

Miami-Dade County Public Schools

Bel Aire Elementary School



2015-16 School Improvement Plan

Bel Aire Elementary School

10205 SW 194TH ST, Cutler Bay, FL 33157

<http://belaireeagles.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	94%

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

Bel-Aire Elementary School, with the combined efforts of the family and community, envisions our students as confident, caring, well-educated individuals who will become active, successful and productive members of society.

Bel-Aire Elementary has the distinct pleasure of offering an enrichment based Gifted Program, whereas the students participate in project-based learning. This year Bel-Aire is offering the Cambridge program as well to selected students in Kindergarten through second grade. Over the past three years, Bel-Aire Elementary has offered programs such as Art Enrichment and Drum Line. Each year students from Bel-Aire Elementary have the privilege to enter into magnet programs throughout the South Region. Students at Bel-Aire will have the opportunity to participate in the Title I Chess Club as we engage in competition with other Title I Schools.

At Bel-Aire Elementary students are rewarded through motivational incentives such as "Coaches' Corner," Reading Challenges, giveaways for students who are "On Their Way to Achieving Proficiency." A few of the incentives the students receive include attending the Reading Literacy Night, Bel-Aire Fall Festival and an end of the year field trip.

Provide the school's vision statement

The vision of Bel-Aire Elementary School is to be committed to safety and excellence.

School Environment

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

At Bel-Aire Elementary School students and staff are encouraged to build positive relationships through enrichment programs and team building activities. Teachers meet on a weekly basis, to connect and discuss strategies and activities to help connect with students and offer support both emotionally and educationally.

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

At the beginning of the school year, teachers conducted "ice-breakers" to make students feel more at ease within the classrooms. The administrative team and counselor show the students that they have support and a safe learning environment through classroom visits and daily walkthroughs. Parents have been advised that there is a Code of Student Conduct in place and is used district wide to ensure the safety of their children. Students are reminded to report any issues that may arise to a trusted adult. Staff advises and discusses with students the importance of reporting bullying/harassment issues to an administration, counselor, and/or teacher.

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

Bel-Aire Elementary's schoolwide behavioral system aligns with a positive and proactive approach to behavior which aids in minimizing distractions during instructional time. At Bel-Aire the Code of

Student Conduct is followed. Teachers review and share the Code of Student Conduct with the students in order to ensure a clear understanding of the levels of behaviors and the consequences. The school-wide behavior plan is designed to meet the needs of the students across all subgroups. Teachers/staff members are expected to follow the school-wide discipline plan. The consequences for the students includes giving verbal warnings, phone calls to parent/guardians, detentions, referral to the guidance counselor and finally referral to an administrator.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school counselor works closely with the teachers and the administration keeping them abreast of various issues that arise with students. The school's social worker and psychologist are consulted and assist with ensuring the social-emotional needs of the students. Periodically, outside services are suggested as needed by the school's based leadership team.

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

Bel-Aire Elementary School has the following early warning system in place:

*Attendance - Parent Conference with an administrator when a student misses more than 10% of instructional time.

* Behavior - Parent Conference with an administrator for students who have referrals that lead to suspension.

*Performance- Students who score below proficiency on the Florida Standards Assessment (FSA) either in the ELA or Math assessment, who are not proficient in reading by Grade 3, and who are retained have SST Meetings to review student data and review Interventions in place and refer as needed.

*Attendance is monitored daily and perfect attendance homerooms are recognized. Students are recognized individually on a quarterly basis through the honor roll assemblies. Counseling for students and parents is provided for students with behavioral issues. On-going progress monitoring is done through academic grades, content area portfolios, and quarterly assessments.

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	1	8	11	2	0	11	33
One or more suspensions	6	6	0	4	1	3	20
Course failure in ELA or Math	30	16	14	26	11	7	104
Level 1 on statewide assessment	0	0	0	27	19	8	54

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	1	10	18	2	11	16	58

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

Bel-Aire Elementary School uses the following intervention strategies:

- "Push-In" support in Reading and Mathematics.
- After school tutoring
- Parent Academy Program classes.
- Counseling services for Individual student and family support as needed.
- Research-based reading, mathematics, and science materials.
- Title III Tutoring for ELL students in Reading and Math.
- Software for the development of language and literacy skills in reading, mathematics and science.
- Pull-out Intervention in Mathematics

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/188136>.

