

Miami-Dade County Public Schools

Lorah Park Elementary School



2015-16 School Improvement Plan

Lorah Park Elementary School

5160 NW 31ST AVE, Miami, FL 33142

<http://lpe.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

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	D*	C	C	D

**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 Lorah Park Elementary is to have each student surpass the State's expectations in reading, writing, mathematics, and science by providing a structured curriculum that challenges students and prepares them for future success in the real world.

Provide the school's vision statement

Our vision is for staff, parents, and community members to see our students as model citizens with a love for learning based upon their ability to achieve grade level success, which launches them on their quest for life-long achievements.

School Environment

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

Lorah Park Elementary strives to create a safe, welcoming environment where all students feel valued. The school is located in the historic Brownsville area and has the privilege of educating several generations of the neighborhood's families. The neighborhood is currently undergoing a period of revitalization and, as a key fixture in the community, the school was the recipient of beautification projects for the building and school ground by community partners such as Neighborhood Housing Services and Hands On Miami. Teachers and students, along with hundreds of volunteers, participated in the painting of murals, the planting of gardens, and the creation of the outdoor classroom. This teamwork not only enhanced the general understanding of the historical importance of the school; it also cemented the relationship between the school's teachers and the surrounding community.

In addition, due to the fact that the area is undergoing a period of transition, the school has also seen an increase in the number of students enrolled at the school. This has led to an increase in classroom teachers and to the reinstatement of the BISO Lead Teacher position at the school site. The BISO Lead Teachers oversees the Bi-lingual Program, plans with second language teachers, and creates program materials for our second language learners; who are mostly non-Hispanic.

Finally, all cultures are celebrated routinely within school events, units of study, and school-wide celebrations. The Multi-cultural Committee at the school focused on celebrating the diversity of our students by planning educational events during Hispanic Heritage Month, Black History Month and Women's History Month. Community members are invited to participate in such events and are also invited to come and share their success stories and experiences during special events such as Career Day. Through all these activities, each student's culture is highlighted and celebrated. In addition, our commonalities are shared as we strive to create one school family who shares the common goal of student success and achievement.

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

The overall goal of the school's discipline plan is to ensure student safety and an environment which is conducive to learning.

In order to achieve this, the school maintains a closed campus where all members are asked to take ownership of student discipline. Students are supervised at all times and a school-wide assertive discipline plan is in place. In order to promote model behavior, several behavior strategies, such as

School Patrols and the Do the Right Thing Program are implemented at the school site. The school counselor takes a key role in selecting school leaders, addressing common issues such as bullying, and identifying behavioral concerns before they develop into large problems. School administrators, instructional coaches, and support personnel are visible and available so that students can get assistance if needed, especially during periods of transition such as morning drop-off and dismissal. In addition, the school leadership team visits classrooms daily and makes it a point to get to know children by name so that positive relationships may be built.

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

A school-wide assertive discipline plan which is aligned to the Code of Student Conduct is in place at Lorah Park Elementary. Under the plan, each teacher has a clearly defined system to reward model behavior and address behavior infractions. Much like the classroom plans, the school-wide plan highlights model behavior and provides incentives through District programs such as Do the Right Thing, Spot Success, and Project D.A.R.E. As far as behavior infractions, there is a clearly defined hierarchy which begins with the classroom teacher, then the counselor, and finally the administrators. This decreases the amount of students sent to the office and allows students an opportunity to correct behavior before more severe consequences are utilized.

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 begin with, all students are expected to follow the rules set by their classroom discipline plans. For students who are having difficulty with such expectations, other more specialized techniques may be used. Students in need of additional intervention strategies are referred for services through the Multi-Tiered Support System (MTSS). As part of this process, students who are identified as in need of additional counseling, interventions or both are provided Tier II Interventions. Tier II Interventions are regularly scheduled and, in the case of behavior or emotional needs, may be from outside resources such as Institute for Child and Family Health (which is part of our Health Connect in our Schools Program). Tier II Interventions are monitored and assessed regularly. If a student should need additional interventions, then a Student Support Team (SST) meeting will be held and Tier III Interventions will be provided and once again monitored.

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

- * Students who are absent or tardy for an excess of 10 days.
- * Students who scored more than one grade level below on the I-Ready Spring Diagnostic which was administered on May of 2015.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	21	16	6	3	10	59
One or more suspensions	0	1	1	0	0	1	3
Course failure in ELA or Math	5	8	7	9	0	0	29
Level 1 on statewide assessment	0	0	0	35	19	25	79
Students who scored more than one grade level below on I-Ready Diagnostic 3 (2015) Reading	0	0	2	13	10	20	45
Students who scored more than one grade level below on I-Ready Diagnostic 3 (2015) Mathematics	0	0	5	12	10	6	33

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	6	15	4	6	22	57

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

Early Warning Systems at the school site generally focus on the areas of attendance, behavior and academic achievement. Students who demonstrate two or more early warning systems indicators are monitored under the MTSS Process. The process may focus on behavior, academics or both and will provide increased intervention services in order to remediate the source of the problem and increase overall achievement. The three main target areas are:

Attendance: Students who have high levels of absences or tardies has been demonstrated to show academic deficiencies in school. Due to this, the classroom teachers and school registrar track attendance daily. Connect-Ed is used by school administration to automatically contact parents when students are absent from school. This allows parents to track attendance themselves and also create a checks and balance system where parents can verify whether attendance is accurate or not. Students who reach or exceed 5 days with unexcused absences are then monitored by the school counselor as well as the school's social worker. The parents of these students are henceforward asked to provide doctor's notes for every subsequent absence. Attendance is also reviewed at every Student Support Team (SST) meeting as Intervention Plans are being created for students who demonstrate a need for more intensive services. School-wide initiatives geared towards celebrating perfect attendance are in place and strive to increase the number of students who have perfect attendance on a monthly basis.

Behavior: Students with frequent behavior referrals oftentimes have academic deficiencies or emotional concerns. These students are first sent to the counselor who builds a mentor-like relationship with them. If the root of the problem seems to be academic, the students are immediately placed on Tier II Interventions. If the concerns are more of an emotional nature, the counselor, along with the school social worker, recommend outside agencies to provide counseling as a Tier II Behavioral Intervention. Students who demonstrate a need for more intensive services or who receive several written referrals for offenses that are recurring are then provided Tier III Behavioral Interventions as part of the Functional Assessment of Behavior (FAB) Process.

Academic Achievements: Student data is tracked school-wide on an on-going basis. For students who have been retained or who have achieved a Level 1 score on the previous year's standardized assessment, Tier II Intervention in Reading is automatically initiated. Intervention groups are fluid, however; and students who demonstrate regression in core subject area grades and/or District assessments are provided Interventions on an as needed basis throughout the year. If students do

not demonstrate steady learning gains within these intervention programs, then an SST meeting is scheduled and Tier III Interventions are initiated.

