

Miami-Dade County Public Schools

N Dade Center For Modern Language



2015-16 School Improvement Plan

N Dade Center For Modern Language

1840 NW 157TH ST, Miami Gardens, FL 33054

<http://cml.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The school motto, "Preparing Global Thinkers for a Multicultural World," represents the educational philosophy of North Dade Center for Modern Languages (CML). The school's mission is to prepare all students for the challenges ahead by providing an academically enriched environment. We encourage creativity and promote analytical and reflective thinking. It is hoped that our students will acquire multicultural experiences and mutual respect on the road to becoming multilingual and multi-literate citizens in an increasingly internationalized workforce.

Provide the school's vision statement

The vision of the North Dade Center for Modern Languages is to develop an academically enriched environment, preparing our students to become contributing citizens and global thinkers in a multicultural, multilingual society.

School Environment

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

North Dade Center for Modern Languages utilizes results from portions of student and teacher surveys to build relationships and foster a positive atmosphere for the development of relationships between teachers and students. In addition, the school creates an environment where students learn and experience other cultures to assist in developing respect and open mindedness outside of their own traditional roots. Cultural festivities include Hispanic Heritage Month, Black History Month, and French cultural celebration.

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

In the area of safe and orderly environment, the results of the AdvancED Survey indicate the schools' strength. The responses from the parent questionnaire (equal or greater than 20%), student questionnaire (equal to greater than 40%), and staff questionnaire (equal to or greater than 60%) indicated the following: The area that demonstrates increasing stakeholder satisfaction is Standard 1: Purpose and Direction. It is the highest scoring standard among staff, students, and the second highest among parents. Within this area, consistent feedback from all stakeholders establishes a perception that students are receiving a quality education at the school. Staff survey results indicate that the "Schools" purpose statement is clearly focused on student success, while the students believe that a high quality education is being offered.

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

All stakeholders participate in maintaining a safe, orderly learning environment through active involvement in the PTA and the EESAC. The school is implementing a mentoring program where teachers and staff members play the role of mentors to provide an overall positive effect on student behavior. In addition, the school counselor will provide continuous emphasis on Character Education

during morning announcement and will recognize and reward students with "Do the Right Thing" incentives for exemplary behavior, social interaction, and academic accomplishments. During the opening of school, every student is given a copy of the Code of Student Conduct that delineates school rules, procedures, and consequences. Supplementary activities are included during weekly on site announcements via closed circuit TV. Topics are enhanced by the Relax, Reflect, and Respond (RRR) curriculum.

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

To ensure all of the students' social-emotional needs are being met, the school's counselor provides a variety of services to our students which include: small group, peer and one-on-one counseling. The counselor also instructs classes on topics such as bullying, stress, and moral character. Thirteen teachers have been trained to implement MindUP, a researched based program for educators and students. The MindUP curriculum is intended to create an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner.

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 ensures academic success for all students by providing high quality instruction and intervention matched to student needs. Through a data based problem solving process, academic and behavior challenges are addressed. Ongoing examination and support is provided for all aspects of the school including identifying methods and strategies to improve student achievement, school safety, school's culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through intervention.

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	
	5	Total
Attendance below 90 percent	0	
One or more suspensions	0	
Course failure in ELA or Math	3	3
Level 1 on statewide assessment	0	
	0	

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

Indicator	Grade Level	
	5	Total
Students exhibiting two or more indicators	3	3

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

The instructional strategies include academic intervention through a pull-out program in basic skills, utilization of team teaching to bridge the achievement gap, differentiated instruction and cooperative learning strategies implemented in daily classroom settings. In addition, early bird tutoring is provided based on student performance to reinforce deficient skills. Teachers voluntarily participate in vertical and horizontal collegial curriculum planning where they have the opportunity to share their concerns and strategies.

As problem solving issues and concerns arise, the school's guidance counselor along with the school psychologist may be included in determining the root causes and assisting with suggestions for implementation of prevention/intervention strategies.

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/51651>.