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

Title I Parent Involvement Plan under separate attachment

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
Mingo, Prudence	Principal
Gonzalez, Alina	Assistant Principal
Jomarron, Niria	Instructional Media
Valentine, Tamarell	Instructional Coach
Terry, Regina	Instructional Coach

Duties

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

Bel-Aire Elementary School's Leadership Team consists of the Prudence Mingo-Principal, Alina I. Gonzalez-Assistant Principal, Regina Terry-Literacy Coach, Tamarell Valentine- Math Coach, Niria Jomarron-Media Specialist, Nwosu-School Counselor and Gaby Delfino-Silva-School Psychologist.

• Administrator(s) Prudence Mingo, Principal and Alina Gonzalez, Assistant Principal facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; participate in interpretation and analyze data; facilitate development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

In addition to the school administrator(s)- Prudence Mingo, Principal and Alina Gonzalez, Assistant Principal--- the school's Leadership Team will include the following members who will carry out SIP planning, common planning and problem solving

- School Literacy Coach-Regina Terry, Math Coach-Tamarell Valentine, and Media Specialist-Niria Jomarron
- Special education personnel- Michelle Gallardo
- School guidance counselor-Dr. Nwosu
- School psychologist- Gaby Delfino-Silva
- School social worker-Diana Carmona
- Member of advisory group, community stakeholders,
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (weekly) to review consensus, infrastructure, and implementation of curriculum and instruction initiatives.

Tier 2

Assistant Principal-Alina Gonzalez, Counselor-Dr. Nwosu, Literacy Coach-Regina Terry, Math Coach-Tamarell Valentine, School Psychologist-Gaby Delfino-Silva will conduct regular meetings to evaluate intervention efforts for students by subject, grade and intervention.

In addition to those selected the classroom teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST Members

Selected members include Assistant Principal Alina Gonzalez, Counselor-Dr. Nwosu, Literacy Coach-Regina Terry, Math Coach-Tamarell Valentine and School Psychologist--Gaby Delfino-Silva, the Tier 2 Team, and the parent/guardian.

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 Leadership Team will use the Problem Solving process to set Tier 1 goals and monitor academic and behavioral data to evaluate progress towards those goals biweekly by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response problem solving process and monitoring progress of instruction.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated

by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur bi-weekly to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies will be closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed monthly. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust (if necessary), the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 support will be provided to students who have not met proficiency and/or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy and/or summer school for Rising second graders and retained third graders). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. The school based, Title I funded Community Involvement Specialists (CIS), will serve as a 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; Title I CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program

Title I, Part D

N/A

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

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

- tutorial programs 2nd-5th grade ELL students.
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

Title VI, Part B - NA

Title X- Homeless

Bel-Aire Elementary is assigned a social worker that works with students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate public education

- 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 Registrar on the procedures for enrolling homeless students, 2) School Counselor 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.

Supplemental Academic Instruction (SAI)

This school receives funding from Supplemental Finance Program (FEFP) allocation.

Violence Prevention Programs

Bel-Aire offers non-violence and anti-drug counseling to students and parents

- 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 school teachers, administrators, counselors is also a component of this program.

District Policy Against Bullying and Harassment

- Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- 2) Nutrition education, as per state statute, is taught through physical education.

- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education-N/A

Job Training-N/A

Other-

Bel-Aire Elementary will provide evening subject area meetings where teachers will demonstrate focus skill development. In addition extend an open invitation to the parents to visit the school's Parent Resource Center to receive information regarding available programs. Parents will be involved in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. School Improvement Grant Fund/School Improvement Grant Initiative The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase

the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, and classroom libraries. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and recapture teaching practices to establish quality school environments.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Student
Leatrice Perry-Bethune	Teacher
Stephanie Leather	Teacher
Denise Franklyn	Teacher
Niria Jomarron	Teacher
Tangela Henry	Teacher
Mildred Santiago	Education Support Employee
Oneill Ramos	Parent
Nancy Hall	Parent
Terri Wong	Business/Community
Yvonne Sawyer	Business/Community
Doris Granberry	Business/Community
Prudence Mingo	Principal
Gissery Acosta	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC met and reviewed the 2014-2015 school year school improvement plan and provided feedback during the SIP end-of-year review and monitored the School Improvement Plan throughout the school year.