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/50220>.

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

The main vehicles for building and sustaining partnerships with the local community are both the School Advisory Council (SAC) and the Parent Teacher Association (PTA). All of our community partners are invited to become members of our SAC. As such, they have first-hand knowledge of school-wide needs and initiatives. This allows those members to channel their resources in order to provide support for those needs and initiatives. In addition, our PTA allows us to forge partnerships with many community organizations through our parent members. These parents, who belong to both the school family as well as community organizations, enable us to reach out to those organizations and enlist their support as we strive to increase learning gains and improve school programs.

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
LaCavalla, Maria	Principal
Gancedo, Maria	Assistant Principal
Parrish, Alicia	Instructional Coach
Ramos, Carmen	Instructional Coach
King, Jamal	Guidance Counselor
Gomez, Chanil	Teacher, K-12
Hamil, Jasma	Teacher, K-12
Fernandez, Pamela	Psychologist

Duties

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

Members of the school-based MTSS/RtI Leadership Team will be:

- Maria L. LaCavalla, Principal - The principal's role is to convene the MTSS/RtI Team and oversee that all aspects/components are being carried out with fidelity.
- Maria Gancedo-Guzman, Assistant Principal - The assistant principal's role is to ensure all MTSS/RtI processes are being carried out with fidelity. The assistant principal also reviews data with the school psychologist, counselor and classroom teachers to determine which students need more intensive services.
- Kindergarten and Second Grade Chairperson - Represents the grade level and acts as a liaison between the classroom teachers and the leadership team.
- Second and Third Grade Chairperson - Represents the grade level and acts as a liaison between the classroom teachers and the leadership team.
- Fourth and Fifth Grade-Level Chairperson - Represents the grade level and acts as a liaison between the classroom teachers and the leadership team.
- Alicia Parrish, Reading Coach - Aligns resources for and monitors school-wide reading initiatives. Provides modeling and in-class support as needed and oversees intervention programs.
- Marcelle Farley, Mathematics Coach - Aligns resources for and monitors school-wide mathematics/STEM initiatives. Provides modeling and in-class support as needed and oversees intervention programs.
- Carmen Ramos, BISO Lead Teacher/Science Lead Teacher - Aligns resources for and monitors school-wide bi-lingual program initiatives. Provides modeling and in-class support as needed and oversees intervention programs. Aligns and prepares materials in target language that support Science curriculum.
- Pamela Fernandez, School Psychologist - Reviews data to determine which student's need more intensive services. Monitors Tier III interventions and assists classroom teachers in providing in-class accommodations.
- Jamal King, Counselor - Oversees attendance initiatives and school-wide discipline plan. Assists with academic intervention plans and oversees behavior intervention plans. Implements school-wide initiatives and is a liaison for special services such as the Homeless and Migrant Assistance Programs.

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 school's MTSS Leadership Team will function on two levels: A general school-wide level (Core Level); a more specific Progress Monitoring Level (Supplemental Level); and the SST Level (Intensive Level).

As far as the core level, the MTSS Leadership Team will meet periodically to review data, assess the effectiveness of interventions, and re-visit the instructional focus calendar. The initial MTSS meeting will set the tone for the year as the team is given their task: to utilize data effectively to guide instruction and increase achievement. At this meeting, the school's testing calendar will be adjusted and a tentative meeting schedule will be compiled. Once the MTSS team is established, it will meet after each progress monitoring test (Interim Assessments, Mid-Year Assessments, and i-Ready Diagnostic Data) to adjust interventions and instructional calendars. At each meeting, an Instructional Focus Calendar will be developed and testing checkpoints using the District's Unit Assessments will be identified. Professional development and peer mentoring will also be reviewed.

For the supplemental level, the Progress Monitoring Plan (PMP) portion of the MTSS Team (Grade-Level Chairpersons, Reading/Mathematics Coach, and Assistant Principal) will meet quarterly to review specific strategies that have been developed to assist students who need more specialized

interventions. The PMP portion of the MTSS Team begins after the initial baseline assessments for any student who is classified as High Risk. These students are then placed on Progress Monitoring Plans (PMP) and in small group interventions. From that point forward, students are monitored and achievement levels are analyzed to ensure that small-group interventions are appropriate and effective.

Finally, for the intensive level, the SST portion of the MTSS Team (School Psychologist, SPED Teachers, Reading/Mathematics Coach and Assistant Principal) will meet bi-weekly to review specific strategies that have been developed to assist students who need more individualized small group interventions. The SST portion of the MTSS Team begins after students are placed on a PMP. From that point on, any student who does not begin to show an increase in achievement is placed on an SST plan and more specialized interventions are initiated. Student progress is then tracked via on-going progress monitoring and intervention strategies are adjusted as needed.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as Before-School Open Computer Lab sessions and After-School Tutoring Programs.. 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. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. 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; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. In addition, our school provides students with a grant-based, after-school program called Big Ideas which provides instructional support as well as enrichment activities to eighty-five students at the school.

Title I, Part C- Migrant

Currently, there are no migrant students enrolled at the school-site. If a migrant student were to enroll, the school would provide services and support to migrant students and parents. The school liaison would coordinate with the District Migrant Liaison, Title I, and other programs to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students would also be provided extended learning opportunities such as After-school Tutoring and Extended Computer Lab hours. In addition, the school would utilize the services of the Health Connect In Our Schools Program and Heiken's Children's Vision Program in order to meet the health needs of students who are classified as migrant.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Lorah Park has conducted and will continue to conduct parental development activities focusing on positive behavior interventions in order to reduce the number of outdoor suspensions and behavior infractions at the school-site.

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

Lorah Park's faculty has utilized the professional development opportunities offered by the District to provide the MINT program to new teachers; allow teachers to become Gifted and ESOL certified, and provide in-house professional development with teacher credit facilitated by the Professional Development Liaison. In addition, the Professional Development Liaison has developed Professional Learning Communities that meet regularly to develop instructional activities and share best practices.

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)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Students participating in the ELL program at Lorah Park Elementary receive ESOL services through their Reading/Language Arts teachers. In addition, students receive the CCHL component within the school's bilingual education program, which teaches Mathematics, Science and Social Studies in both English and Spanish.

Title VI, Part B – NA

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 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.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Lorah Park Elementary refers any student who is homeless to Project Upstart for assistance with transportation, emergency shelter and social services. The Assistant Principal, Counselor, and Registrar are the persons responsible for contacting the District and enabling communication between the family and Project Upstart representatives.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- 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.

