to administer to students is the Teaching Strategies Gold, Birth through Kindergarten. This assessment assumes an informal format in which teachers consistently make observations to ascertain progress made by each student.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Postsecondary Transition. Kindergarten Program (VPK) funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At each successive grade level, inter as well as intra articulation among teachers is prevalent. Students enter the succeeding grade level with beforehand or prior knowledge of the curriculum, as instructional focus has incorporated skills specific to the subsequent grade level. Fifth grade students typically have interaction with the middle school within this Feeder Pattern. This experience assists the fifth grade students as they matriculate to secondary education and observe a rite of passage by exiting the elementary level of education.

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:

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.

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`

🔍 G070672

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	76.0
AMO Reading - African American	76.0
AMO Reading - SWD	63.0
AMO Math - All Students	77.0
AMO Math - African American	78.0
AMO Math - SWD	63.0
AMO Math - ED	76.0

Resources Available to Support the Goal `2`

- iHeat Support, Media Specialist, Leadership Team, Gizmos, iReady, Go Math, Discovery Education, Imagine Learning, Computer Labs, Classroom Computers, Promethean Boards, WI-FI- HP Laptops, Core Texts, Pacing Guides, Item Specifications, Task Cards, FCRR, myON Reader, Accelerated Reader, Reading Wonders digital resources

Targeted Barriers to Achieving the Goal `3`

- Limited use of technology to include both software and hardware programs, which will directly impact student achievement.

Plan to Monitor Progress Toward G1. `8`

In order to monitor for progress towards meeting the goal, data will be collected and analyzed over the span of the school year from computer generated reports, iReady Reports, District Interims, Weekly Assessments, Thinkgate Reports and Florida Standards Assessment . Precision structured data disaggregation will be employed as the school translates numerical information from District Interims, iReady Reports, Formative Assessments, and the Florida Standards Assessment.

Person Responsible
Potria Burch

Schedule
Weekly, from 9/24/2015 to 6/1/2016

Evidence of Completion
Tri-monthly the Literacy Leadership Team (LLT) will meet to examine multiple sources of data in order to determine effectiveness of the strategies towards meeting the goal and annual targets. Key data points include - Disaggregation of District Interims, iReady Reports, Formative Assessments, and the Florida Standards Assessments. The Leadership Team will make decisions relevant to maintaining the existing strategic approach, as well as whether to intensify, modify, or discontinue facets of the goal.

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

🔑 G070672

G1.B1 Limited use of technology to include both software and hardware programs, which will directly impact student achievement. 2

🔑 B184157

G1.B1.S1 Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement and assist in mastering course content and skills. 4

🔑 S195720

Strategy Rationale

Given that technology has revolutionized education, its effective and skillful immersion into the curriculum will provide students with a multi-sensory and interactive learning experience, which will be of great benefit academically and socially.

Action Step 1 5

Advise staff of available technology resources during faculty meetings, common planning and data chats. Updates will be provided on the implementation of various instructional technological programs that can be infused with classroom activities to increase student engagement.

Person Responsible

Potria Burch

Schedule

Biweekly, from 9/24/2015 to 6/1/2016

Evidence of Completion

Agenda, sign-in sheet, PD Deliverables, Handouts

Action Step 2 5

Facilitate and conduct co-planning sessions to plan lessons that incorporate the use of appropriate instructional technology programs.

Person Responsible

Potria Burch

Schedule

Weekly, from 9/24/2015 to 6/1/2016

Evidence of Completion

Agenda, sign-in sheet, lesson plans, handouts

Action Step 3 5

Monitor the delivery of lessons that incorporate the appropriate instructional technology components, students' accessibility, and engagement.

Person Responsible

Potria Burch

Schedule

Daily, from 9/24/2015 to 6/1/2016

Evidence of Completion

Administrative walk-through notes, lesson plan check, debriefing notes

Action Step 4 5

Provide support through on-going consistent professional development on the various technological instructional resources available and model use as needed.

Person Responsible

Potria Burch

Schedule

Monthly, from 9/24/2015 to 6/1/2016

Evidence of Completion

Agenda, Sign-in sheet, lesson plans, handouts or PD Deliverables

Action Step 5 `5`

Monitor the use of appropriate technology in all aspects of instruction from delivery to end products to increase student engagement and assit in mastering course content and skills..

Person Responsible

Potria Burch

Schedule

Daily, from 9/24/2015 to 6/1/2016

Evidence of Completion

Agenda, sign-in sheet, Handouts, Administrative walk-through notes, lesson plan check, debriefing notes, Data chats

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

Monitor classrooms during whole group, flexible group, independent assignments and differentiated instruction to determine the effective and viable incorporation of technology into the instructional delivery component of the curriculum in order to maximize learning for students.

Person Responsible

Potria Burch

Schedule

Daily, from 9/24/2015 to 6/1/2016

Evidence of Completion

Administrative walk-through notes, lesson plan check, and debriefing notes The daily walk throughs ensure that this strategy is implemented with fidelity.

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

During whole group, flexible group, individual and differentiated instruction, infusion of the appropriate technology into the delivery of core content lessons will be monitored. Fidelity of usage and effective application of technology programs will be observed during administrative walkthroughs. Computer generated reports will provide data that gauges student achievement. In instances where student progress is not detected, the individualized needs of the student(s) will be re-assessed to determine the need for appropriate modifications and/or intervention. Further training will be offered to teachers whose skills in technology require additional support and development. Effectiveness will also be monitored through data disaggregation of District Interim Assessments as well as Summative Assessments. Empirical data collected from iReady Report or Florida Standards Assessment will likewise serve to gauge effectiveness of this goal.