Development of this school improvement plan

The SAC was presented with a copy of the 2014-2015 SIP and the worksheets created in order to develop the new SIP for the new school year. Input was given to the SIP writing team in order to assist in the development of the new plan. The team will review and give input on the new plan at the first meeting of the school year. During every meeting, the SAC will receive a report on the implementation of the School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC met and reviewed the projected budget and prepared a plan for the use of the SAC funds for the 2015-2016 school year.

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

The projected use of the school improvement funds for the upcoming school year include: student rewards and quarterly parent breakfast.

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
Mingo, Prudence	Principal
Gonzalez, Alina	Assistant Principal
Valentine, Tamarell	Instructional Coach
Jomarron, Niria	Instructional Media
Terry, Regina	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the LLT will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT will monitor and support the fidelity of the delivery of instruction and intervention.

Major initiatives of the LLT are:

- Develop strategies to increase students' reading comprehension ability.
 - Increase the number of 3rd, 4th and 5th grade students who will achieve mastery on the Florida Standards Assessment.
 - Analyze student data and redirect instruction as indicated by data.
 - Provide training for teachers on how to effectively give reading and math differentiated instruction.
- Continue to identify the weakest standards through ongoing data analysis, data chats, daily walkthroughs and the incorporation of differentiate instruction.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are provided with common grade level planning time by grade levels to collaborate regularly, problem solve, share best teaching practices, evaluate implementation, make decisions, and practice

new processes and skills. The Leadership team also facilitates the process of building consensus, increasing infrastructure, and making decisions about new implementations across the curriculum.

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

1. Principal will have regular meetings for new teachers.
2. Assistant Principal will partner a new teacher with veteran staff.
3. Principal and Assistant Principal will recruit interns from the University of Miami and Florida International University as they complete their program.

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

At this time there aren't any teachers who will be in the Teacher Mentoring Program. However, the school's teacher mentoring program/plan would:

- Have the mentor and mentee meet bi-weekly in a professional learning community to discuss organization skills, behavior management and curriculum.
- Time will be allotted for feedback and planning.

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

Bel-Aire Elementary provides opportunities for teachers to unpack the standards to plan and discuss reading, writing, science and math curriculum that aligns to the standards. Administration ensures that the curriculum is aligned with the new Florida Standards through the implementation of the District's Pacing Guides. The Leadership Team monitors the programs and materials used by daily walk through, lesson plans and formal observations. Collaborative Grade Level planning sessions are offered throughout the week.

Professional Development opportunities are made available once a month. Opportunities to collaborate through grade level planning and/or during after school Professional Development gives all staff members opportunities to develop a deeper understanding of the new standards along with core instructional resources.

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 Literacy Leadership Team at Bel-Aire Elementary school will meet weekly. The Literacy Leadership Team will analyze the data and look for data trends. A Grade Level Planning schedule makes coaches available to the teachers to plan. Coaches and teachers are using the District Pacing Guides, reviewing data, grouping students based on their needs, developing differentiated instruction plans and sharing best practice strategies. Data is used to adjust the delivery of curriculum and instruction to meet the specific needs of the students and drives decisions regarding targeted professional development and implement interventions.

Additionally, the following programs are available to assist students who are having difficulties attaining proficiency:

- Wonder Works
- iReady
- myONReader
- Reflex
- Discovery Education
- Think Central
- GIZMOS
- Title III ELL Tutoring

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,520

After-School tutoring, Title III tutoring services for ELL students.

Minutes—After-School Tutoring an additional 120 minutes a week.

Students who are ELL in 3rd, 4th and 5th grade will be offered the opportunity of attending the Title III tutoring program. The students will have an additional 120 minutes of learning a week.

Strategy Rationale

Tutoring will be made available to all ELL students in grades 2nd-5th in order to give them additional support in Reading and Mathematics.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mingo, Prudence, pr0261@dadeschools.net

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

Data will be collected through mini-assessments---by tutoring group. The data will be analyzed to determine the effectiveness of the additional support implemented.

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

At Bel-Aire Elementary the families of preschool children transitioning into kindergarten programs are provided assistance during the school's Kindergarten Meet & Greet, held annually in the spring. At this meeting, parents are provided an overview of the school and the facility, provided immunization and health information, and provided registration information. Children are given an opportunity to meet the teachers and experience various kindergarten activities. Families of preschool handicap children are provided transition assistance through the school's ESE department. The school works with the district by providing readiness diagnostic assessments for students from Head Start and VPK programs outside the school. Students are administered the VPK Readiness Assessment and the beginning of the school and exit assessment at the end of the school. Kindergarten registration will

begin in May and connect-ed messages will be made to the parents, flyers will be sent home with the students making them aware of the dates and the registration requirements.