Lorah Park Elementary offers a non-violence and anti-drug program to students that incorporates classroom lessons, outside resources (DARE program) and incentive programs such as "Do the Right Thing." In addition, curriculum for such areas as anti-bullying and the Safe and Drug Free program are implemented by the school counselor and classroom teachers.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education – N/A

Job Training – N/A

Other– Parental Involvement Activities

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

In addition, the school aims to increase parental engagement/involvement through developing (with on-going parent input) the Title I School-Parent Compact; the school's Title I Parental Involvement Plan; the scheduling of the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

The school also conducts informal parent surveys to determine the specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts the District-wide goal of empowering parents and building capacity for involvement.

In addition, as a Title I school, Lorah Park Elementary completes Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report; which are submitted to Title I administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent /Family Survey, distributed to schools by Title I Administration, is completed by parents/families annually in May. The Survey's results are used to assist with revision our Title I parent documents for the approaching School Year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria L. LaCavalla	Principal
Jasma Hamil (UTD Steward)	Teacher
Melanie Caldwell-Rutland	Teacher
Kimberley Webb	Teacher
Rakisha Smith	Teacher
Verdell Windom	Education Support Employee
Raquel Smith	Parent
Margette Frazier Stovall	Parent
Jamal King (EESAC Chairperson)	Teacher
Johanna Bautista	Teacher
Herman Dorsett	Parent
Shawntavia Sanders	Parent
Rosezina Jones	Parent
Kiara Harris	Student
Martha Harrell	Business/Community
Chermlyne Phillips	Business/Community
Alejandro Gonzalez	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

When analyzing the goals from last year's plan, the following conclusion were derived:

* Annual Measurable Objectives: The 2013-2014 Reading Proficiency Target was 53%. The actual percent proficient was 38%; therefore, the target was not met. In addition, no subgroups met the designated target for the 2013-2014 School Year. The 2013-2014 Mathematics Proficiency Target was 55%. The actual percent proficient was 59%; therefore, the target was met. In addition to the total sub-group, the Black subgroup and the Economically Disadvantaged subgroup also met the designated target for the 2013-2014 School Year. Although current data on the Florida Standards Assessment is not yet available, the school continues to strive towards meeting and surpassing our proficiency targets.

* Standards-Based Instruction: Teachers continue to need guidance and opportunities to work with the standards in order to ensure that classroom instruction is aligned to state requirements. When

analyzing I-Ready Data, is it readily apparent that we score along-side and oftentimes have less students than the district who are performing two or more years below grade level. When comparing the students who are on grade level and the students who are within one-year of grade level (Tier II) we have less students on grade level and a larger group of students performing one-year below grade level. This indicates a need for targeted, explicit instruction on grade-level standards.

* Authentic Writing: Writing did not meet the 2014 target of 48% proficiency. Writing proficiency levels decreased on our last available assessment from 42% to 25%. This indicates a need for school-wide professional development in order to meet the requirements of the Florida Standards Assessment's (FSA) Performance Tasks.

* Early Warning Systems: The attendance rate continued to be above 90%; however, there was an increase from 44 to 62 students who missed more than 18 days (10%) during the school year. On a positive note, outdoor suspensions decreased from 13 to 9.

* Parental Involvement: Parental Involvement continues to be a concern. Parents attend school-wide celebrations in large quantities but rarely attend Parent Academy Workshops/Informative Meetings. The school will continue to encourage attendance and, as per parent input from the Parent Involvement Plan, will schedule more of these meetings in the evening.

* STEM (Science, Technology, Engineering, Mathematics): The school conducted one STEM activity during the school year. The number of activities conducted during the up-coming school year will increase to at least one STEM activity per semester.

Development of this school improvement plan

The SAC is a crucial part of the development and implementation of the School Improvement Plan (SIP). The process is cyclical in nature and actually begins as the current school year closes. At the closing of the 2014-2015 school year, the final Instructional Review compiled a needs assessments and action plan which was shared with the entire faculty. Following this process, the SAC then met to analyze trends and make recommendations for the 2015-2016 school year. Once the MTSS Leadership Team made recommendations, the SAC reviewed the analysis and made their own recommendations. These recommendations, along with the I-Ready (Diagnostic 3) data, provided the team in charge for compiling the SIP with the information necessary for a preliminary draft. The MTSS (Multi-Tiered Systems of Support) Team will then re-visit the draft once Baseline data and updated I-Ready (Current Diagnostic 1) data is available. At this point, necessary changes will be made to the draft and then the finalized SIP will be submitted to the SAC prior to its submission to the Regional Center for peer review.

Preparation of the school's annual budget and plan

The main focus of the overall school budget this year is to maximize the amount of teachers who service our students so that we may adhere to class size regulations and provide specialized services such as Special Education (SPED) and English as a Second Language (ESOL) support. Once staff is in place, the next school-wide initiative is technology. Lorah Park Elementary was the recipient of 27 Promethean Boards for the opening of the 2014-2015 School Year. This infusion of new technology led to the purchase of new computers, especially teacher stations, for all of the classrooms. Teacher stations are now in the process of being added to classrooms which had few student stations in order to increase the amount of available technology throughout the building.

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

Last year's use of school improvement funds was as follows:

- Academic Incentives – All SAC funds were utilized throughout the year to provide incentives to students who meet individual goals on District Assessments and/or students who achieved high levels of performance on the FCAT Assessment. Of the \$2018.00 that the school received, \$1699.50 were used for incentives. The remaining \$647.50 was used to purchase student agendas and teacher calendars for the 2015-2016 school year..

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
LaCavalla, Maria	Principal
Gancedo, Maria	Assistant Principal
Hamil, Jasma	Teacher, K-12
Parrish, Alicia	Instructional Coach
Ramos, Carmen	Instructional Coach
King, Jamal	Guidance Counselor
Farley, Marcelle	Instructional Coach
Webb, Kimberley	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to increase independent student reading and thus increase fluency, vocabulary development and reading comprehension. Most students at the school only read for school assignments and during instructional time, making independent reading an area of weakness. Due to this, the major initiative of the LLT will continue to be promoting independent reading. The LLT will promote literacy activities throughout the year and will track its progress by analyzing the use of Accelerated Reader throughout the school year.

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

In order to encourage collaborative planning and instruction the school has scheduled, weekly grade level planning times with the instructional coaches. The instructional coaches send out a weekly pre-planning sheet to all members of each grade level. This allows teachers to prepare for the planning session and ensures that all members come to grade-level meeting with the knowledge necessary to plan for instruction. Curriculum Support Specialists from the Education Transformation Office also assist in grade level planning for most grades.

At grade level planning, the following topics are discussed:

- * Essential Questions
- * Academic and Content-Specific Vocabulary
- * Higher Order Thinking Questions
- * Journal Activities
- * Graphic Organizers
- * Follow-up Activities
- * Differentiated Instruction

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

Soliciting referrals from Bilingual Program (for Dual Language Program) and colleagues (surplus list, beginning teachers).