Person Responsible

Potria Burch

Schedule

Daily, from 9/24/2015 to 6/1/2016

Evidence of Completion

Formative Assessments, District Interims, iReady Reports, Weekly Assessments, Thinkgate Reports, Student Work Samples, Florida Standards Assessment

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	Advise staff of available technology resources during faculty meetings, common planning and data chats. Updates will be provided on the implementation of various instructional technological programs that can be infused with classroom activities to increase student engagement.	Burch, Potria	9/24/2015	Agenda, sign-in sheet, PD Deliverables, Handouts	6/1/2016 biweekly
G1.B1.S1.A2	Facilitate and conduct co-planning sessions to plan lessons that incorporate the use of appropriate instructional technology programs.	Burch, Potria	9/24/2015	Agenda, sign-in sheet, lesson plans, handouts	6/1/2016 weekly
G1.B1.S1.A3	Monitor the delivery of lessons that incorporate the appropriate instructional technology components, students' accessibility, and engagement.	Burch, Potria	9/24/2015	Administrative walk-through notes, lesson plan check, debriefing notes	6/1/2016 daily
G1.B1.S1.A4	Provide support through on-going consistent professional development on the various technological instructional resources available and model use as needed.	Burch, Potria	9/24/2015	Agenda, Sign-in sheet, lesson plans, handouts or PD Deliverables	6/1/2016 monthly
G1.B1.S1.A5	Monitor the use of appropriate technology in all aspects of instruction from delivery to end products to	Burch, Potria	9/24/2015	Agenda, sign-in sheet, Handouts, Administrative walk-through notes, lesson plan check, debriefing notes, Data chats	6/1/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	increase student engagement and assit in mastering course content and skills..				
G1.MA1	In order to monitor for progress towards meeting the goal, data will be collected and analyzed over the span of the school year from computer generated reports, iReady Reports, District Interims, Weekly Assessments, Thinkgate Reports and Florida Standards Assessment . Precision structured data disaggregation will be employed as the school translates numerical information from District Interims, iReady Reports, Formative Assessments, and the Florida Standards Assessment.	Burch, Potria	9/24/2015	Tri-monthly the Literacy Leadership Team (LLT) will meet to examine multiple sources of data in order to determine effectiveness of the strategies towards meeting the goal and annual targets. Key data points include - Disaggregation of District Interims, iReady Reports, Formative Assessments, and the Florida Standards Assessments. The Leadership Team will make decisions relevant to maintaining the existing strategic approach, as well as whether to intensify, modify, or discontinue facets of the goal.	6/1/2016 weekly
G1.B1.S1.MA1	During whole group, flexible group, individual and differentiated instruction, infusion of the appropriate technology into the delivery of core content lessons will be monitored. Fidelity of usage and effective application of technology programs will be observed during administrative walkthroughs. Computer generated reports will provide data that gauges student achievement. In instances where student progress is not detected, the individualized needs of the student(s) will be re-assessed to determine the need for appropriate modifications and/or intervention. Further training will be offered to teachers whose skills in technology require additional support and development. Effectiveness will also be monitored through data disaggregation of District Interim Assessments as well as Summative Assessments. Empirical data collected from iReady Report or Florida Standards Assessment will likewise serve to gauge effectiveness of this goal.	Burch, Potria	9/24/2015	Formative Assessments, District Interims, iReady Reports, Weekly Assessments, Thinkgate Reports, Student Work Samples, Florida Standards Assessment	6/1/2016 daily
G1.B1.S1.MA1	Monitor classrooms during whole group, flexible group, independent assignments and differentiated instruction to determine the effective and viable incorporation of technology into the instructional delivery component of the curriculum in order to maximize learning for students.	Burch, Potria	9/24/2015	Administrative walk-through notes, lesson plan check, and debriefing notes The daily walk throughs ensure that this strategy is implemented with fidelity.	6/1/2016 daily

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 use of technology to include both software and hardware programs, which will directly impact student achievement.

G1.B1.S1 Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement and assist in mastering course content and skills.

PD Opportunity 1

Provide support through on-going consistent professional development on the various technological instructional resources available and model use as needed.

Facilitator

Burch, Potria (pburch@dadeschools.net)

Participants

Instructional Personnel (Pre-K - 5th grade)

Schedule

Monthly, from 9/24/2015 to 6/1/2016

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 use of technology to include both software and hardware programs, which will directly impact student achievement.

G1.B1.S1 Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement and assist in mastering course content and skills.

PD Opportunity 1

Monitor the use of appropriate technology in all aspects of instruction from delivery to end products to increase student engagement and assit in mastering course content and skills..

Facilitator

Ms. Potria Burch-Oliver

Participants

Instructional Personnel (Pre-K - 5th grade)

Schedule

Daily, from 9/24/2015 to 6/1/2016

Budget

Budget Data

1	G1.B1.S1.A1	Advise staff of available technology resources during faculty meetings, common planning and data chats. Updates will be provided on the implementation of various instructional technological programs that can be infused with classroom activities to increase student engagement.	$0.00
2	G1.B1.S1.A2	Facilitate and conduct co-planning sessions to plan lessons that incorporate the use of appropriate instructional technology programs.	$0.00
3	G1.B1.S1.A3	Monitor the delivery of lessons that incorporate the appropriate instructional technology components, students' accessibility, and engagement.	$0.00
4	G1.B1.S1.A4	Provide support through on-going consistent professional development on the various technological instructional resources available and model use as needed.	$0.00
5	G1.B1.S1.A5	Monitor the use of appropriate technology in all aspects of instruction from delivery to end products to increase student engagement and assit in mastering course content and skills..	$0.00
		Total:	$0.00