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

NA

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

NA

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

NA

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

NA

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.** Limited evidence of effective delivery of literacy instruction after collaborative planning.
- G2.** To increase student achievement by improving core instruction in Mathematics.
- G3.** To increase student achievement by improving core instruction in Science.
- G4.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

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. Limited evidence of effective delivery of literacy instruction after collaborative planning. 1a

G070772

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	21.0

Resources Available to Support the Goal 2

- McGraw-Hill (Wonders Works)
- I-Ready
- MyOn

Targeted Barriers to Achieving the Goal 3

- Limited evidence of questioning strategies, and effective delivery of instruction.

Plan to Monitor Progress Toward G1. 8

Standards will be aligned to the curriculum.

Person Responsible

Prudence Mingo

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Classroom walkthrough, lesson plans, data

G2. To increase student achievement by improving core instruction in Mathematics. 1a

G070773

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	43.0

Resources Available to Support the Goal 2

- Math Coach, Teachers, Go Math, Item Specifications, Pacing Guide, Ready Florida MAFS, iReady, Computer Lab

Targeted Barriers to Achieving the Goal 3

- Limited evidence of in depth collaborative planning for high level questioning and student engagement.

Plan to Monitor Progress Toward G2. 8

Implement a procedure to monitor the weekly attendance of students and meet with the parents of the students with excessive absences (more than 3 in a month).

Person Responsible

Prudence Mingo

Schedule

Monthly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Decrease the percent of students absent and tardy to school

G3. To increase student achievement by improving core instruction in Science. 1a

G070774

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Teachers, Item Specifications, Pacing Guide, J and J Bootcamp, Gizmos, Computer Lab, Journals, Science Lab

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective collaborative planning.

Plan to Monitor Progress Toward G3. 8

Monitoring of lesson plans through classroom walkthroughs, and Science Interim Assessments

Person Responsible

Prudence Mingo

Schedule

Weekly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0 Science Assessment

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G070775

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0
One or More Suspensions	0.0

Resources Available to Support the Goal 2

- Counselor, Student Code of Conduct, School Social Worker, Administration, Code of Student Conduct

Targeted Barriers to Achieving the Goal 3

- Parents lack of knowledge of the connection between student attendance and student performance.
- Teachers, parents and students are unaware of the District Code of Student Conduct and the levels of offenses and consequences which lead to not implementing the Code of Student Conduct with fidelity.

Plan to Monitor Progress Toward G4. 8

Collect and analyze weekly attendance information for all students at Bel-Aire Elementary

Person Responsible

Alina Gonzalez

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Decreased number of absences evidenced by communication logs and Attendance meeting agendas with the parents.

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. Limited evidence of effective delivery of literacy instruction after collaborative planning. **1**

 G070772

G1.B1 Limited evidence of questioning strategies, and effective delivery of instruction. **2**

 B184450

G1.B1.S1 Modify the existing instructional frameworks to address the needs of each class based on data. **4**

 S195954

Strategy Rationale

The rationale is to ensure the needs of the students are addressed.

Action Step 1 **5**

Introduce the action plan during a faculty meeting.

Person Responsible

Prudence Mingo

Schedule

On 9/22/2015

Evidence of Completion

Sign-In Sheets and Agenda

Action Step 2 5

During collaborative planning introduce the selected strategy.

Person Responsible

Regina Terry

Schedule

On 9/30/2015

Evidence of Completion

Sign-In Sheets and Agenda

Action Step 3 5

During collaborative planning identify components of literacy block and develop individual instructional frameworks based on data

Person Responsible

Regina Terry

Schedule

Daily, from 9/30/2015 to 1/22/2016

Evidence of Completion

Support Calendar

Action Step 4 5

Through the coaching cycle identify teachers that are in need of further support

Person Responsible

Regina Terry

Schedule

Weekly, from 9/30/2015 to 1/22/2016

Evidence of Completion

Support Calendar

Action Step 5 5

Provide training for further support of the components in the literacy block.

Person Responsible

Regina Terry

Schedule

Weekly, from 9/30/2015 to 1/22/2016

Evidence of Completion

Support Calendar

Action Step 6 5

Monitor the effective delivery of the strategy.