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

North Dade Center for Modern Languages enjoys a collaborative relationship with our stakeholders and the different communities represented by our diversified student body. Parents, relatives, and community members play important roles in our school educational environment initiative by donating their time and sharing their knowledge and expertise with our students throughout the year. This allows students to explore career opportunities and develop academic success. In an initiative to link the school to the community, the school participates in a variety of experiences through the City of Miami Gardens and St. Thomas University. The school enjoys a very active PTA. In addition, the Young Men's Christian Association (YMCA) provides low cost quality childcare in the after-care program.

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
Castaigne, Maria	Principal
Delisma-Pierre, Myriam P.	Assistant Principal
Flores, Silvia	SAC Member
Spicer, Allison	Other
Alvarez, Celia	Teacher, K-12
Alonso, Maria	Teacher, K-12
French, Constance	Guidance Counselor
Davids, Stacy	Psychologist
Holts-Rich, Shontel	Teacher, K-12

Duties

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

Dr. Maria A. Castaigne, Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/Rtl, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Dr. Myriam Delisma-Pierre, Assistant Principal: Assists in ensuring implementation of intervention support and documentation, ensures adequate professional development opportunities, and ensures the implementation of the school-based MTSS/Rtl activities.

Silvia M. Flores, EESAC Chairperson: Assists in the design and implementation of academic goals and objectives; participates in collection and interpretation of data.

Allison Spicer, UTD Building Steward: Assists in the design and implementation of academic goals and objectives; participates in collection and interpretation of data.

Shontel Holts-Rich, Elementary Department Chairperson, Maria E. Alonso, Elementary Department Chairperson and Celia Alvarez, assistant to Department Chairpersons: Provide information about core instruction, participate in student data collection, and collaborate with other faculty members to implement early intervention planning.

Dr. Constance V. French, School Counselor: Assists with behavioral intervention, provides academic and behavioral social skills training using student-centered data, and provides parents with information on community wellness programs and other services available through outside agencies.

Dr. Stacy Davids, School Psychologist: Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk".

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

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

1. Holding grade level meetings where problem solving is the sole focus.

2. Using the four step problem solving process during all team meetings that focus on maximizing student achievement and/or behavior success. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction).
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 support is provided to students who have not met proficiency or who are at risk of not meeting proficiency. Tier 2 problem solving meetings occur monthly to:

1. Review ongoing progress monitoring (OPM) data for intervention groups to evaluate group and individual student responses.
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention.

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. Trend data is analyzed throughout the grade levels to evaluate the current SIP strategies in place and dictate the strategies for next year's SIP.

• Title I, Part A

North Dade Center for Modern Languages provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. 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. The school will increase parental involvement by scheduling meetings and activities, encouraging parents to support their child's education, providing materials, and encouraging parental participation in the decision making processes at the school site. Parents participate in the design of their school's Parental Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, the life of the school, and the annual Title I Parent Meeting at the beginning of the school year. The annual-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 the school site Title I coordinator, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish, Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

• 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, and ELL

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
- parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

- Title X- Homeless
- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school 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.
- Project Upstart 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 twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

North Dade Center for Modern Languages will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

- Supplemental Academic Instruction (SAI)

North Dade Center for Modern Languages will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

- Violence Prevention Programs

North Dade Center for Modern Languages addresses violence and drug prevention and intervention services for students through curriculum implemented by the elementary school counselor.

- Nutrition Programs

North Dade Center for Modern Languages adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Maria A. Castaigne	Principal
Allison Spicer	Teacher
Silvia M. Flores	Teacher
Michelle L. Egan	Teacher
Maria Singer	Teacher
Shontel Holts	Teacher
Edna Affronte	Education Support Employee
Regine Desire	Parent
Brenda Burton	Parent
Stacy Bruno	Parent
Deborah Parrott	Parent
Russell Johnson	Business/Community
Ulysses Harvard	Business/Community
Catherine H. Stanley	Parent
Laudy Ruiz	Student
David Williams	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan (SIP) is the driving force to raising student achievement. Educational Excellence School Advisory Council (EESAC) conducts a needs assessment, targets areas for improvement, develops specific improvement plans with administration and staff, implements and monitors the plan, evaluates progress, and modifies the plan as needed. The long term goal of the SIP is to create a self-monitoring and self-improving institution. The collective effort of all stakeholders aims to build consensus to sustain and raise student achievement. Each stakeholder has a vested interest in ensuring that goals of the SIP are achieved.