Partnering new teachers with veteran staff (MINT Initiative)

Partnering teachers in their 2nd or 3rd year with a Buddy Teacher in order to provide support and guidance with curriculum, behavior management, assessment, data analysis, etc.

Weekly grade level planning meetings (including a member of the Leadership Team), which provide professional support as well as grade level alignment.

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

We currently will have five teachers who are currently new to Miami-Dade County Public Schools :

- The grade levels these teachers are assigned to are:

Kindergarten - 1 teacher

First Grade - 1 teacher

Third Grade - 2 teachers

Fourth Grade - 1 teacher

- We will currently have three veteran teachers participate in the MINT program so that they may assist the new teachers. A veteran, first grade teacher will provide support for the teachers in kindergarten and first grade; a veteran, third grade teacher will provide support for the two teachers in third grade; and a veteran, fourth grade teacher will provide support for the teacher in fourth grade. The teachers will also receive assistance from the Reading Coach, Mathematics Coach, and BISO Lead Teacher/Science Leader on a weekly basis.

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

In order to ensure that our core instructional programs and materials are aligned to the Florida Standards, Lorah Park Elementary will:

- * Utilize District Pacing Guide and Supplementary Instructional Guide (SIG) in order to ensure pacing and activities are appropriate and that all standards are being taught explicitly.
- * Utilize adopted text books (Wonders, Wonderworks, Go Math) in order to present materials aligned to the Florida Standards.
- * Continue to utilize Grade Level Planning in order to "un-wrap" standards so that teachers can understand what is expected from the students. In addition, planning will be used to plan for Rigorous activities that address higher levels of complexity as per the new standards.
- * Utilize the Analytical Writing Piece of the Reading Pacing Guide, along with the Writing Pacing Guide to introduce a variety of writing graphic organizers and prompts.

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 school uses data on a continuous basis. Classroom teachers assess weekly and utilize those assessments to create groups for differentiated instruction. In mathematics, daily informal

assessments during the "Check for Understanding" section of the lesson (you do) allow teachers to immediately remediate with students who are struggling while the rest of the students continue with independent practice. In reading, assessments are analyzed by benchmarks and groups are created to provide benchmark specific re-teaching.

For students who are demonstrating deficiencies in a majority of benchmarks, computerized tutorial programs such as I-Ready (Reading and Mathematics) are used to provide differentiated instruction consistently in addition to the small group re-teaching that is occurring within the classroom.

Finally, for students receiving Tier III Interventions, additional I-Ready sessions, Virtual Reading Coach and Reflex Mathematics will be utilized to address learning deficiencies that may be more than one grade-level below the current grade level of the student. All of these programs focus on basic skills and on building fluency in both reading and mathematics.

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: Before School Program

Minutes added to school year: 3,000

Morning Computer Lab Sessions – The Computer Lab (Primary) and Media Center (Intermediate) at the school site will be open daily for forty-five minutes prior to the first bell. Students will be able to utilize the lab to complete additional I-Ready, Virtual Reading Coach, and Reflex Math sessions.

Strategy Rationale

This will enable students to complete additional practice session on programs which, by and large, provide differentiated instruction. Therefore, students will utilize morning wait time in order to work on their own instructional levels.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

LaCavalla, Maria, pr3041@dadeschools.net

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

Students participating in extended learning opportunities are monitored in the same fashion as students in other learning programs. Students are tracked individually each time that bi-weekly assessments are given. Individual goals are set and Differentiated Instruction groups are created to ensure that re-teaching is based on actual student weaknesses. In addition to this, students who show a decrease in scores are targeted to participate in extended lab hours.

Strategy: After School Program

Minutes added to school year: 3,480

After-School Tutoring – After-school tutoring in Reading, Mathematics and Science will be provided weekly. Students will be identified based on On-going Progress Monitoring (OPM) data, prior FCAT Scores and Teacher recommendation. Tutoring for Writing will begin in November and tutoring for Reading and Mathematics will begin in January.

Strategy Rationale

Students selected for After-school tutoring will benefit from small group re-teaching of specific benchmarks. These students will have currently been receiving small group intervention and computerized interventions. The after-school tutoring will add one more layer of support so that students can attain grade level goals.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

LaCavalla, Maria, pr3041@dadeschools.net

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

Students participating in extended learning opportunities are monitored in the same fashion as students in other learning programs. Students are tracked individually each time that bi-weekly assessments are given. Individual goals are set and Differentiated Instruction groups are created to ensure that re-teaching is based on actual student weaknesses. In addition to this, students who show a decrease in scores are targeted for extended learning opportunities such as I-Ready, extended lab hours, and After-school tutoring. Thinkgate data is then analyzed to track the effectiveness of after-school tutorials.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In order to assist Lorah Park's preschool children in the transition from the early childhood program to the elementary school program we articulate with neighborhood head start programs. Neighborhood head start programs are invited to visit our school site in the Spring and spend a day with one of our Kindergarten teachers so that students coming to our school on the following school-year can begin to see what we will expect from them. In addition, the school holds a Kindergarten Transition Meeting for parents (Early May) in order to answer technical questions as well as to give an overview of Kindergarten expectations and the registration process. The staff responsible for the articulation is the administration as well as the data input specialist. Students housed within our school-site Pre-Kindergarten are monitored by the teacher using the VPK Assessment. The VPK Assessment is administered to all students in the Pre-Kindergarten Program three times a year (September, January, and April). The VPK Assessment tracks early literacy skills and informs parents about their child's reading readiness. In addition, during this school year, will begin to administer the Teaching Strategies Gold Assessment. Students who attend the Pre-Kindergarten program at the school site also have one year's advantage over new students in the Dual Language Program. Due to this, they

are grouped together for the following year in order to provide accelerated Spanish instruction in Kindergarten.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide external 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.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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.** Our goal is to increase student achievement by improving core instruction in all content areas.
- G2.** Students who are present less than 90% of the time within a school year generally have lower levels of achievement than students who are in school consistently. In an effort to increase attendance, and thus achievement levels, the school would like to decrease the number of students who have 18 or more absences by 10 percent.
- G3.** In an effort to increase student exposure to authentic, hands-on STEM activities, one school-wide STEM activity will be conducted each semester.

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. Our goal is to increase student achievement by improving core instruction in all content areas. 1a

G070764

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Reading - African American	63.0
AMO Reading - Hispanic	62.0
AMO Reading - ELL	56.0
AMO Reading - SWD	49.0
AMO Reading - ED	63.0
AMO Math - Hispanic	67.0
AMO Math - ELL	66.0
AMO Math - SWD	49.0

Resources Available to Support the Goal 2

- The school has instructional coaches for Reading and Mathematics.
- Curriculum Support Specialists in the areas of Reading, and Mathematics provide support at the school site.
- Common planning is available for all classroom teachers.
- The school currently has three, full-time SPED teachers; one ESOL teacher; and a full-time Gifted Teacher.
- Reading and Mathematics teacher resources include leveled materials for Second Language Learners as well as Students with Disabilities.
- Classroom interventionists, hourly teachers, paraprofessionals and computerized programs (Accelerated Reader, Destination Knowledge - Virtual Reading Coach, I-Ready Reading, I-Ready Mathematics, Reflex Math, and FCAT Explorer - Science) are available to provide additional learning opportunities to students who are not mastering grade level skills.
- District Pacing Guides for all core subject areas are available with links to technology, additional resources and essential labs.