Person Responsible

Prudence Mingo

Schedule

Daily, from 9/30/2015 to 1/22/2016

Evidence of Completion

Administrative Walkthroughs

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

Monitor Grade Level planning to ensure it is used effectively in developing lessons for effective delivery of instruction.

Person Responsible

Prudence Mingo

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Collaborative planning sign-in sheets, lesson plans

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

Monitor Grade Level planning to ensure it is used effectively in developing lessons for effective delivery of instruction.

Person Responsible

Prudence Mingo

Schedule

Weekly, from 9/30/2015 to 6/9/2016


Evidence of Completion

Lesson plans, Classroom walkthrough

G2. To increase student achievement by improving core instruction in Mathematics. 1

 G070773

G2.B1 Limited evidence of in depth collaborative planning for high level questioning and student engagement. 2

 B184451

G2.B1.S1 Collaborative planning sessions will specifically address opportunities to engage the learner through collaborative structures and questioning strategies. 4

 S195955

Strategy Rationale

The rationale is to have collaborative structures to develop questioning strategies.

Action Step 1 5

Introduce action plan to teachers during the next faculty meeting.

Person Responsible

Prudence Mingo

Schedule

On 9/30/2015

Evidence of Completion

Agenda and sign in sheet

Action Step 2 5

Provide training during grade level planning to introduce research based strategies for student engagement (i.e.accountable talk)

Person Responsible

Tamarell Valentine

Schedule

On 9/30/2015

Evidence of Completion

Agenda and sign in sheet

Action Step 3 5

Teachers will implement the strategies presented in the training by conducting lessons that engage the students in collaborative structures and high level questioning

Person Responsible

Prudence Mingo

Schedule

Daily, from 9/30/2015 to 1/22/2016

Evidence of Completion

Lesson Plans, Administrative Walkthroughs and observations

Action Step 4 5

Provide follow up support by conducting coaching cycles to identified teachers who demonstrate a need for additional support.

Person Responsible

Tamarell Valentine

Schedule

Weekly, from 9/30/2015 to 1/22/2016

Evidence of Completion

Coaching Support Documents

Action Step 5 5

Monitor the implementation of each action step through delivery of professional development and informal walk throughs.

Person Responsible

Prudence Mingo

Schedule

Daily, from 9/30/2015 to 6/9/2016

Evidence of Completion

Informal walkthriughs

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

Effective collaborative planning sessions to engage the learner through collaborative structures and questioning strategies.

Person Responsible

Prudence Mingo

Schedule

Daily, from 9/30/2015 to 6/9/2016

Evidence of Completion

daily walkthroughs

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

Effective collaborative planning sessions to engage the learner through collaborative structures and questioning strategies.

Person Responsible

Prudence Mingo

Schedule

Daily, from 9/30/2015 to 6/9/2016

Evidence of Completion

Administrative walktrhoughs

G3. To increase student achievement by improving core instruction in Science. 1

G070774

G3.B1 Limited evidence of effective collaborative planning. 2

B184452

G3.B1.S1 Collaborative planning sessions will be conducted in alignment with the pacing guides and will include a lesson plan framework that includes scaffolding and high level questioning that address the rigor of the Science standards. 4

S195956

Strategy Rationale

To increase the number of students who will have the opportunity to participate in a Science.

Action Step 1 5

Introduce action plan to teachers during the next faculty meeting.

Person Responsible

Prudence Mingo

Schedule

On 9/30/2015

Evidence of Completion

Agenda, sign-in sheet

Action Step 2 5

Provide training on effective backwards planning in an effort to create lessons that align to the rigor of the Science standards.

Person Responsible

Prudence Mingo

Schedule

Monthly, from 9/30/2015 to 9/30/2015

Evidence of Completion

Sign-in sheets, lesson plans

Action Step 3 5

Teachers will create lessons that align to the rigor of the Science standards once a week during their planning time.

Person Responsible

Alina Gonzalez

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, walkthroughs, student work samples

Action Step 4 5

Provide follow up support by conducting weekly walk throughs and addressing any concerns that the Science teachers have. Science teachers will also be given the Curriculum Corner to guide their instruction.

Person Responsible

Alina Gonzalez

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Administrative walkthroughs and lesson plans

Action Step 5 5

Monitor the implementation of each action step through delivery of professional development and informal walk throughs.