The most challenging goal of our School Improvement Plan is maintain or improve performance in the core academic subjects. Student performance in this area already indicates a high level of achievement, yet the goal is further improvement. The school's leadership team is aggressively working to show improvement in performance on the state assessment.

Development of this school improvement plan

The purpose of the North Dade Center for Modern Languages Educational Excellence School Advisory Council (SAC) is to work to ensure improved student achievement. One of the ways the Council will do this is by developing, implementing, and evaluating the academic goals and objectives delineated in the School Improvement Plan. The SAC is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability.

Preparation of the school's annual budget and plan

Since school administrators are highly accessible and involved, the school leadership has created a sense of shared purpose among faculty, students, and parents to accomplish the goals delineated on

SIP. Administration, United Teachers of Dade Building Steward, teachers, support personnel, parents, business partners, and students participate in the leadership of the school through the EESAC. The EESAC will assist in the preparation and evaluation of the School Improvement Plan (SIP) and the school's annual budget. Funds are allocated to enhance the academic program for all students. Funds have been used to increase technology infrastructure. Software such as STAR, Accelerated Reader, IXL, and Brain Pop have been made available to students in school and at home. Additional funds have been utilized to reinforce reading, math, and science to improve performance on the Florida State Standards.

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

The school improvement funds were utilized to purchase magazine subscriptions in grades 1-5 to enhance literacy instruction across the curriculum. Yearly subscriptions include Scholastic, Time for Kids, Scholastic Art, and Music Express. The amount allocated for this project was \$ 2,100.00. The remaining portion of the funds were set aside to purchase supplemental workbooks for the foreign language department.

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
Castaigne, Maria	Principal
Delisma-Pierre, Myriam P.	Assistant Principal
Stephens, Patricia	Teacher, K-12
Alonso, Maria	Teacher, K-12
Davids, Stacy	Psychologist
Holts-Rich, Shontel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Administration will work with the Literacy Leadership Team to guarantee fidelity of the implementation of the Florida State Standards. The Assistant Principal will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers; sharing exemplary reading and writing instructional practices to implement across the curriculum, and providing professional development and resources that will assist teachers and students in understanding the new standards.

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

Commitment to shared values and beliefs about teaching and learning is evident during grade-level curriculum planning. The commitment is regularly reflected in communication among leaders and staff. The implementation of the Professional Learning Communities will encourage teachers to expand best practices that are focused on areas of deficiency based on student data. Weekly collaborative planning will provides teachers the opportunity to incorporate equitable learning experiences to focus on depth of understanding and the mastery of skills. School leadership and staff share high expectations for professional service.

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

The principal will utilize the applicant tracking site and her expertise as a former personnel coordinator to recruit highly qualified teachers. To enhance the academic program, the instructional team and the administration collaborate at the grade and school level to share effective practices, evaluate implementation, and make decisions that will bridge the achievement gap. The team facilitates the process of building consensus and providing high quality and rigorous standards.

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

In an effort to maintain and expand subject matter knowledge, including keeping abreast of sources which enhances teaching, North Dade Center for Modern Languages has the following mentoring program in place:

Weekly grade level meetings are held where teachers collaboratively plan to ensure that benchmarks are being taught throughout the grade level.

Monthly collaborative meetings are held to allow teachers to share best practices utilizing the strengths of other colleagues to develop professional relationships.

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

The use of District mandated Pacing Guides along with assessments will ensure that students develop expected learning skills that support the Florida State Standards. Evidence indicates that the curriculum and learning experiences prepare students for success at the next level. Differentiated Instruction supports the achievement of expectations.