Targeted Barriers to Achieving the Goal 3

- Limited Evidence of Standards-based instruction throughout the building.
- The pacing of instructional delivery limits the ability of teachers to complete all instructional components and provide students with opportunities to participate in academic discourse.
- Limited evidence of the use of hands-on mathematics activities and essential labs that support the instruction of essential content.

Plan to Monitor Progress Toward G1. 8

Students are provided with opportunities to conduct essential labs. Students are able to convey their findings through the use of academic language and explanations which indicate knowledge of essential content.

Person Responsible

Maria LaCavalla


Schedule

Every 6 Weeks, from 9/21/2015 to 6/9/2016

Evidence of Completion

The amount of students scoring at proficiency on Science District Assessments will increase for every assessment period.

G2. Students who are present less than 90% of the time within a school year generally have lower levels of achievement than students who are in school consistently. In an effort to increase attendance, and thus achievement levels, the school would like to decrease the number of students who have 18 or more absences by 10 percent. **1a**

 G070765

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	44.0

Resources Available to Support the Goal **2**

- The school has a full time Guidance Counselor.
- The school has the Health Connect in our Schools Grant which provides and full-time, medical assistant and a visiting nurse.
- The School Social Worker is assigned to the visit once a week.
- The MTSS process consistently reviews Early Warning Signs. The Assistant Principal, Guidance Counselor, School Psychologist, and School Social Worker are all members of the MTSS Team.
- The school has a full time Success Coach.
- The school has a part-time Community Involvement Specialist.

Targeted Barriers to Achieving the Goal **3**

- Students in Kindergarten and First Grade have more tardies due to their earlier start schedule.

Plan to Monitor Progress Toward G2. **8**

Daily attendance reports will be monitored and students who have 5 or more unexcused absences will "flagged" for additional services. The school will maintain constant communication with parents through the use of Connect Ed, the School Counselor, and the School Social Worker. The number of students who are absent more than 10% of the year will decrease by 10%.

Person Responsible

Maria LaCavalla

Schedule

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

Evidence of Completion

The number of students who are present more than 90% of the time will increase and thus proficiency levels for these students will increase.

G3. In an effort to increase student exposure to authentic, hands-on STEM activities, one school-wide STEM activity will be conducted each semester. 1a

G070766

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- The school has an instructional coach for Mathematics.
- Curriculum Support Specialists in the area of Mathematics provides support at the school site.
- Common planning is available for all classroom teachers.
- District and ETO Pacing Guides are available for all teachers. Such guides include weekly Essential Labs for Science and Quarterly STEM activities for Mathematics and Science.

Targeted Barriers to Achieving the Goal 3

- Lack of content knowledge on the part of the teachers hinders the effectiveness of the Essential Labs and the STEM activities.

Plan to Monitor Progress Toward G3. 8

Evidence of a minimum of two STEM Activities is in the student work folders. Work samples demonstrate evidence of Science process skills and academic vocabulary.

Person Responsible

Maria LaCavalla

Schedule

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

Evidence of Completion

The amount of students at or above proficiency in all tested grade levels and in all subgroups will increase so that proficiency AMOs and target levels are met. Students scoring at higher achievement levels will continue to demonstrate learning gains commensurate with grade level standards.

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. Our goal is to increase student achievement by improving core instruction in all content areas. **1**

 G070764

G1.B1 Limited Evidence of Standards-based instruction throughout the building. **2**

 B184425

G1.B1.S1 During weekly grade level planning, teachers will unpack the standards and create daily learning targets aligned to each standard. **4**

 S195936

Strategy Rationale

If daily learning targets are developed, teachers and students will understand the content knowledge and skills necessary to meet the overall standard.

Action Step 1 **5**

Introduce the action plan to the faculty.

Person Responsible

Maria LaCavalla

Schedule

On 10/7/2015

Evidence of Completion

Agenda, Sign-in Sheets

Action Step 2 5

During grade level planning the teachers, along with the instructional coaches, will unpack the standards using the District provided planning cards. Grade level progression of the standards will be identified and daily learning targets will be created.

Person Responsible

Maria Gancedo

Schedule

Weekly, from 9/22/2015 to 1/22/2016

Evidence of Completion

Action Step 3 5

Once grade level progression of each Florida Standard is developed, teachers will utilize the targets to provide differentiated instruction to students who are performing below grade level in an effort to increase the difficulty of each learning target sequentially until grade level goals are met.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 10/7/2015 to 6/9/2016

Evidence of Completion

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

Conduct coaching cycle with teachers who are having difficulty delivering instruction based on their daily learning targets.

Person Responsible

Maria LaCavalla

Schedule

Weekly, from 10/7/2015 to 1/22/2016

Evidence of Completion

Coaching calendar and support log

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

Conduct classroom walk-throughs to monitor lesson pacing and ensure all components of each instructional block are being met.

Person Responsible

Maria LaCavalla

Schedule

Weekly, from 10/7/2015 to 6/9/2016

Evidence of Completion

Administrator walk-throughs, lesson plans, student journals, student work folders

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

Weekly, Chapter and Unit Assessments and will be used to determine the effectiveness of the use of daily learning targets as well as differentiated instruction.

Person Responsible

Maria Gancedo

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Weekly, Chapter and Unit Assessment Data

G1.B5 The pacing of instructional delivery limits the ability of teachers to complete all instructional components and provide students with opportunities to participate in academic discourse. 2

 B184429

G1.B5.S1 During collaborative planning, teachers will specifically identify opportunities to engage the learner through the use of open-ended questions and activities which require authentic work products.

4

 S195940

Strategy Rationale

If students are active participants in the learning process, a higher level of content knowledge and achievement will be attained.

Action Step 1 5

Introduce the action step to the faculty.

Person Responsible

Maria LaCavalla

Schedule

On 10/7/2015

Evidence of Completion

Agenda, Sign-in Sheets

Action Step 2 5

Provide professional development on the use of manipulative in Mathematics in an effort to increase student engagement.

Person Responsible

Maria Gancedo

Schedule

On 10/30/2015

Evidence of Completion

Agenda, Sign-in Sheets

Action Step 3 5

Identify and plan for performance tasks which require authentic tasks and student collaboration.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Conduct coaching cycle with teachers who are having difficulty provide students with open-ended tasks which require authentic work products.