Person Responsible

Prudence Mingo

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Administrative walkthroughs

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

Monitor collaborative planning and lesson plans, School

Person Responsible

Prudence Mingo

Schedule

Biweekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

lesson plans

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

Monitoring of lesson plans through classroom walkthroughs, and Science Interim Assessments

Person Responsible

Prudence Mingo

Schedule

Biweekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Interim Assessments, 2015 FCAT 2.0 Science Assessment

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

G070775

G4.B1 Parents lack of knowledge of the connection between student attendance and student performance. 2

B184453

G4.B1.S1 Administration will communicate via Connect Ed the importance of daily attendance, review attendance procedures and meet monthly with the parents of students with excessive absences. An incentive plan for students with the least amount of absences will be implemented. 4

S195957

Strategy Rationale

The rationale is to communicate the importance of being in school and the impact that being in school has on learning.

Action Step 1 5

Implement procedures to monitor weekly the student attendance and meet with the parents of the students with excessive absences (more than 3 a month).

Person Responsible

Alina Gonzalez

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Decreased number of students absent, meeting and communication logs

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

Implement a procedure to monitor the weekly attendance of students with excessive absences and meet with the parents of the students.

Person Responsible

Alina Gonzalez

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Meeting and communication logs

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

Implement a procedure to monitor the weekly attendance of students with excessive absences and meet with the parents of the students.

Person Responsible

Alina Gonzalez

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Decreased number of students with more than three absences a month.

G4.B2 Teachers, parents and students are unaware of the District Code of Student Conduct and the levels of offenses and consequences which lead to not implementing the Code of Student Conduct with fidelity.

2

 B184454

G4.B2.S1 Staff, Parents and students will be provided the opportunity to receive training on the understanding of the Student Code of Conduct which will be posted on the school's website and made available to parents, students and staff. 4

 S195958

Strategy Rationale

Assist with the understanding of the Code of Student Conduct and Progressive Discipline.

Action Step 1 5

Monitor the number of referrals and student behavior, meet with the parents of the students who are repeat offenders of the Student Code of Conduct and have repeat referrals. In addition, monitor the behaviors and maintain a zero percent suspension rate.

Person Responsible

Prudence Mingo

Schedule

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

Evidence of Completion

Decrease number of students suspended and receiving referrals

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitor the number of referrals and student behavior, meet with the parents of the students who are repeat offenders of the Student Code of Conduct and have repeat referrals. In addition, monitor the behaviors and maintain a zero percent suspension rate.

Person Responsible

Prudence Mingo

Schedule

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

Evidence of Completion

Decreased percentage of students suspended or referred for behavior infractions.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Monitor the number of referrals and student behavior, meet with the parents of the students who are repeat offenders of the Student Code of Conduct and have repeat referrals. In addition, monitor the behaviors and maintain a zero percent suspension rate.

Person Responsible

Prudence Mingo

Schedule

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

Evidence of Completion

Decreased number of referrals and suspensions.