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

The continuous improvement process ensures that vertical and horizontal alignment, as well as, alignment with state standards are maintained and enhanced in curriculum instruction and assessment. Data collection and data analysis is utilized to design effective instructional teaching/ learning practices and to provide appropriate interventions to accelerate student achievement. The process utilized is as follows:

- * Ensure the effective delivery of the core instructional curriculum to meet student needs.
- * Modify instructional methodology and delivery of instruction necessary to meet the needs of all

students.

- * Revisit school based resources.
- * Target professional development toward goals of meeting all students' needs.
- * Monitor student growth to address and pinpoint areas that continue to show deficiency.
- * Provide all subgroups with the necessary academic interventions to increase student achievement.

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: 10,800

North Dade Center for Modern Languages sets high standards for overall academic performance by offering all students an accelerated English curriculum and an intensive foreign language program. Students attend an extended day program which includes instruction in world languages and integrates international content into all curriculum areas. Foreign language classes reinforce basic skills and academic standards during their 7.5 weekly hours of instruction. The curriculum is interdisciplinary, providing students with a comprehensive education. Additionally, students in grades 4 – 5 have the opportunity to participate in the Cooperative Agreement with Spain. This is an agreement between Spain and Miami-Dade County Public Schools that is approved and accredited to implement a Spanish program providing dual accreditation for the participating students. Students are taught science and social studies using textbooks published in Spain. CML's emphasis upon critical thinking skills, problem solving skills, and creative thinking processes is evidenced by the various learning opportunities offered to our students. This year's on the integration of technology offers students enrichment and student achievement opportunities through computer technology in science, reading, math, and English. Since 1992, the students who are enrolled in the French program have the opportunity to participate in the annual National French Contest sponsored by AATF. The Early Bird Chess Program enhances reasoning skills and provides students with the opportunity to experience competitions at various levels. The Mathematics and Science Brain Bowl is an in-house competition meant to increase performance in mathematical reasoning skills and scientific processing skills. The Miami Gardens Science Fair is a joint venture with St. Thomas University to promote scientific research. CML's music department has a performing group, the Troubadours, which is composed of fourth and fifth grade students trained in the areas of chorus, melody bells, hand bells, pianicas, and different levels of strings. The group represents CML in the local community and other joint performances.

Strategy Rationale

North Dade Center for Modern Languages understands the importance of setting up an effective learning environment and implement appropriate instructional activities in individual, small, and large group settings to meet the cognitive and linguistic needs of students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Castaigne, Maria, pr5131@dadeschools.net

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

North Dade Center for Modern Languages uses formative assessments offered by the school and the District, and summative assessments offered by the State to determine effectiveness of the strategies. The data obtained from these sources are reviewed by the Leadership Team to set the school's academic goals. The school administrators and teachers use assessment data on a regular and systematic basis. The most important use of this data is to help assess the performance of the school, to contribute to its future growth, and to assess how well the school improves from year to year.

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

The magnet program supports learning to meet the diverse needs of all our students. In addition, the school provides programs that engage families in meaningful ways in their children's education. Workshops are offered to students and parents consistently and at different times of the day to accommodate different needs. In order to improve and maintain academic performance, constant communication is kept with parents via telephone, e-mails, and agendas. Student progress reports on formal and informal assessments are sent home periodically. The school's goal is to create a support system that will improve academic performance and contribute to the student's well being.