Person Responsible

Maria LaCavalla

Schedule

Biweekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Coaching Calendar and Support Log

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Conduct classroom walk-throughs to monitor the use of collaborative strategies in order to increase student engagement and opportunities for academic discourse.

Person Responsible

Maria LaCavalla

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Administrator walk-through, Lesson Plans, Student Journals, Student Work Folders

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student work products, as evidenced by performance task, HOTS Questions, and Science labs will demonstrate an increase in academic writing, the use of text as a reference tool, and the use of the strategies such as Claims, Evidence, Response (CER).

Person Responsible

Maria LaCavalla

Schedule

Biweekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Reading Performance Tasks, District Writing Assessments, Mathematics and Science Journals

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student work products, as evidenced by performance task, HOTS Questions, and Science labs will demonstrate an increase in academic writing, the use of text as a reference tool, and the use of the strategies such as Claims, Evidence, Response (CER).

Person Responsible

Maria LaCavalla


Schedule

Biweekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Reading Performance Tasks, District Writing Assessments, Mathematics and Science Journals

G1.B6 Limited evidence of the use of hands-on mathematics activities and essential labs that support the instruction of essential content. **2**

 B184430

G1.B6.S1 Provide teachers with an instructional framework that allots time for the explicit instruction of essential concepts as well as for hands-on activities such as essential labs. **4**

 S195941

Strategy Rationale

If students do not receive the opportunity to experience Mathematics and Science concepts in a problem solving manner, content knowledge of these concepts will be limited.

Action Step 1 **5**

Introduce the action plan to the faculty.

Person Responsible

Maria LaCavalla

Schedule

On 10/7/2015

Evidence of Completion

Agenda, Sign-in Logs

Action Step 2 **5**

Provide professional development on the effective delivery of Science content.

Person Responsible

Maria Gancedo

Schedule

On 10/30/2015

Evidence of Completion

Action Step 3 5

Utilize a two-week framework during Science grade level planning which emphasizes the delivery of content on the first week followed by the delivery of an essential lab on the second week.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Lesson plans, Science Journals, Student Work Folders

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

Classroom walk-throughs with an emphasis on the Science Instructional Framework and the delivery of essential labs during instruction.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Administrator walk-throughs, Lesson Plans, Student Journals, Student Work Folders

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

Student work samples will provide evidence of Science Labs.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Student Journals, Student Work Folders, Student performance on Science District Assessments

G2. Students who are present less than 90% of the time within a school year generally have lower levels of achievement than students who are in school consistently. In an effort to increase attendance, and thus achievement levels, the school would like to decrease the number of students who have 18 or more absences by 10 percent. 1

G070765

G2.B3 Students in Kindergarten and First Grade have more tardies due to their earlier start schedule. 2

B184433

G2.B3.S1 The school will put a comprehensive attendance plan in place which consistently rewards good attendance and has progressive consequences for the parents of students who have five or more unexcused absences. 4

S195944

Strategy Rationale

If attendance is monitored daily and students with unexcused absences are targeted on or before the fifth day, attendance levels will increase.

Action Step 1 5

Provide parents with information via pamphlets, school flyers, and Connect Ed with the District and school's policy on attendance.

Person Responsible

Maria LaCavalla

Schedule

Quarterly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Sample pamphlets, Flyers, and parent letters; Connect Ed script

Action Step 2 5

Provide parents with information via pamphlets, school flyers, and Connect Ed with the District and school's policy on attendance.

Person Responsible

Maria LaCavalla

Schedule

Quarterly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Sample pamphlets, Flyers, and parent letters; Connect Ed script

Action Step 3 5

Initiate a school-wide monitoring system to celebrate the classes, and students, who have consistent perfect attendance.

Person Responsible

Jamal King

Schedule

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

Evidence of Completion

Action Step 4 5

Begin monitoring students who have five or more unexcused absences. Send home parent letters, conduct phone calls, conduct home visits, and schedule Attendance Review Committee Meetings on an as needed basis.

Person Responsible

Jamal King

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Attendance will be tracked weekly with a special emphasis on the number of students who have five or more unexcused absences. Once students surpass the ten day mark, Attendance Review Committee meetings will be conducted and attendance plans will be implemented.

Person Responsible

Jamal King

Schedule

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

Evidence of Completion

Attendance Review Committee Meeting Logs, Attendance Plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The number of classrooms and students with monthly perfect attendance will increase. Conversely, the number of students with 10 or more absences will decrease when compared to the previous school year.

Person Responsible

Jamal King

Schedule

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


Evidence of Completion

Monthly homeroom/student lists, Contact Logs, Records of Home Visits, Attendance Review Committee Logs

G3. In an effort to increase student exposure to authentic, hands-on STEM activities, one school-wide STEM activity will be conducted each semester. 1

 G070766

G3.B2 Lack of content knowledge on the part of the teachers hinders the effectiveness of the Essential Labs and the STEM activities. 2

 B184435

G3.B2.S1 Utilize common planning to plan for and implement one school-wide STEM activity per semester in Grades 4 and 5. 4

 S195945

Strategy Rationale

If teachers plan for a STEM activity collaboratively, content knowledge will increase.

Action Step 1 5

The Mathematics Coach will select on STEM Activity per semester to be conducted by Grade 4 and 5. The STEM Activity will be planned for and conducted collaboratively.

Person Responsible

Maria Gancedo

Schedule

Semiannually, from 10/1/2015 to 1/22/2016

Evidence of Completion

Science pre-planning sheets, Teacher lesson plans, Student lab journals and lab reports which include evidence of the CER strategy.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Grade level planning will be used to present, a provide support for the pre-selected STEM Activity.

Person Responsible

Maria Gancedo

Schedule

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

Evidence of Completion

Coaching logs, Student work samples, Teacher lesson plans, Classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student work samples will indicate a STEM Activity was conducted and will provide evidence of the use of essential concepts as students explain their findings and/or conclusions.