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 during a faculty meeting.	Mingo, Prudence	9/22/2015	Sign-In Sheets and Agenda	9/22/2015 one-time
G2.B1.S1.A1	Introduce action plan to teachers during the next faculty meeting.	Mingo, Prudence	9/30/2015	Agenda and sign in sheet	9/30/2015 one-time
G3.B1.S1.A1	Introduce action plan to teachers during the next faculty meeting.	Mingo, Prudence	9/30/2015	Agenda, sign-in sheet	9/30/2015 one-time
G4.B1.S1.A1	Implement procedures to monitor weekly the student attendance and meet with the parents of the students with excessive absences (more than 3 a month).	Gonzalez, Alina	9/30/2015	Decreased number of students absent, meeting and communication logs	6/9/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A1	Monitor the number of referrals and student behavior, meet with the parents of the students who are repeat offenders of the Student Code of Conduct and have repeat referrals. In addition, monitor the behaviors and maintain a zero percent suspension rate.	Mingo, Prudence	8/24/2015	Decrease number of students suspended and receiving referrals	6/9/2016 daily
G1.B1.S1.A2	During collaborative planning introduce the selected strategy.	Terry, Regina	9/30/2015	Sign-In Sheets and Agenda	9/30/2015 one-time
G2.B1.S1.A2	Provide training during grade level planning to introduce research based strategies for student engagement (i.e.accountable talk)	Valentine, Tamarell	9/30/2015	Agenda and sign in sheet	9/30/2015 one-time
G3.B1.S1.A2	Provide training on effective backwards planning in an effort to create lessons that align to the rigor of the Science standards.	Mingo, Prudence	9/30/2015	Sign-in sheets, lesson plans	9/30/2015 monthly
G1.B1.S1.A3	During collaborative planning identify components of literacy block and develop individual instructional frameworks based on data	Terry, Regina	9/30/2015	Support Calendar	1/22/2016 daily
G2.B1.S1.A3	Teachers will implement the strategies presented in the training by conducting lessons that engage the students in collaborative structures and high level questioning	Mingo, Prudence	9/30/2015	Lesson Plans, Administrative Walkthroughs and observations	1/22/2016 daily
G3.B1.S1.A3	Teachers will create lessons that align to the rigor of the Science standards once a week during their planning time.	Gonzalez, Alina	9/30/2015	Lesson Plans, walkthroughs, student work samples	6/9/2016 weekly
G1.B1.S1.A4	Through the coaching cycle identify teachers that are in need of further support	Terry, Regina	9/30/2015	Support Calendar	1/22/2016 weekly
G2.B1.S1.A4	Provide follow up support by conducting coaching cycles to identified teachers who demonstrate a need for additional support.	Valentine, Tamarell	9/30/2015	Coaching Support Documents	1/22/2016 weekly
G3.B1.S1.A4	Provide follow up support by conducting weekly walk throughs and addressing any concerns that the Science teachers have. Science teachers will also be given the Curriculum Corner to guide their instruction.	Gonzalez, Alina	9/30/2015	Administrative walkthroughs and lesson plans	6/9/2016 weekly
G1.B1.S1.A5	Provide training for further support of the components in the literacy block.	Terry, Regina	9/30/2015	Support Calendar	1/22/2016 weekly
G2.B1.S1.A5	Monitor the implementation of each action step through delivery of professional development and informal walk throughs.	Mingo, Prudence	9/30/2015	Informal walkthriughs	6/9/2016 daily
G3.B1.S1.A5	Monitor the implementation of each action step through delivery of professional development and informal walk throughs.	Mingo, Prudence	9/30/2015	Administrative walkthroughs	6/9/2016 weekly
G1.B1.S1.A6	Monitor the effective delivery of the strategy.	Mingo, Prudence	9/30/2015	Administrative Walkthroughs	1/22/2016 daily
G1.MA1	Standards will be aligned to the curriculum.	Mingo, Prudence	9/30/2015	Classroom walkthrough, lesson plans, data	6/9/2016 weekly
G1.B1.S1.MA1	Monitor Grade Level planning to ensure it is used effectively in developing lessons for effective delivery of instruction.	Mingo, Prudence	9/30/2015	Lesson plans, Classroom walkthrough	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Monitor Grade Level planning to ensure it is used effectively in developing lessons for effective delivery of instruction.	Mingo, Prudence	9/30/2015	Collaborative planning sign-in sheets, lesson plans	6/9/2016 weekly
G2.MA1	Implement a procedure to monitor the weekly attendance of students and meet with the parents of the students with excessive absences (more than 3 in a month).	Mingo, Prudence	9/10/2014	Decrease the percent of students absent and tardy to school	6/5/2015 monthly
G2.B1.S1.MA1	Effective collaborative planning sessions to engage the learner through collaborative structures and questioning strategies.	Mingo, Prudence	9/30/2015	Administrative walkthroughs	6/9/2016 daily
G2.B1.S1.MA1	Effective collaborative planning sessions to engage the learner through collaborative structures and questioning strategies.	Mingo, Prudence	9/30/2015	daily walkthroughs	6/9/2016 daily
G3.MA1	Monitoring of lesson plans through classroom walkthroughs, and Science Interim Assessments	Mingo, Prudence	9/10/2014	Interim Assessments, 2014 FCAT 2.0 Science Assessment	6/5/2015 weekly
G3.B1.S1.MA1	Monitoring of lesson plans through classroom walkthroughs, and Science Interim Assessments	Mingo, Prudence	9/30/2015	Interim Assessments, 2015 FCAT 2.0 Science Assessment	6/9/2016 biweekly
G3.B1.S1.MA1	Monitor collaborative planning and lesson plans, School	Mingo, Prudence	9/30/2015	lesson plans	6/9/2016 biweekly
G4.MA1	Collect and analyze weekly attendance information for all students at Bel-Aire Elementary	Gonzalez, Alina	9/30/2015	Decreased number of absences evidenced by communication logs and Attendance meeting agendas with the parents.	6/9/2016 weekly
G4.B1.S1.MA1	Implement a procedure to monitor the weekly attendance of students with excessive absences and meet with the parents of the students.	Gonzalez, Alina	9/30/2015	Decreased number of students with more than three absences a month.	6/9/2016 weekly
G4.B1.S1.MA1	Implement a procedure to monitor the weekly attendance of students with excessive absences and meet with the parents of the students.	Gonzalez, Alina	9/30/2015	Meeting and communication logs	6/9/2016 weekly
G4.B2.S1.MA1	Monitor the number of referrals and student behavior, meet with the parents of the students who are repeat offenders of the Student Code of Conduct and have repeat referrals. In addition, monitor the behaviors and maintain a zero percent suspension rate.	Mingo, Prudence	8/24/2015	Decreased number of referrals and suspensions.	6/9/2016 daily
G4.B2.S1.MA1	Monitor the number of referrals and student behavior, meet with the parents of the students who are repeat offenders of the Student Code of Conduct and have repeat referrals. In addition, monitor the behaviors and maintain a zero percent suspension rate.	Mingo, Prudence	8/24/2015	Decreased percentage of students suspended or referred for behavior infractions.	6/9/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. To increase student achievement by improving core instruction in Science.