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

G070697

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	
AMO Math - Hispanic	

Resources Available to Support the Goal 2

- McGraw Hill Reading Wonders textbook, performance assessments, professional development, smartboards, computer programs (i.e. iReady, IXL Language Arts, Accelerated Reader, STAR Reading, Florida Achieves - Focus), supplemental material in reading, District Pacing Guide
- McGraw Hill Reading Wonders textbook, professional development, smartboards, Common Core Coach for Writing, McGraw Hill Social Studies, Time for Kids and Scholastic magazines, District Pacing Guide
- Houghton Mifflin Harcourt Go Math!, professional development, smartboards, computer programs (i.e. Gizmos, iReady, Think Central, IXL, Florida Achieves- Focus) supplemental material in math, District Pacing Guide
- Scott Foresman Science textbook, Sciencosaur, AIMS Physical Science Grade 5 (shared among grade level), professional development, smartboards computer programs (i.e. Gizmos, Brain Pop, Florida Achieves - Focus), Discovery Education, Science in Action Videos (grade 5), science tools and material to conduct hands-on activities, District Pacing Guide Supplemental material in reading, math, and science District Pacing Guide Textbooks Performance Assessments

Targeted Barriers to Achieving the Goal 3

- The need to adjust instruction to target the subgroups not meeting the yearly AMOs in reading. Teachers need additional support in analyzing data.
- The need to unwrap the writing prompt in response to written text.
- The need to modify instruction to target the subgroups not meeting the yearly AMOs in mathematics.
- Provide learning situations in science which will enable the student to practice skills and knowledge needed for further success in the upper grades

Plan to Monitor Progress Toward G1. 8

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Summative Evaluation

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**

 G070697

G1.B1 The need to adjust instruction to target the subgroups not meeting the yearly AMOs in reading. Teachers need additional support in analyzing data. **2**

 B184228

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. **4**

 S195778

Strategy Rationale

Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.

Action Step 1 **5**

Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient techniques in reading.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

Sign-in log, agenda, PD registration, follow-up activity Focus walk through, lesson plans - data binder, student work Schedule to visit the model classrooms, data reports, students' weekly assessments Student work samples, flexible grouping schedules, assessment data

Action Step 2 5

Teachers will analyze data and group students for instruction.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

Focus walk through, lesson plans - data binder, student work Schedule to visit the model classrooms, data reports, students' weekly assessments Student work samples, flexible grouping schedules, assessment data

Action Step 3 5

Identify model classrooms where teachers can visit for additional support. Administration will continue to support teachers to conduct data chats.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

Focus walk through, lesson plans - data binder, student work Schedule to visit the model classrooms, data reports, students' weekly assessments Student work samples, flexible grouping schedules, assessment data

Action Step 4 5

Administrative team will attend PDs to ensure that teachers are actively participating. They will look for collaborative conversations. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance, have data chats to ensure that AMO subgroups are identified and instruction is geared to meet their needs.

Person Responsible

Maria Castaigne

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

Sign-in log, agenda, PD registration, follow-up activity Focus walk through, lesson plans - data binder, student work Schedule to visit the model classrooms, data reports, students' weekly assessments Student work samples, intervention/flexible grouping schedules, assessment data

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Summative Evaluation

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Myriam P. Delisma-Pierre


Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Summative Evaluation

G1.B2 The need to unwrap the writing prompt in response to written text. 2

 B184229

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

 S195779

Strategy Rationale

Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.

Action Step 1 5

Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient writing techniques.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

Sign-in log, agenda, PD registration, follow-up activity Teachers will analyze data and group students for writing instruction. Use peer teaching techniques to provide additional support in writing. Administration will continue to support teachers through ongoing communication and collaboration. Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.

Action Step 2 5

Teachers will analyze data and group students for writing instruction.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

Use peer teaching techniques to provide additional support in writing. Administration will continue to support teachers through ongoing communication and collaboration. Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.

Action Step 3 5

Use peer teaching techniques to provide additional support in writing by modeling and hands-on active participation.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

Use peer teaching techniques to provide additional support in writing. Administration will continue to support teachers through ongoing communication and collaboration. Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.

Action Step 4 **5**

Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.

Person Responsible

Maria Castaigne

Schedule

On 11/30/2015

Evidence of Completion

Sign-in log, agenda, PD registration, follow-up activity, data reports Use peer teaching techniques to provide additional support in writing. Administration will continue to support teachers through ongoing communication and collaboration. Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Summative Evaluation

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Summative Evaluation

G1.B3 The need to modify instruction to target the subgroups not meeting the yearly AMOs in mathematics.