Person Responsible

Maria LaCavalla

Schedule

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

Evidence of Completion

Student data demonstrating growth on Mathematics and Science Interim Assessments, Lesson Plans, Student Work Samples

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	Introduce the action plan to the faculty.	LaCavalla, Maria	10/7/2015	Agenda, Sign-in Sheets	10/7/2015 one-time
G1.B5.S1.A1	Introduce the action step to the faculty.	LaCavalla, Maria	10/7/2015	Agenda, Sign-in Sheets	10/7/2015 one-time
G1.B6.S1.A1	Introduce the action plan to the faculty.	LaCavalla, Maria	10/7/2015	Agenda, Sign-in Logs	10/7/2015 one-time
G2.B3.S1.A1	Provide parents with information via pamphlets, school flyers, and Connect Ed with the District and school's policy on attendance.	LaCavalla, Maria	9/28/2015	Sample pamphlets, Flyers, and parent letters; Connect Ed script	6/9/2016 quarterly
G3.B2.S1.A1	The Mathematics Coach will select on STEM Activity per semester to be conducted by Grade 4 and 5. The	Gancedo, Maria	10/1/2015	Science pre-planning sheets, Teacher lesson plans, Student lab journals and lab reports which include evidence of the CER strategy.	1/22/2016 semiannually

Dade - 3041 - Lorah Park Elementary School - 2015-16 SIP
Lorah Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	STEM Activity will be planned for and conducted collaboratively.				
G1.B1.S1.A2	During grade level planning the teachers, along with the instructional coaches, will unpack the standards using the District provided planning cards. Grade level progression of the standards will be identified and daily learning targets will be created.	Gancedo, Maria	9/22/2015		1/22/2016 weekly
G1.B5.S1.A2	Provide professional development on the use of manipulative in Mathematics in an effort to increase student engagement.	Gancedo, Maria	10/30/2015	Agenda, Sign-in Sheets	10/30/2015 one-time
G1.B6.S1.A2	Provide professional development on the effective delivery of Science content.	Gancedo, Maria	10/30/2015		10/30/2015 one-time
G2.B3.S1.A2	Provide parents with information via pamphlets, school flyers, and Connect Ed with the District and school's policy on attendance.	LaCavalla, Maria	9/28/2015	Sample pamphlets, Flyers, and parent letters; Connect Ed script	6/9/2016 quarterly
G1.B1.S1.A3	Once grade level progression of each Florida Standard is developed, teachers will utilize the targets to provide differentiated instruction to students who are performing below grade level in an effort to increase the difficulty of each learning target sequentially until grade level goals are met.	Gancedo, Maria	10/7/2015		6/9/2016 biweekly
G1.B5.S1.A3	Identify and plan for performance tasks which require authentic tasks and student collaboration.	Gancedo, Maria	9/21/2015		6/9/2016 biweekly
G1.B6.S1.A3	Utilize a two-week framework during Science grade level planning which emphasizes the delivery of content on the first week followed by the delivery of an essential lab on the second week.	Gancedo, Maria	9/21/2015	Lesson plans, Science Journals, Student Work Folders	1/22/2016 biweekly
G2.B3.S1.A3	Initiate a school-wide monitoring system to celebrate the classes, and students, who have consistent perfect attendance.	King, Jamal	10/1/2015		5/31/2016 monthly
G2.B3.S1.A4	Begin monitoring students who have five or more unexcused absences. Send home parent letters, conduct phone calls, conduct home visits, and schedule Attendance Review Committee Meetings on an as needed basis.	King, Jamal	9/1/2015		6/9/2016 weekly
G1.MA1	Students are provided with opportunities to conduct essential labs. Students are able to convey their findings through the use of academic language and explanations which indicate knowledge of essential content.	LaCavalla, Maria	9/21/2015	The amount of students scoring at proficiency on Science District Assessments will increase for every assessment period.	6/9/2016 every-6-weeks
G1.B1.S1.MA1	Weekly, Chapter and Unit Assessments and will be used to determine the effectiveness of the use of daily learning targets as well as differentiated instruction.	Gancedo, Maria	9/21/2015	Weekly, Chapter and Unit Assessment Data	6/9/2016 weekly
G1.B1.S1.MA1	Conduct coaching cycle with teachers who are having difficulty delivering	LaCavalla, Maria	10/7/2015	Coaching calendar and support log	1/22/2016 weekly

Dade - 3041 - Lorah Park Elementary School - 2015-16 SIP
Lorah Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	instruction based on their daily learning targets.				
G1.B1.S1.MA3	Conduct classroom walk-throughs to monitor lesson pacing and ensure all components of each instructional block are being met.	LaCavalla, Maria	10/7/2015	Administrator walk-throughs, lesson plans, student journals, student work folders	6/9/2016 weekly
G1.B5.S1.MA1	Student work products, as evidenced by performance task, HOTS Questions, and Science labs will demonstrate an increase in academic writing, the use of text as a reference tool, and the use of the strategies such as Claims, Evidence, Response (CER).	LaCavalla, Maria	9/21/2015	Reading Performance Tasks, District Writing Assessments, Mathematics and Science Journals	6/9/2016 biweekly
G1.B5.S1.MA1	Student work products, as evidenced by performance task, HOTS Questions, and Science labs will demonstrate an increase in academic writing, the use of text as a reference tool, and the use of the strategies such as Claims, Evidence, Response (CER).	LaCavalla, Maria	9/21/2015	Reading Performance Tasks, District Writing Assessments, Mathematics and Science Journals	6/9/2016 biweekly
G1.B5.S1.MA1	Conduct coaching cycle with teachers who are having difficulty provide students with open-ended tasks which require authentic work products.	LaCavalla, Maria	9/21/2015	Coaching Calendar and Support Log	6/9/2016 biweekly
G1.B5.S1.MA2	Conduct classroom walk-throughs to monitor the use of collaborative strategies in order to increase student engagement and opportunities for academic discourse.	LaCavalla, Maria	9/21/2015	Administrator walk-through, Lesson Plans, Student Journals, Student Work Folders	6/9/2016 weekly
G1.B6.S1.MA1	Student work samples will provide evidence of Science Labs.	Gancedo, Maria	9/21/2015	Student Journals, Student Work Folders, Student performance on Science District Assessments	1/22/2016 biweekly
G1.B6.S1.MA1	Classroom walk-throughs with an emphasis on the Science Instructional Framework and the delivery of essential labs during instruction.	Gancedo, Maria	9/21/2015	Administrator walk-throughs, Lesson Plans, Student Journals, Student Work Folders	1/22/2016 biweekly
G2.MA1	Daily attendance reports will be monitored and students who have 5 or more unexcused absences will "flagged" for additional services. The school will maintain constant communication with parents through the use of Connect Ed, the School Counselor, and the School Social Worker. The number of students who are absent more than 10% of the year will decrease by 10%.	LaCavalla, Maria	8/24/2015	The number of students who are present more than 90% of the time will increase and thus proficiency levels for these students will increase.	6/9/2016 monthly
G2.B3.S1.MA1	The number of classrooms and students with monthly perfect attendance will increase. Conversely, the number of students with 10 or more absences will decrease when compared to the previous school year.	King, Jamal	9/1/2015	Monthly homeroom/student lists, Contact Logs, Records of Home Visits, Attendance Review Committee Logs	6/9/2016 monthly
G2.B3.S1.MA1	Attendance will be tracked weekly with a special emphasis on the number of students who have five or more unexcused absences. Once students surpass the ten day mark, Attendance Review Committee meetings will be conducted and attendance plans will be implemented.	King, Jamal	9/1/2015	Attendance Review Committee Meeting Logs, Attendance Plans	6/9/2016 daily
G3.MA1	Evidence of a minimum of two STEM Activities is in the student work folders.	LaCavalla, Maria	10/1/2015	The amount of students at or above proficiency in all tested grade levels	6/9/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Work samples demonstrate evidence of Science process skills and academic vocabulary.			and in all subgroups will increase so that proficiency AMOs and target levels are met. Students scoring at higher achievement levels will continue to demonstrate learning gains commensurate with grade level standards.	
G3.B2.S1.MA1	Student work samples will indicate a STEM Activity was conducted and will provide evidence of the use of essential concepts as students explain their findings and/or conclusions.	LaCavalla, Maria	10/1/2015	Student data demonstrating growth on Mathematics and Science Interim Assessments, Lesson Plans, Student Work Samples	6/9/2016 semiannually
G3.B2.S1.MA1	Grade level planning will be used to present, a provide support for the pre-selected STEM Activity.	Gancedo, Maria	10/1/2015	Coaching logs, Student work samples, Teacher lesson plans, Classroom walk-throughs	6/9/2016 semiannually