G3.B1 Limited evidence of effective collaborative planning.

G3.B1.S1 Collaborative planning sessions will be conducted in alignment with the pacing guides and will include a lesson plan framework that includes scaffolding and high level questioning that address the rigor of the Science standards.

PD Opportunity 1

Provide training on effective backwards planning in an effort to create lessons that align to the rigor of the Science standards.

Facilitator

Ms. Susie Bello, Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

Monthly, from 9/30/2015 to 9/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Introduce the action plan during a faculty meeting.	\$0.00
2	G1.B1.S1.A2	During collaborative planning introduce the selected strategy.	\$0.00
3	G1.B1.S1.A3	During collaborative planning identify components of literacy block and develop individual instructional frameworks based on data	\$0.00
4	G1.B1.S1.A4	Through the coaching cycle identify teachers that are in need of further support	\$0.00
5	G1.B1.S1.A5	Provide training for further support of the components in the literacy block.	\$0.00
6	G1.B1.S1.A6	Monitor the effective delivery of the strategy.	\$0.00
7	G2.B1.S1.A1	Introduce action plan to teachers during the next faculty meeting.	\$0.00
8	G2.B1.S1.A2	Provide training during grade level planning to introduce research based strategies for student engagement (i.e.accountable talk)	\$0.00
9	G2.B1.S1.A3	Teachers will implement the strategies presented in the training by conducting lessons that engage the students in collaborative structures and high level questioning	\$0.00
10	G2.B1.S1.A4	Provide follow up support by conducting coaching cycles to identified teachers who demonstrate a need for additional support.	\$0.00
11	G2.B1.S1.A5	Monitor the implementation of each action step through delivery of professional development and informal walk throughs.	\$0.00
12	G3.B1.S1.A1	Introduce action plan to teachers during the next faculty meeting.	\$0.00
13	G3.B1.S1.A2	Provide training on effective backwards planning in an effort to create lessons that align to the rigor of the Science standards.	\$0.00
14	G3.B1.S1.A3	Teachers will create lessons that align to the rigor of the Science standards once a week during their planning time.	\$0.00
15	G3.B1.S1.A4	Provide follow up support by conducting weekly walk throughs and addressing any concerns that the Science teachers have. Science teachers will also be given the Curriculum Corner to guide their instruction.	\$0.00
16	G3.B1.S1.A5	Monitor the implementation of each action step through delivery of professional development and informal walk throughs.	\$0.00
17	G4.B1.S1.A1	Implement procedures to monitor weekly the student attendance and meet with the parents of the students with excessive absences (more than 3 a month).	\$0.00
18	G4.B2.S1.A1	Monitor the number of referrals and student behavior, meet with the parents of the students who are repeat offenders of the Student Code of Conduct and have repeat referrals. In addition, monitor the behaviors and maintain a zero percent suspension rate.	\$0.00
Total:			\$0.00