2

 B184230

G1.B3.S1 Utilize spiraling in conjunction with MAFS Item Specifications to develop effective instructional strategies by selectively choosing real-world application problems and tasks aligned to the content standards. 4

 S195780

Strategy Rationale

To develop our students so that they are able to successfully compete in the global economy.

Action Step 1 5

Participate in professional development opportunities and professional learning communities to increase repertoire of efficient techniques in mathematics.

Person Responsible

Maria Castaigne

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

sign-in log computer generated reports Data from formative assessment (Interim Assessment)

Action Step 2 5

Utilize technology to enrich instructional delivery and enhance skills that are aligned to the Florida State Standards.

Person Responsible

Maria Castaigne

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

computer generated reports, Data from formative assessment (Interim Assessment)

Action Step 3 5

Establish a problem solving protocol to provide opportunities to develop problem solving proficiency

Person Responsible

Maria Castaigne

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

computer generated reports, Data from formative assessment (Interim Assessment)

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Summative Evaluation

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Summative Evaluation

G1.B4 Provide learning situations in science which will enable the student to practice skills and knowledge needed for further success in the upper grades 2

 B184231

G1.B4.S1 Increase rigor and relevance in science instruction through scaffolding. 4

 S195781

Strategy Rationale

To ensure achievement of high academic standards by all students

Action Step 1 5

Utilize technology to enrich instructional delivery and enhance skills that are aligned to the Florida State Standards.

Person Responsible

Maria Castaigne

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

computer generated reports, student journal entries, lab write-up

Action Step 2 5

Participate in professional development opportunities and professional learning communities to increase repertoire of efficient techniques

Person Responsible

Maria Castaigne

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

sign-in log, computer generated reports

Action Step 3 5

Plan and conduct hands-on lessons that require students to analyze, draw conclusion, and expand students' thinking abilities in science reasoning.