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. Our goal is to increase student achievement by improving core instruction in all content areas.

G1.B1 Limited Evidence of Standards-based instruction throughout the building.

G1.B1.S1 During weekly grade level planning, teachers will unpack the standards and create daily learning targets aligned to each standard.

PD Opportunity 1

During grade level planning the teachers, along with the instructional coaches, will unpack the standards using the District provided planning cards. Grade level progression of the standards will be identified and daily learning targets will be created.

Facilitator

Alicia Parrish, Reading Coach; Marcelle Farley, Mathematics Coach

Participants

Classroom Teachers (K - 5); SPED Teachers

Schedule

Weekly, from 9/22/2015 to 1/22/2016

PD Opportunity 2

Once grade level progression of each Florida Standard is developed, teachers will utilize the targets to provide differentiated instruction to students who are performing below grade level in an effort to increase the difficulty of each learning target sequentially until grade level goals are met.

Facilitator

Alicia Parrish, Reading Coach; Marcelle Farley, Mathematics Coach

Participants

Classroom Teacher (K-5); SPED Teachers

Schedule

Biweekly, from 10/7/2015 to 6/9/2016

G1.B5 The pacing of instructional delivery limits the ability of teachers to complete all instructional components and provide students with opportunities to participate in academic discourse.

G1.B5.S1 During collaborative planning, teachers will specifically identify opportunities to engage the learner through the use of open-ended questions and activities which require authentic work products.

PD Opportunity 1

Provide professional development on the use of manipulative in Mathematics in an effort to increase student engagement.

Facilitator

Marcelle Farley, Mathematics Coach

Participants

Classroom Teachers (K-5); SPED Teachers

Schedule

On 10/30/2015

PD Opportunity 2

Identify and plan for performance tasks which require authentic tasks and student collaboration.

Facilitator

Alicia Parrish, Reading Coach; Marcelle Farley, Mathematics Coach

Participants

Classroom Teachers (K-5); SPED Teachers

Schedule

Biweekly, from 9/21/2015 to 6/9/2016

G1.B6 Limited evidence of the use of hands-on mathematics activities and essential labs that support the instruction of essential content.

G1.B6.S1 Provide teachers with an instructional framework that allots time for the explicit instruction of essential concepts as well as for hands-on activities such as essential labs.

PD Opportunity 1

Provide professional development on the effective delivery of Science content.

Facilitator

Anna Bloom, 5th Grade Science Teacher, Carmen Ramos, Science Lead Teacher

Participants

Classroom Teachers (K-5), SPED Teachers

Schedule

On 10/30/2015

PD Opportunity 2

Utilize a two-week framework during Science grade level planning which emphasizes the delivery of content on the first week followed by the delivery of an essential lab on the second week.

Facilitator

Carmen Ramos, Science Lead Teacher

Participants

Classroom Teachers (K-4)

Schedule

Biweekly, from 9/21/2015 to 1/22/2016

G3. In an effort to increase student exposure to authentic, hands-on STEM activities, one school-wide STEM activity will be conducted each semester.

G3.B2 Lack of content knowledge on the part of the teachers hinders the effectiveness of the Essential Labs and the STEM activities.

G3.B2.S1 Utilize common planning to plan for and implement one school-wide STEM activity per semester in Grades 4 and 5.

PD Opportunity 1

The Mathematics Coach will select on STEM Activity per semester to be conducted by Grade 4 and 5. The STEM Activity will be planned for and conducted collaboratively.

Facilitator

Marcelle Farley, Mathematics Coach

Participants

Mathematics and Science Teachers

Schedule

Semiannually, from 10/1/2015 to 1/22/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Introduce the action plan to the faculty.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$0.00
Notes: Use EESAC Funds to provide incentives for students who meet pre-assigned, individualized goals on District Assessments.						
2	G1.B1.S1.A2	During grade level planning the teachers, along with the instructional coaches, will unpack the standards using the District provided planning cards. Grade level progression of the standards will be identified and daily learning targets will be created.				\$0.00
3	G1.B1.S1.A3	Once grade level progression of each Florida Standard is developed, teachers will utilize the targets to provide differentiated instruction to students who are performing below grade level in an effort to increase the difficulty of each learning target sequentially until grade level goals are met.				\$0.00
4	G1.B5.S1.A1	Introduce the action step to the faculty.				\$0.00
5	G1.B5.S1.A2	Provide professional development on the use of manipulative in Mathematics in an effort to increase student engagement.				\$0.00
6	G1.B5.S1.A3	Identify and plan for performance tasks which require authentic tasks and student collaboration.				\$0.00
7	G1.B6.S1.A1	Introduce the action plan to the faculty.				\$0.00
8	G1.B6.S1.A2	Provide professional development on the effective delivery of Science content.				\$0.00
9	G1.B6.S1.A3	Utilize a two-week framework during Science grade level planning which emphasizes the delivery of content on the first week followed by the delivery of an essential lab on the second week.				\$0.00
10	G2.B3.S1.A1	Provide parents with information via pamphlets, school flyers, and Connect Ed with the District and school's policy on attendance.				\$0.00
11	G2.B3.S1.A2	Provide parents with information via pamphlets, school flyers, and Connect Ed with the District and school's policy on attendance.				\$0.00
12	G2.B3.S1.A3	Initiate a school-wide monitoring system to celebrate the classes, and students, who have consistent perfect attendance.				\$0.00
13	G2.B3.S1.A4	Begin monitoring students who have five or more unexcused absences. Send home parent letters, conduct phone calls, conduct home visits, and schedule Attendance Review Committee Meetings on an as needed basis.				\$0.00

Budget Data

14	G3.B2.S1.A1	The Mathematics Coach will select on STEM Activity per semester to be conducted by Grade 4 and 5. The STEM Activity will be planned for and conducted collaboratively.	\$0.00
Total:			\$0.00