Person Responsible

Maria Castaigne

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Evidence of Completion

computer generated reports, student journal entries, lab write-up

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 8/24/2015 to 9/21/2016

Evidence of Completion

Summative Evaluation

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Myriam P. Delisma-Pierre

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Summative Evaluation

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	Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient techniques in reading.	Delisma-Pierre, Myriam P.	10/1/2015	Sign-in log, agenda, PD registration, follow-up activity Focus walk through, lesson plans - data binder, student work Schedule to visit the model classrooms, data reports, students' weekly assessments Student work samples, flexible grouping schedules, assessment data	11/30/2015 monthly
G1.B2.S1.A1	Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient writing techniques.	Delisma-Pierre, Myriam P.	10/1/2015	Sign-in log, agenda, PD registration, follow-up activity Teachers will analyze data and group students for writing instruction. Use peer teaching techniques to provide additional support in writing. Administration will continue to support teachers through ongoing communication and collaboration. Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.	11/30/2015 monthly
G1.B3.S1.A1	Participate in professional development opportunities and professional learning communities to increase repertoire of efficient techniques in mathematics.	Castaigne, Maria	10/1/2015	sign-in log computer generated reports Data from formative assessment (Interim Assessment)	11/30/2015 monthly
G1.B4.S1.A1	Utilize technology to enrich instructional delivery and enhance skills that are aligned to the Florida State Standards.	Castaigne, Maria	10/1/2015	computer generated reports, student journal entries, lab write-up	11/30/2015 monthly
G1.B1.S1.A2	Teachers will analyze data and group students for instruction.	Delisma-Pierre, Myriam P.	10/1/2015	Focus walk through, lesson plans - data binder, student work Schedule to visit the model classrooms, data reports, students' weekly assessments Student work samples, flexible grouping schedules, assessment data	11/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Teachers will analyze data and group students for writing instruction.	Delisma-Pierre, Myriam P.	10/1/2015	Use peer teaching techniques to provide additional support in writing. Administration will continue to support teachers through ongoing communication and collaboration. Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.	11/30/2015 monthly
G1.B3.S1.A2	Utilize technology to enrich instructional delivery and enhance skills that are aligned to the Florida State Standards.	Castaigne, Maria	10/1/2015	computer generated reports, Data from formative assessment (Interim Assessment)	11/30/2015 monthly
G1.B4.S1.A2	Participate in professional development opportunities and professional learning communities to increase repertoire of efficient techniques	Castaigne, Maria	10/1/2015	sign-in log, computer generated reports	11/30/2015 monthly
G1.B1.S1.A3	Identify model classrooms where teachers can visit for additional support. Administration will continue to support teachers to conduct data chats.	Delisma-Pierre, Myriam P.	10/1/2015	Focus walk through, lesson plans - data binder, student work Schedule to visit the model classrooms, data reports, students' weekly assessments Student work samples, flexible grouping schedules, assessment data	11/30/2015 monthly
G1.B2.S1.A3	Use peer teaching techniques to provide additional support in writing by modeling and hands-on active participation.	Delisma-Pierre, Myriam P.	10/1/2015	Use peer teaching techniques to provide additional support in writing. Administration will continue to support teachers through ongoing communication and collaboration. Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.	11/30/2015 monthly
G1.B3.S1.A3	Establish a problem solving protocol to provide opportunities to develop problem solving proficiency	Castaigne, Maria	10/1/2015	computer generated reports, Data from formative assessment (Interim Assessment)	11/30/2015 monthly
G1.B4.S1.A3	Plan and conduct hands-on lessons that require students to analyze, draw conclusion, and expand students' thinking abilities in science reasoning.	Castaigne, Maria	10/1/2015	computer generated reports, student journal entries, lab write-up	11/30/2015 monthly
G1.B1.S1.A4	Administrative team will attend PDs to ensure that teachers are actively participating. They will look for collaborative conversations. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance, have data chats to ensure that AMO subgroups are identified and instruction is geared to meet their needs.	Castaigne, Maria	10/1/2015	Sign-in log, agenda, PD registration, follow-up activity Focus walk through, lesson plans - data binder, student work Schedule to visit the model classrooms, data reports, students' weekly assessments Student work samples, intervention/flexible grouping schedules, assessment data	11/30/2015 monthly
G1.B2.S1.A4	Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for	Castaigne, Maria	10/1/2015	Sign-in log, agenda, PD registration, follow-up activity, data reports Use peer teaching techniques to provide additional support in writing. Administration will continue to support teachers through ongoing communication and collaboration.	11/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers that need additional assistance.			Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.	
G1.MA1	Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.	Delisma-Pierre, Myriam P.	8/24/2015	Summative Evaluation	5/27/2016 monthly
G1.B1.S1.MA1	Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.	Delisma-Pierre, Myriam P.	8/24/2015	Summative Evaluation	5/27/2016 monthly
G1.B1.S1.MA1	Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.	Delisma-Pierre, Myriam P.	8/24/2015	Summative Evaluation	5/27/2016 monthly
G1.B2.S1.MA1	Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.	Delisma-Pierre, Myriam P.	8/24/2015	Summative Evaluation	5/27/2016 monthly
G1.B2.S1.MA1	Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.	Delisma-Pierre, Myriam P.	8/24/2015	Summative Evaluation	5/27/2016 monthly
G1.B3.S1.MA1	Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.	Delisma-Pierre, Myriam P.	8/24/2015	Summative Evaluation	5/27/2016 monthly
G1.B3.S1.MA1	Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.	Delisma-Pierre, Myriam P.	8/24/2015	Summative Evaluaiton	5/27/2016 monthly
G1.B4.S1.MA1	Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.	Delisma-Pierre, Myriam P.	8/24/2015	Summative Evaluation	5/27/2016 monthly
G1.B4.S1.MA1	Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.	Delisma-Pierre, Myriam P.	8/24/2015	Summative Evaluation	9/21/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 The need to adjust instruction to target the subgroups not meeting the yearly AMOs in reading. Teachers need additional support in analyzing data.

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient techniques in reading.

Facilitator

Shontel Holts-Rich

Participants

Teachers in grades 1- 5

Schedule

Monthly, from 10/1/2015 to 11/30/2015

G1.B2 The need to unwrap the writing prompt in response to written text.

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Use peer teaching techniques to provide additional support in writing by modeling and hands-on active participation.

Facilitator

Shontel Holts-Rich

Participants

Teachers in grades 1 - 5

Schedule

Monthly, from 10/1/2015 to 11/30/2015

G1.B3 The need to modify instruction to target the subgroups not meeting the yearly AMOs in mathematics.

G1.B3.S1 Utilize spiraling in conjunction with MAFS Item Specifications to develop effective instructional strategies by selectively choosing real-world application problems and tasks aligned to the content standards.

PD Opportunity 1

Participate in professional development opportunities and professional learning communities to increase repertoire of efficient techniques in mathematics.

Facilitator

Shontel Holts-Rich

Participants

Teachers in grades 1 - 5

Schedule

Monthly, from 10/1/2015 to 11/30/2015

PD Opportunity 2

Utilize technology to enrich instructional delivery and enhance skills that are aligned to the Florida State Standards.

Facilitator

Shontel Holts-Rich

Participants

Teachers in grades 1 - 5

Schedule

Monthly, from 10/1/2015 to 11/30/2015

G1.B4 Provide learning situations in science which will enable the student to practice skills and knowledge needed for further success in the upper grades

G1.B4.S1 Increase rigor and relevance in science instruction through scaffolding.

PD Opportunity 1

Plan and conduct hands-on lessons that require students to analyze, draw conclusion, and expand students' thinking abilities in science reasoning.

Facilitator

Shontel Holts-Rich

Participants

Teachers in grades 1 - 5

Schedule

Monthly, from 10/1/2015 to 11/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient techniques in reading.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$2,500.00
<i>Notes: EESAC funds will be utilized to purchase magazine subscriptions for grades 1 - 5, music and art.</i>						
2	G1.B1.S1.A2	Teachers will analyze data and group students for instruction.				\$0.00
3	G1.B1.S1.A3	Identify model classrooms where teachers can visit for additional support. Administration will continue to support teachers to conduct data chats.				\$0.00
4	G1.B1.S1.A4	Administrative team will attend PDs to ensure that teachers are actively participating. They will look for collaborative conversations. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance, have data chats to ensure that AMO subgroups are identified and instruction is geared to meet their needs.				\$0.00
5	G1.B2.S1.A1	Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient writing techniques.				\$0.00
6	G1.B2.S1.A2	Teachers will analyze data and group students for writing instruction.				\$0.00
7	G1.B2.S1.A3	Use peer teaching techniques to provide additional support in writing by modeling and hands-on active participation.				\$0.00
8	G1.B2.S1.A4	Administrative team will attend PDs to ensure that teachers are actively participating in collaborative conversation. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance.				\$0.00
9	G1.B3.S1.A1	Participate in professional development opportunities and professional learning communities to increase repertoire of efficient techniques in mathematics.				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$55,000.00
<i>Notes: Evidence based materials</i>						
10	G1.B3.S1.A2	Utilize technology to enrich instructional delivery and enhance skills that are aligned to the Florida State Standards.				\$10,622.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	360-Rentals	5131 - N Dade Center For Modern Language	Title I Part A		\$10,622.00
			<i>Notes: Computer-Based technology programs (IXL, Brain Pop, Renaissance Place)</i>			
11	G1.B3.S1.A3	Establish a problem solving protocol to provide opportunities to develop problem solving proficiency				\$0.00
12	G1.B4.S1.A1	Utilize technology to enrich instructional delivery and enhance skills that are aligned to the Florida State Standards.				\$0.00
13	G1.B4.S1.A2	Participate in professional development opportunities and professional learning communities to increase repertoire of efficient techniques				\$0.00
14	G1.B4.S1.A3	Plan and conduct hands-on lessons that require students to analyze, draw conclusion, and expand students' thinking abilities in science reasoning.				\$0.00
					Total:	\$68,122.00